



**EPIC CHARTER
SCHOOLS**

**Student
& Parent
HANDBOOK**
2024-25

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Introduction

School Philosophy

Our educational philosophy is simple. We believe in parental choice. We offer the finest tuition free curriculum choices available for grades PreK-12. At Epic Charter Schools, we realize that not all students learn the same way. Our education options allow our students to learn anytime and from anywhere at their own pace. We will constantly strive to measure the effectiveness of our school so that every one of our students will succeed.

Mission Statement

“Fulfilling every student’s individual potential by personalizing an educational plan that focuses on creating a dynamic school and family partnership to achieve optimal student performance.”

Vision Statement

Epic Charter Schools is dedicated to providing every student with the opportunity to meet their full academic achievement potential. We are committed to reaching this goal by:

- Offering the finest quality of instructional strategies and curriculum choices.
- Continuously use assessment to improve our delivery of instruction.
- Treat our students with respect and have high expectations for achievement.
- Use current research and resources to be most effective.

Academic Calendar

[Please check our calendar for first day of school, end of semesters, last day of school and other relevant dates.](#)

Student/Teacher/Family partnerships that have not met their goal for the academic year will continue beyond the Second Semester deadline until goals have been met or the new academic calendar begins. Year round learning will be utilized as needed to ensure students do not fall behind and stay caught up.

Student Holidays

[Please check our calendar for the noted holidays this year and any updates.](#)

General Information

Face-to-Face Instruction for One-on-One Students

Epic Charter Schools offers individualized instruction to each student through its One-on-One Program. A certified teacher is assigned to each student and works in partnership with the family to teach, coach, and motivate each child. Teachers can interact with the family through a variety of methods: by face-to-face instruction, by phone, by text, by email, by online chat, and by using web-based interactive tools. Teachers should make contact with the student daily using the communication methods that work best for the family.

Once the student is assigned to a teacher's roster, a meeting should be held to create the Individual Learning Plan (ILP) and establish short and long-term academic goals for the student. The teacher and family will also agree to a schedule a location for face-to-face instruction. This could include the family's home, an Epic facility, or an approved public location. Any location chosen should be as distraction-free as possible and should create a safe and positive learning environment. For safety reasons, it is required that teachers only meet with a student alone if it is in a public place.

Instructional, face-to-face meetings provide a great opportunity for teachers to target lessons or concepts that students are struggling to master. It is strongly encouraged for our teachers to meet in person with students unless the parents have made a formal request in writing to the principal. Whether teachers are meeting in person or virtually, teachers should meet with regular education students for at least one hour (2 - 4 hours recommended) per week. This should be the minimum number of teacher/student meetings occurring in order to ensure engagement and academic growth for all of our students, but a family can request more or less frequent meeting times.

School Visitors

It is the policy of the Epic Board of Education that all visitors to any school facility obtain a visitor's pass at the building principal's office or other appropriate office. Parents are requested not to send or allow siblings to visit students in the classroom.

Staff members are not normally expected to have personal visitors during the school day.

Agents or other persons shall not visit teachers during school hours for the purpose of selling books or other articles without written consent from the superintendent.

The superintendent or principal of any school shall have the authority to order any person out of a school building and off school property when it appears that the presence of such person is a threat to the peaceful conduct of school business, school activities, and/or school classes. This authority shall extend to the removal of any individual attending an official school activity or field trip where students are present, including an activity or field trip not on school property when the superintendent or principal determines that a threat to the peaceful conduct of students exists. Any person who refuses to leave a school building or grounds after being ordered to do so by the superintendent or principal shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than \$500.00 or by imprisonment in the county jail for not more than 90 days, or by both such fine and imprisonment.

Any person who is requested to leave the premises shall be unable to return to the premises without the written permission of the administration for a period of six months. A grievance or an appeal may be filed by the individual as per district policy.

Face-to-Face Instruction Visitation

Epic Charter School believes that all Parents/Guardians should be involved in their child's education. At Epic, our support of Parent/Guardian involvement falls side-by-side with our interest in cultivating an environment that fosters learning and security. We understand that parents/guardians may wish to observe the educational activities that their students are participating in when they are engaged in face-to-face instruction at one of our sites. We ask that parents follow this guideline in order to ensure that any observations are made in such a way that does not interfere with student learning or create an environment that might create security concerns.

In order to observe classroom activities, all visitors wishing to observe face-to-face instruction, please inform their student's teacher no less than one week prior to the desired date of observation.

No visit shall be conducted in such a way as to detract from classroom activities. If, in the judgment of the teacher, the visitation is not in accordance with this procedure, the visitor(s) will be asked to leave the classroom and/or the building.

Administrative Office Visitation

For safety and security purposes, all visitors to the Epic offices including teachers, students, and family members will need to check in at the front upon entering the building. Visitors will also be required to stay in the lobby area until they are escorted into the back office area.

Distribution or use of tobacco products in any form, as well as the use of simulated tobacco products are prohibited during visitation.

Communication

Epic Charter Schools believes very strongly in communication that is open, two-way, and continuous. Although we are an online charter school, we will begin a dialog with you as soon as you become our student. Open dialog and feedback allow us to monitor student educational improvement and academic progress.

Epic Charter Schools has a service that will allow the school to communicate messages to families within minutes. This system utilizes a variety of communication options: voice mail, email, and/or text messages. The school may use this service to share important school-wide information or send reminders for various activities involving student participation.

Curriculum Choices

There are several curriculum choices encompassing all subject areas, along with electives. Information regarding these curricula choices can be found on our website. All of our core

curricula and for credit classes are correlated to the Oklahoma Academic Standards. Students are expected to acquire these skills at each grade level. Each parent or guardian is responsible for selecting the curriculum choices for their child.

Testing Progress

Each student will test at the beginning of the year to establish a baseline for academic achievement. A post-test will be administered at the end of each school year to establish yearly progress and academic growth. A progress test may be given during late November and/or February to assure academic progress has been attained. In addition to a pre- and post-test and yearly progress test, all students are required to participate in the appropriate grade level exams of the Oklahoma School Testing Program and other state required tests.

Internet Access

All Epic Students must have internet access. If internet service is needed, Epic does offer MiFi devices that can be ordered through the student's Learning Fund.

Learning Fund

Epic Charter Schools provides the unique opportunity for parents to tailor individual curricula needs for their child. Each student is allocated a [learning fund](#) that allows for individual curricula, technology or school-related goods and services.

A Few Guidelines: Memberships fees are not paid for through the [learning fund](#). Admission fees may only be paid for out of the Learning Fund, if it is inclusive to an educational class being offered at the location and the admission fee must be paid to access the activity. Non-academic classes can be considered after curricula and technology are purchased. Also, Epic cannot split the cost of any ordered item or curriculum with the family nor reimburse parents for any expenses.

Funds left in a student's Learning Fund will not roll over to the next school year, and monies can not be shared within sibling groups.

*Note that in order for the [Learning Fund](#) to pay a student's summer invoices (June and July) the student must show active status for this school year, as well as, show enrolled for the following school year. The student must not be in truancy violation and must have the funds to pay for services from the current scholastic year. Summer invoices cannot be paid for with the upcoming school year's funds.

Any Media purchased utilizing a student's learning fund as a result of a curriculum selection or at the request of a student's teacher may upon request by Learning Fund personnel be reviewed by Epic Library personnel under the Epic Library Media Selection Guideline. Any materials deemed inappropriate under that Guideline or in violation of 70 O.S. § 24-157, shall not be provided for the student in question.

Media purchased as a result of a parent/guardian request for supplementary media materials shall be provided under the following procedures: If the Learning Fund staff have concern regarding a request, such materials may be reviewed by the Library Personnel following the Library Media Selection. If the Library Personnel determine that such media is inappropriate for the student they shall issue a recommendation which shall be provided to the Parent/Guardian and provide examples of more appropriate alternatives. The parent/guardian may request that the media be provided regardless, and if so the Learning Fund will complete the request. However, if the Library Personnel determine that any requested Media constitutes child pornography or obscene materials, as defined in Section 1024.1 of Title 21 of the Oklahoma Statutes, or child sexual exploitation, as defined in Section 843.5 of Title 21 of the Oklahoma Statutes the request shall be denied and acceptable alternatives shall be recommended to the parent/guardian.

Late Enrollment

Any student that completes their Individual Learning Plan (ILP) on or before October 18th of the current school year will receive the full learning fund amount of \$1,000. Students that complete their ILP after October 18th will have no learning fund, but will have access to a predetermined curriculum and technology that has been approved for grade level appropriateness. (Late Enrollment Curriculum subject to change based upon availability).

Technology: Laptops, iPads, and WiFi

The following will be made available to your student if you do not have a computer at home as long as the child is enrolled in Epic Charter Schools:

- Chromebook at no charge to the child's learning fund. If an iPad or Laptop is chosen the chromebook will not be available.
- iPad tablets: \$300/year
- Laptops: \$250/year
- Mifi device: \$240/year

All technology is the property of Epic Charter Schools and must be returned in good working order when the child is no longer an Epic student. Repair costs to laptops and iPads will be charged against the student's learning fund account. The cost of the repair is determined by our technology team.

Replacement Fees for Lost or Stolen Technology:

- Laptop: \$175
- iPad: \$300
- MiFi: \$100
- Calculator: \$60

Textbooks and Supplies

All textbooks, electronic devices, and non-consumable items bought using the Learning Fund belong to Epic Charter Schools. Non-consumable items are products that are not used up, depleted, or consumed with use. These items are typically durable and can be reused multiple times. Examples include textbooks, electronics, microscopes, telescopes, etc. These materials must be returned to the school once the unit or course is completed, or if the student graduates or leaves Epic Charter Schools.

For a further explanation of the learning fund please visit:

<https://epiccharterschools.org/learning-fund>

Academics

Graduate Support Specialist Responsibilities

Graduation Support Specialists will team with the teachers to guide each student through graduation. Graduation Support Specialists connect with teachers to help students access the options available for graduation success.

Grade Promotion Policy

Elementary and Middle School grade promotion from one grade to the next shall be based on the following criteria:

- Completion of the curriculum with a grade of 60% or higher – All Subjects.
- If a student demonstrates a 90 percent proficiency level on a comprehensive standards-based exam, the student may be promoted to the next grade.

High School Classification

High School Classification for students is determined by the credit count of the student on the first day of school.

- Freshman = 0-4.99 credits
- Sophomore = 5-10.99 credits
- Junior = 11-16.99 credits
- Senior = 17 or more credits

Epic Graduation Requirements

There are two diploma tracks available to all students in the state of Oklahoma as outlined in Oklahoma Law 70 O.S. 11-103.6. The recommended diploma track for Epic Students is the College Preparatory/Work Ready Diploma. An optional, less rigorous track is the Core Curriculum Track. More information regarding the Core Curriculum Track can be obtained through the Graduate Support Department.

Epic will not approve GED forms for students under the age of 18 years old.

College Preparatory/Work Ready Diploma

Beginning with students entering ninth grade, the following units must be completed:

1. Four units of English that may include Grammar, Composition, Literature, or an English course approved for college admission.
2. Three units of Mathematics limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus and AP Statistics.
3. Three units of Laboratory Science that are limited to Biology, Chemistry, Physics, or any laboratory science course with content equal to or above Biology and approved for college admission requirements.
4. Three units of History that include one unit of American History, one-half unit Oklahoma History, one-half unit of United States Government, and one unit from the subjects of History, Government, Geography, Economics, Civics, or non-Western Culture.
5. Two units of the same World Language or two units of Computer Technology.
6. One additional unit that is selected from the courses listed above.
7. One unit of fine arts, such as Music, Art, Drama, or Speech.
8. Six (6) elective units.

Epic Charter School graduation criteria require 23 units for graduation.

High School

The twenty-three credits that are required for graduation from Epic Charter Schools are outlined below. The 23 credits are from the following areas: COURSE CREDITS

- 4: ENGLISH: I, II, III, IV
- 3: MATHEMATICS: Algebra I and II, Geometry, Trigonometry, Math Analysis, Calculus, AP Statistics
- 3: SOCIAL STUDIES and CITIZENSHIP SKILLS: US Government (1/2), OK History (1/2), US History (1) and (1) selected from History, Government, Geography, Economics, and Civics
- 3: SCIENCE: Biology 1, Chemistry, Physics
- 2: COMPUTER TECHNOLOGY or WORLD LANGUAGE
- 1: Additional credit selected from any courses previously listed
- 1: FINE ARTS or SPEECH: Music, Art, Drama or Speech
- 6: At least 6 Electives

23 Total credits (units)

All high school students in Oklahoma have an additional graduation requirement of completing an Individual Career Academic Plan (ICAP). The term ICAP refers to both a process that helps students engage in academic and career development activities and a product that is created and maintained for students' academic, career, and personal advancement.

You can also view course requirements for high school graduation [here](#).

Students and the parents of students that complete the requirements to graduate early shall be required to sign a form acknowledging that they have met the requirements for early graduation.

Portfolio Credit

Epic Charter Schools can award high school credit for learning experiences taken outside of traditional school perimeters. A submitted portfolio can provide the basis for assessing and awarding credits for the appropriate learning experience for some subjects. Please contact the teacher for additional information.

World Language credits CANNOT be awarded on the basis of a portfolio, only course completion or credit by exam.

Non-Accredited School or Home School transfer:

Students who are entering Epic Charter Schools that were previously in a Non-Accredited School or Home School may earn course credit by mastery of a subject in a school designated assessment. This can be done through national exams or through Epic assessments. This opportunity is for students that have already received instruction in these courses and have submitted an official transcript from the non-accredited school or home school.

National Exams

National exams, listed below, must be submitted to Epic to be considered for credit. Students who score Advanced shall receive an A in the subject. Students scoring Proficient shall receive a B in the subject.

Epic Mastery Exams

Epic based mastery exams will be set up through the Graduation support manager and the teacher. For general curriculum mastery exams, Students scoring 70-85% will receive a “B” and 86-100% will receive an “A” for the course.

See the chart below for the designated assessment list and scores.

Assessments and Scores		
ACT Mathematics Subset		
	Proficient	Advanced
Algebra I	18	23
Algebra II	20	25
Geometry	18	23
ACT Science Subset		
	Proficient	Advanced
Biology I	19	25
ACT Reading, English & Writing Subsets		
English II 9/15 & After	Proficient	Advanced
Combined	30	46
Neither Below	14	22
Writing	23	32
English II Prior to 9/15	Proficient	Advanced
Combined	30	46
Neither Below	14	22
Writing	8	10

English III 9/15 & After	Proficient	Advanced
Combined	32	48
Neither Below	15	23
Writing	23	32
English III Prior to 9/15	Proficient	Advanced
Combined	32	48
Neither Below	15	23
Writing	8	10

Non-Accredited School definition: Any school that does not have an accreditation from a state or national accreditation service is considered a Non-Accredited School.

World Language credits can be obtained via Proficiency Based Exam (PBP) or Credit by Exam (CBE); criteria and score cut-offs for these exams differ from mastery exams in the general curriculum.

Exam	Minimum Pass Rate	Grade Awarded	Credit Earned
PBP	90%	"A"	1.0 (full year)
PBPs are available for native and proficient speakers, they are given in full year (1.0) units.			
CBE	70%	Raw Score	0.5 (semester)
CBEs are for students who have completed a World Language curriculum outside of Epic, exams and credit are awarded in semester (0.5) units			

Honors and Concurrent Enrollment

Some of the Epic Charter Schools curricula offer advanced placement courses and/or college preparatory courses. These courses will be clearly described. Please contact the

Graduation Support Department if you have a student who is interested in concurrent or advanced placement courses. They will assist you in that process with the family.

Grade Scale

All Epic Charter School students will be graded in the following manner:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59 I: Incomplete Course (High School Only)

Class Ranking

Class rank is determined by the weighted Grade Point Average (GPA). Only courses taken while in grades 9-12 factor into the GPA.

GPA Weights

Regular Academic Course

A: 4.0 B: 3.0 C: 2.0 D: 1.0 F: 0.0 I: Not Used in Calculation

Honors Course

A: 4.5 B: 3.5 C: 2.5 D: 1.5

Advanced Placement

A: 5.0 B: 4.0 C: 3.0

Grades below a "C" are not weighted.

Understanding the "I" Grade on High School Transcripts

An "I" on a high school transcript stands for "Incomplete." This grade is assigned when a student has not completed the required coursework by the end of the grading period due to extenuating circumstances such as illness, family emergencies, or other significant disruptions.

Key Points:

- An "I" indicates that the student did not successfully complete the required coursework.
- Upon graduation **from Epic**, all Incomplete **Epic courses** will be hidden from the final transcript.
- An "I" is Grade Point Average (GPA) neutral, meaning that it is excluded from all GPA calculations.

Parents and students are encouraged to communicate with teachers and principals if there are any questions or concerns about courses transcribed with an "I".

- Standard Credits award 0.5 high school credits per 3 college hours. Lab science, World language, English composition, and college-level math courses have been pre-approved to earn 1.0 high school credit per semester.
- Half day Career Technology courses generally count as 1.5 credits, but some specialized programs may award more credits.

Advanced Placement and Honors Courses

Honors courses are available for students who qualify as part of Epic's High School course offerings. Students have an opportunity to enroll in the following AP courses through APEX for the 2024-2025 school year: *AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Biology, AP Chemistry, AP Environmental Science, AP US History, AP US Government & Politics, AP Macroeconomics, AP Microeconomics, AP French Language and Culture, AP Spanish Language and Culture, AP Art History, AP 2-D Art and Design, AP 3-D Art and Design, AP Drawing, AP Statistics*

The College Board allows Epic Charter Schools to be approved as a testing site for any of the Advanced Placement College Board exams, which is what is used by colleges and universities when determining whether to award college credit. Fees for the Advanced Placement exams can be paid out of the family's learning fund if available.

Some of the Epic Charter Schools curricula offers advanced placement courses and/or college preparatory courses. These courses will be clearly described. Please contact the Graduation Specialist Department if you have a student who is interested in concurrent or advanced placement courses. They will assist you in that process.

Graduation Participation

In order for a student to qualify to participate in Epic's annual June graduation ceremony, all coursework requirements must be completed by the official last day of school. Other students may be considered for graduation participation at the discretion of the Superintendent.

Should a student complete all graduation requirements before the end of the school year, they will still be invited to participate in Epic's annual graduation ceremony in June. Should

they require proof of high school graduation prior to June the following year, a diploma or other such proof of completion of high school will be provided to them upon request.

High school students not classified as seniors at the beginning of the school year have the opportunity to accelerate their coursework and participate in the June graduation ceremony provided they complete all coursework requirements by the official last day of school in the same calendar year as the June graduation ceremony.

Pre-qualification for Commencement

- All students with projected June graduation dates will be formally invited to participate in graduation after March 1. Notification will be made by both email and in writing to their home address. Students who have already completed high school graduation requirements during the school year also will be invited to participate in graduation after March 1.
- From March 1 through the official last day of school, all other students who attain an anticipated graduation date of the annual June graduation ceremony will be invited to participate in that ceremony.

Valedictorian and Salutatorians

- Valedictorian and salutatorian status will be determined by the weighted cumulative grade point average of all seniors as of the end of the first semester of their senior year. To be considered, a student must pace to the end of the first semester of their senior year no later than April 30. Students who completed all graduation requirements during the first semester of the school year also will be considered for valedictorian and salutatorian status.
- Salutatorian distinction will be awarded to anticipated graduates whose weighted cumulative grade point average is between a 4.01 and a 4.25. Such students will receive a salutatorian medal at the graduation ceremony.
- Valedictorian distinction will be awarded to anticipated graduates whose weighted cumulative grade point average is higher than a 4.25. Such students will receive a valedictorian medal at the graduation ceremony.
- The three graduates with the highest weighted grade point averages will be invited to give remarks at the June graduation ceremony. Should more than one graduation ceremony be held due to the size of the graduating class, the three graduates at

each ceremony with the highest weighted grade point average will be invited to give remarks.

Superintendent's and Principal's Honor Roll

- Superintendent's and Principal's Honor Roll status will be determined by the weighted cumulative grade point average of all seniors as of the end of the first semester of their senior year.
- Superintendent's Honor Roll is a distinction for all students earning a 4.0 and they are awarded a double blue and gold honor cord at graduation. Principal's Honor Roll is a distinction for all students earning between a 3.5 and a 3.99 and they are awarded a white honor cord at graduation.
- To be recognized in the printed graduation program as a Superintendent or Principal Honor Roll honoree, students must have completed the first semester of their senior year no later than April 30.
- If through accelerated learning, a student finishes both their first and second semester of their senior year between April 30-May 30, they will still be recognized as a Superintendent or Principal Honor Roll honoree by virtue of wearing an honor cord during the ceremony but will not be listed in the program as the program is printed between May 1-May 30.

Graduation Program

To be guaranteed a listing in the June graduation program, a student must have a projected June graduation date no later than May 1 of the same school year due to the program being printed between May 1-May 30.

Testing

Every student is required to take all of the assessments mandated by the State and Federal Departments of Education to meet graduation requirements.

Epic Charter Schools has elected to administer the ACT as their locally selected, nationally recognized assessment for college and career readiness.

Special Education

Special Education means “specially designed instruction” at no cost to the parents to meet the unique needs of a child ages 3-21 under the Individuals with Disabilities Education Act (IDEA). Epic Charter Schools offers full educational opportunities for all students. If you suspect your child may have a disability or know of a child with a disability who is not receiving a free, appropriate, public education, please contact our Special Education Services Department.

Homework Policy

Homework is vitally important, particularly in a virtual school environment. In fact, quality time engaging with coursework is essential for success. Homework develops good study skills, as well as self-discipline. Teachers may assign homework and give deadlines to turn in the required work. Epic Charter Schools considers excessive zeros or refusal to submit an assignment a discipline issue and will deal with these situations accordingly.

The Passport to Financial Literacy Act, 2007

House Bill 1476 created The Passport to Financial Literacy Act, July 1, 2007. The law requires that from grades 7-12, Oklahoma students shall fulfill the requirements for a personal financial literacy passport, in order to graduate from a public highschool. The requirements for a personal financial literacy passport shall be satisfactory completion in all areas of instruction, as listed in the bill, during grades seven through twelve. [See: http://ok.gov/sde/personal-financial-literacy](http://ok.gov/sde/personal-financial-literacy)

Parent/Teacher Conferences

The certified teacher assigned to your child will conduct four (4) parent/teacher conferences, one per quarter, or as requested by the parent.

Tutoring

Epic Charter Schools recognizes the tutoring of students can be helpful to student achievement. As a school, we pride ourselves on the attention we give to our individual students. Tutoring assistance will be available to all qualified students enrolled in state-tested subject areas on an as-needed basis.

Gifted & Talented Program

A Gifted and Talented Program will be made available to students in grades Pre-K through 12 who meet the qualifications to be considered for placement. This is an optional program and will not negatively affect a student's education if the family decides to opt-out of the program. Parental permission will be required for any individual administration of a nationally standardized test of intellectual ability for those who are found eligible for program consideration. Parents will also be provided notification of program options that best fit the student's academic needs. Please contact the office for additional information.

Awards and Honors

Epic Charter Schools has two awards. These awards include: **Epic Principal Honor Roll Certificate** is awarded to students yearly who earn a 3.50-3.99 grade point average. **Epic Superintendent Honor Roll Certificate** is awarded to students yearly with a 4.0 grade point average or higher. Weighted courses are included in the average.

Clubs and Field Trips

A list of student clubs and organizations can be found on the Epic Charter Schools website. To be in an extracurricular activity or to attend a field trip, Epic students must adhere to the following:

1. Be in good standing with Epic Charter Schools, which means not on a disciplinary plan.
2. Passing all courses.

Voluntary Private Prayer And Moment Of Silence

It shall be the policy of Epic Charter School that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students who wish to do so may participate in voluntary prayer so long as it is during non instructional time and does not interfere with the rights of other students.

School employees are free to engage in private religious prayer during school events, including sporting events and graduation ceremonies during times in which employees are free to attend briefly to personal matters and students are free to engage in other

activities in accordance with the holding in *Kennedy v. Bremerton School District.*, 142 S.Ct. 2407 (2022).

Each school site shall observe one minute of silence each day for the purpose of allowing each student to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their choice. All school personnel are to afford these options to all students, who will individually make the selection as to which of these behaviors they will engage in during the moment of silence. These options will also be included in the student handbooks.

The minute of silence will be held at approximately 8:30am or as close as possible under then current conditions. Any personnel engaging in student instruction should at the appointed time inform students that they may now pause for a minute of silence in which students may reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices. Students engaged in asynchronous activities may observe a minute of silence during the day at their discretion.

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

Individuals who wish to file a complaint regarding a violation of 70 O.S. §11-101.1 or §11-101.2 should notify the customer experience team in writing of the specific issue that has occurred. The Customer Experience team will notify the superintendent that a complaint has been received. The department of Legal Services shall investigate the issue and determine whether a violation of the law has occurred. If the law has been violated, a plan of corrective action should be taken to address the issue.

Attendance

Whether a school is virtual or brick and mortar via a learning center, attendance and participation are most important for any student to consistently succeed. Promoting and fostering consistent student attendance requires a commitment from administrators, teachers, parents, and students.

Communication With Students

“School Approved Platforms” shall mean any app, device, website, or software which provides communication via voice, video, or text with which the School has contracted to provide service and is approved by the Technology Department of Epic Charter School for employee or student use, a complete list of which shall be made available to personnel.

All Epic Charter School personnel shall only communicate with students on School Approved Platforms which shall be identified and distributed by the Technology Department of Epic Charter School. In addition, Epic Personnel shall not communicate with students via voice, video, or text using personal phone lines or communications apps on School Approved Platforms using personal non-Epic provided accounts. All communications must be related to school and academic communications, or the student's parent or guardian must be included in that communication.

"Electronic or digital communication" includes, but is not limited to, emails, text messages, instant messages, direct messages, social media messages, messages sent through software applications, and any other electronic digital means of communication.

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

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

Epic Truancy and Withdrawal Policy

The first date of attendance and membership at Epic shall be the first date the student completes an instructional activity.

For the purposes of this policy "instructional activities" shall include instructional meetings with a teacher, completed assignments that are used to record a grade for a student that is factored into the student's grade for the semester during which the assignment is completed, testing, school-sanctioned field trips, and orientation.

Epic shall offer a student orientation, notify the parent or legal guardian and each student who enrolls in that school of the requirement to participate in the student orientation, and require all students enrolled to complete the student orientation prior to completing any other instructional activity.

Any student that is behind pace and does not complete an instructional activity for a ***a fifteen (15) calendar day period*** shall be withdrawn for truancy.

Epic shall submit a notification to the parent or legal guardian of a student who has been withdrawn for truancy or is approaching truancy.

A student who is reported for truancy two times in the same school year by Epic shall be withdrawn and prohibited from enrolling in Epic for the remainder of the school year.

If a student consistently fails to attend school and complete instructional activities after receiving a notification and reasonable intervention strategies have been implemented, the student shall be subject to certain consequences, including withdrawal from the school for truancy.

If Epic withdraws a student for truancy, Epic shall immediately notify the student's resident district in writing of the student's disenrollment.

If a student is withdrawn for truancy and is eligible to re-enter the school during the same school year, the student will be placed on a plan of academic improvement that is agreed upon by the parent, teacher, and student. The learning fund will be frozen for all non-academically essential services until the teacher and the teacher's principal unfreeze the learning fund.

Students who have been withdrawn from the school for truancy will be contacted for asset retrieval within two weeks of the withdrawal date. Any students withdrawn for truancy should return assets immediately, unless they re-enroll within 30 days of withdrawal.

Quarterly Attendance

For students attending Epic for less than the full quarter, the attendance shall be a proportional amount of the required attendance policy provisions based upon the date of enrollment of the student.

A student shall be considered in attendance for a quarter if the student:

1. completes instructional activities on no less than ninety percent (90%) of the days within the quarter,
2. is on pace for on-time completion of the course as defined by the board, or
3. completes no less than seventy-two instructional activities within the quarter of the academic year.

For a student who does not meet any of the criteria set forth above, the amount of attendance recorded shall be the greater of:

1. the number of school days during which the student completed the instructional activities during the quarter,
2. the number of school days proportional to the percentage of the course that has been completed, or
3. the number of school days proportional to the percentage of the required minimum number of completed instructional activities during the quarter.

Pace

Teachers create individualized learning plans for their students and will determine pace and incremental pace pursuant to each individualized plan and the course completion date. The School Board will determine the course completion date when they approve calendar dates.

Epic Student Transfer Policy

Beginning January 1, 2022, an Oklahoma public school student who seeks to enroll in Epic Charter School (Epic) shall be considered a transfer student from their resident school district. A transfer may be requested at any time in the school year and will be approved if there is a grade and school site with capacity to permit the transfer and there are no disciplinary reasons or a history of absences which would cause the transfer to be denied.

Epic 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.

If the student capacity of a grade level for each school site is insufficient to enroll all eligible students, Epic shall enroll transfer students in the order in which the district received the student transfer applications.

Capacity

By the first day of January, April, July and October, the Epic Board of Education shall establish the number of transfer students Epic has the capacity to accept in each grade level and for each school site. Epic shall publish that capacity in a prominent place on the Epic website and shall report to the State Department of Education the number of transfer students for each grade level at each school site within Epic the district.

Epic shall pre-enroll any public school student whose parent expresses intent to enroll in the district. Upon pre-enrollment, the State Department of Education shall initiate a transfer on a form to be completed by the receiving virtual charter school. Upon approval of Epic and completion of student orientation, the student may begin instructional activities.

A student shall have a grace period of fifteen (15) school days from the first day of enrollment in a statewide virtual charter school to withdraw without academic penalty and shall continue to have the option of one virtual charter school transfer without the concurrence of both districts during that same school year.

If accepted, a student transfer is granted for only the existing school year; however, the transfer may be renewed for the following year(s). The district will not require parents to resubmit a new application each school year and will advance the previous application of an enrolled student, amending only the grade placement of the student, as long as there continues to be capacity in subsequent consecutive grade levels and there is no disciplinary reason or history of absences reason for Epic to deny continued transfer for the student.

Upon notice that a public school student has transferred to Epic, the resident school district shall transmit the student's records within three (3) school days. Upon cancellation

of a transfer Epic shall transmit the student's records to the student's new school district within three (3) school days.

A public school student may transfer to one statewide virtual charter school at any time during a school year, from July 1 through June 30.

After one statewide virtual charter school transfer during a school year, no public school student shall be permitted to transfer to any other statewide virtual charter school without the concurrence of both the resident school district and the receiving virtual charter school.

A statewide virtual charter school student that has utilized the allowable one transfer per school year shall not be permitted to transfer to another district or other statewide virtual charter school without first notifying their resident district and initiating a new transfer.

Any student enrolled in Epic in 2021 or before, shall not be required to submit a transfer form in order to remain enrolled. Students who have enrolled in Epic shall not be required to submit a virtual charter transfer for consecutive years of enrollment.

Admission by Lottery

If demand from eligible applicants exceeds the student capacity set by the Epic Board of Education, a lottery selection process will be implemented. In the event that a lottery is implemented, the School District shall follow all provisions of the Charter school contract and any applicable statutes or regulations under Oklahoma law.

Acceptance and Denial Circumstances

It is the policy of the Epic Board of Education that any legally transferring student shall be accepted under the following circumstances:

1. If the district has the capacity to accept the student at the appropriate grade level at the appropriate district school site;
2. And if the transferring student has not been disciplined previously for any reason outlined in 70 O.S. § 24-101.3.
3. And if the transferring student does not have a history of absences. "History Of Absences" means ten or more absences in one semester that are not excused due

to illness or for the reasons regarding neglect or refusal to compel a child to attend schools as provided in 70 O.S. § 10-105.

Appeal Process

If a transfer request is denied by Epic, the parent of the student may appeal the denial within ten (10) days of notification of the denial to the Epic Board of Education. The Epic Board of Education shall consider the appeal at its next regularly scheduled board meeting if notice is provided prior to the statutory deadline for posting the agenda for the meeting. The parent will be informed of the right to submit a written statement of the parent's basis for the appeal, which will be provided to the board of education.

This will be a paper appeal and will only include the written documentation utilized by the school district, as well as a written response from the parent or legal guardian which explains why the parent believes the policy was not followed. The appeal form is available at the Epic district offices.

During the appeal, the board will review the action of the administration to make sure that the district policy was followed with regard to the denial of the transfer. The board of education will meet in an executive session to review the educational records of the student. If the board determines policy was not followed to an extent that the transfer should have been granted, the board of education shall vote to overturn the denial and the transfer will be granted.

If the Epic Board of Education votes to uphold the denial of the transfer, the parent or legal guardian of the student may appeal the denial within ten (10) days of notification of the appeal denial to the State Board of Education.

The parent or legal guardian shall submit to the State Board of Education and the superintendent of the receiving school a notice of appeal on a form prescribed by the State Board of Education. The appeal shall be considered by the State Board of Education at its next regularly scheduled meeting, where the parent and a representative from the receiving school district may address the Board.

The Epic Board of Education shall submit to the State Department of Education the number of student transfers approved and denied and whether each denial was based on capacity, disciplinary reasons, or a history of absences.

By the first day of January, April, July and October, the Epic superintendent shall file with the State Board of Education and each resident district a statement showing the names of the students granted transfers to the school district, the resident school district of the transferred students and their respective grade level.

State law limits the ability of a student to transfer no more than two (2) times per school year to one or more school districts in which the student does not reside. Exceptions to this limit will exist for students in foster care. Students are legally entitled to reenroll at any time in their school district of residence. If the grade a student is entitled to pursue is not offered in the district where the student resides, the transfer shall be automatically approved.

Pursuant to state statute 70 O.S. § 8-113, a student shall be allowed to transfer to a district in which the parent or legal guardian of the student is employed as certified personnel without regard to other elements of this policy and remain in the district for as long as the employee is under contract with Epic.

Any sibling of a student who transfers may attend the school district to which the student transferred as long as the school district has capacity and the brother or sister of the transferred student does not meet a basis for denial due to disciplinary reasons or a history of absences. A separate application must be filed for each student in a family so that the district can consider requests for each sibling's required grade level and in the order applications are received for that grade level.

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 the military reserve on active duty orders shall be eligible for admission to the school district regardless of capacity of the district. Students shall be eligible for military transfer 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 they 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 national disaster requiring the use of orders for more than thirty (30) consecutive days.

Immunizations

Per Oklahoma Senate Bill 658 as of July 1, 2021: "For school enrollment, a parent or guardian shall provide one of the following:

1. Current, up-to-date immunization records; or
2. A completed and signed exemption form."
 - A. Specific Immunization Requirements: The guide to Oklahoma's current immunization requirements may be found at;
<https://oklahoma.gov/content/dam/ok/en/health/health2/aem-documents/vital-records/forms/Guide%20To%20Immunization%20Requirements4224.pdf>
 - B. Evidence of Adequate Immunization: Acceptable evidence of adequate immunization is a record provided by a licensed physician or public health authority that clearly indicates which immunizations have been received, the dates they were administered, and the signature or stamp of the physician or public health clinic that administered the immunization or interpreted the child's immunization history. The official immunization record card (ODH 218B) is provided by physicians and public health clinics to parents and guardians as a record of their child's immunization history. Other documents can also be accepted by the school. These include immunization records provided by a licensed physician that indicate the specific immunizations and the dates they were received and which are appropriately signed or stamped; military records; or school health records from previous schools attended.
 - C. Lost Records Lost or otherwise unobtainable records are not grounds for exemption: Parents and guardians who cannot obtain their child's health records should visit their family doctor or local health department clinic. The doctor or nurse can review the child's immunization history, provide any needed immunizations, and create a record for the parent.
 - D. New Students: Any student enrolling with Epic Charter School for the first time must present acceptable evidence of immunization or proper exemption at the time of enrollment.
 - E. Returning Students: Any students returning to Epic Charter School for their Kindergarten or Seventh (7th) grade year must present updated immunization or proper exemption at the time of enrollment.
 - F. Exemption Procedures Certification of Exemption forms (ODH 216A) are available from the Immunization Program of the Oklahoma State Department of Health at:

<https://oklahoma.gov/content/dam/ok/en/health/health2/aem-documents/prevention-and-preparedness/immunizations/updated%20certificate-of-exemption%20English.pdf>

It is the parent's or guardian's responsibility to obtain the signature of the family physician or religious leader and to complete the form. School officials must review the form to ensure that it has been properly completed and signed. This form is to be kept on file with the student's school records. The school shall send a copy of all exemption certificates to the Oklahoma State Department of Health Immunization Service for approval. In the meantime, the child will be admitted to school. All exemptions are reviewed and approved or disapproved by the Immunization Service. If the School receives notification that an exemption has not been approved, the school will notify the parent. The parent must complete and submit another exemption certificate or present an immunization record in order for the child to continue to attend school.

Student Capacity

By the first day of January, April, July, and October, the Epic board of education shall establish the number of transfer students Epic has the capacity to accept in each grade level for each school site within Epic and shall publish that capacity in a prominent place on the Epic website and shall report to the State Department of Education the number of transfer students for each grade level for each school site within Epic the district has the capacity to accept. Capacity numbers are updated quarterly and are available on the Epic Charter Schools website.

Unacceptable Student Behavior

Academic Dishonesty

Academic dishonesty includes, but is not limited to plagiarism, copying, and cheating. The most common form of academic dishonesty is plagiarism. Plagiarism is defined as: taking another person's work and passing it off as your own. "Another person" can refer to any source other than you. Any work that is not your own, unless cited, may be considered plagiarism. Ask the Epic Charter Schools staff for direction when in doubt.

If a student is suspected of plagiarism, the teacher assigned to the student will meet with the parent/guardian and the student to assess the situation and allow the student to give an explanation. If a satisfactory explanation is given, the situation is resolved. If a satisfactory explanation is not given, the Teacher will advise the School Head and further action may be warranted. If another act of academic dishonesty occurs, the student may receive academic probation and/or withdrawal from school.

Forgery

Any attempt by a student to sign a teacher's, administrator's, parent's or guardian's, or other student's name to any document will be considered forgery and subject to possible prosecution by legal authorities.

Abuse or Misuse of Computers

Computer hardware and software are for the benefit of all students. No student may purposefully tamper with either the hardware or the software so that it is inaccessible to other students. School computers are to be used for educational purposes. Abuse or misuse of computers, including loading private software, checking personal e-mail, or accessing inappropriate websites using school equipment, shall be viewed as unacceptable conduct and potential consequences may occur. Computer repairs needed due to sustaining damage from abuse will be charged to the [learning fund](#).

Vandalism

Each student shall pay for all damages they may do to site property within one (1) week after demand, unless an arrangement for deferred payment has been made with the site administration.

Prohibiting Drugs / Alcohol

Students in possession of drugs and/or alcohol are subject to removal from Epic Sites, as well as possible action from local law enforcement if appropriate. Administrators will investigate all credible reports of students regarding possible on-campus possession of illegal substances, including but not limited to prescription and non-prescription medications, marijuana, marijuana edibles, vapes, alcoholic beverages, etc. Items in the student's possession are subject to search by a building administrator in the presence of another adult, including the student's vehicle if parked on the site campus. Police will be notified in the event a student is found to be in possession of an illegal or controlled substance. Students who refuse to cooperate with site administration may be subject to the Epic Charter Schools Suspension Policy, and will be served through remote learning opportunities. Parents will be contacted following an incident on an Epic Site.

Prohibiting Tobacco Use

In accordance with Oklahoma law, tobacco in any form, tobacco products or simulated tobacco products of any kind will not be possessed or used by students while on Epic Sites. This includes canned tobacco, e-cigarettes and vapes.

Dress Code Standards

It is the intent of Epic Charter School to permit students to dress according to current fashions, and at the same time reinforce district guidelines and restrict disruptions to the learning environment. The student dress code applies at all centers, on all Epic property, and during any Epic sponsored events. Students who do not meet district guidelines will be asked to change and/or will be subject to consequences before being admitted to class. Interpretation of questionable attire will be at the principal's discretion. Violations may result in disciplinary action.

Site Guidelines Prohibit:

1. Indecent, lewd, or vulgar messages or writing, or messages that promote illegal drug use or otherwise materially disrupts classwork or involves substantial disorder or invasion of the rights of others.
2. The following are site guidelines regarding proper dress:
 - a. No clothing with holes that expose undergarments.
 - b. Pants/jeans must be worn high enough to cover undergarments at all times, including when seated.
 - c. No backless tops, muscle shirts, mesh/fishnet or transparent shirts.
 - d. No hoods, sunglasses, full coverage stocking caps, or other headgear preventing identification of students is permitted in the building or in any classroom. Baseball style caps may be worn while on campus. Head coverings associated with a religious or other significant cultural observation are not prohibited.
 - e. Jewelry or manner of dress that could harm or cause harm to others are prohibited including spiked jewelry or chains, chains connected to wallet or keys.
 - f. All students are required to wear shoes. Cleats, shoes with wheels, house shoes or any shoe that limits physical activity or safety are not permitted.
 - g. Known gang dress, such as bandanas, hats known to be associated with gangs, headgear, gang-related jewelry, attire, symbols or paraphernalia identified by police and or site administration as gang

related; gang-related colors or color combinations will not be allowed. These items will be identified and monitored by police and site administrators.

- h. Undergarments, including boxer shorts should not be visible.
- i. Clothing that is considered pajamas or bedtime wear is prohibited.

Technology Acceptable Use Policy

Students are encouraged to use technology in a variety of ways to support their individual learning styles and to express their creative talents. The use of technology is a privilege not to be abused. The school's technology policy applies to all authorized users who access the school's network or equipment using school-owned or personal equipment, including wireless devices. The school reserves the right to restrict or remove access to school technology for violations of this or any school policy.

The parents or guardians of Epic students are responsible for monitoring and controlling the use of school technology in accordance with the Technology Acceptable Use Policy.

Purpose:

1. The technology resources are provided to support the educational and administrative activities of the school and should be used for those purposes. Use is a privilege, not a right.
2. Use should always be legal, ethical, and consistent with the school's Mission Statement and general standards for acceptable behavior.
3. Incidental personal use of the school's technology resources must not interfere with the school's ability to use the resources for professional and academic purposes and must not violate other school policies.
4. Use of the school's technology resources or data for business, political campaigning, or for commercial purposes is prohibited.

Authorized User:

An authorized user is any person who has been granted authority by the school. Unauthorized use is strictly prohibited. By accessing the school's network using school-owned or personally-owned equipment, you have consented to the school's

exercise of its authority and rights as set out in this policy with respect to any such equipment, as well as with respect to any information or communication stored or transmitted over such equipment. Whenever a user ceases being a member of the school community, they no longer have authorized access to the school's technology resources and any and all school property must be returned to the school.

Privacy Expectations:

There is no expectation of privacy on a school device or system. The school reserves the right to access, view or monitor any information or communication stored on or transmitted over the network and systems.

Internet Acceptable Use Policy

With access to such vast storehouses of information and instant communication with millions of people from all over the world, material will be available that may not be considered to be of educational value by the School or which is inappropriate for distribution to children. The School has taken available precautions, including but not limited to enforcing the use of filters that block access to obscenity, pornography and other materials harmful to minors. However, on a global network, it is impossible to control all material and an industrious user may obtain access to inappropriate content. Subject to staff supervision, technology measures may only be disabled for adults or minimized for minors when there is a bona fide research need or for other lawful purposes. The School firmly believes that the value of the information and interaction available on the internet far outweighs the possibility that students and employees may procure material which is not consistent with our educational goals.

The student agrees to the following terms and conditions:

- The student will not use the internet for transmission of any materials in violation of any federal or state regulations.
- The student will not transmit copyrighted material, threatening or obscene materials, materials protected by trade secrets, or product advertisements.
- The student will refrain from using profanity and vulgarities on the internet.
- The student will not use the internet for illegal activities.

- The student will not give their home address, phone number or any personal information about themselves or any other student or school personnel to anyone on the internet.
- The student understands that use of e-mail or any other communications over the internet are not private; any messages related to or in support of illegal activities may be reported to authorities.
- The student understands that I am prohibited from conducting any actions that may endanger my safety, or the safety of other students/staff members while using any component of the school's internet access and/or network (email, chat rooms, etc.).
- The student will not use the internet in a way that would disrupt the use of the network by others. I will respect the trademark and copyrights of materials on the internet and assume anything accessed via the network is private property.
- The student will refrain from making racial slurs on the internet.

The school system and service provider are not responsible for any damages or losses resulting from using internet services or information obtained from the internet. If you discover any way to access unauthorized information or defeat any security measures you must inform your teacher immediately. You must not share any unauthorized information with any other user. Vandalism of any kind is prohibited. These terms and conditions shall be governed and interpreted in accordance with the laws of the state and the United States of America.

Privacy Expectations

The school reserves the right to access, view or monitor any information or communication stored on or transmitted over the network and systems. There shall be no expectation of privacy on any Epic device or system.

The School utilizes monitoring software for its devices and any devices connected to the internet via school provided wireless hotspots. The School will receive notification from such monitoring software of certain activities taking place on School devices or devices connected to school provided wireless hotspots and may be required to take actions including but not limited to reports to local law enforcement, Oklahoma Human Services, and/or contact with students or parents to provide the opportunity for mental health services.

Verbal Threats or Threatening Behavior

“Threatening behavior” means any verbal threat or threatening behavior, regardless of intended recipient, which indicates potential for future harm to students, school personnel or school property.

According to Oklahoma Statute Title 70, Section 24-100.8, any verbal threats or threatening behavior that could potentially harm students, school personnel, or school property must be reported to law enforcement by school staff. Employees will be immune from employment discipline or civil liability if the report was made in good faith and they reasonably believed that the behavior was threatening.

Student AI Acceptable Use Guideline

Introduction

Artificial Intelligence (AI), particularly AI tools, e.g., ChatGPT, Google Bard, Bing Chat, Perplexity, Hello History, etc., offer excellent opportunities to support and enrich learning processes. These tools can help spark creativity while brainstorming ideas, dissecting complex texts, or perfecting grammar and writing skills. However, it is imperative that we use these tools with academic integrity.

This AI Acceptable Use Guideline outlines the procedures and expectations for the appropriate and responsible use of AI technologies by students. Individuals agree to adhere to the term and conditions outlined in this Guideline.

Purpose

The purpose of this guideline is to:

- Ensure the responsible and ethical use of AI technologies;
- Safeguard the privacy and security of individuals’ data and information;
- Promote a respectful and inclusive environment in AI-related activities;
- Mitigate the risks associated with the misuse of AI resources; and
- Foster a culture of learning, collaboration, and innovation in AI.

Responsible Use

Responsible use of AI technologies:

- Students shall utilize AI technologies for educational purposes, research, and other authorized activities within the scope of their curriculum.
- Students must comply with all applicable laws, and regulations while using AI resources.
- Students should exercise critical thinking and judgment when interpreting and applying the results generated by AI systems.
- Students should strive for accuracy, integrity, and fairness in the development, deployment, and use of AI technologies.
- Students should respect intellectual property rights and use AI resources in accordance with relevant copyright and licensing laws.

Privacy and Data Protection

- Students must respect the privacy and confidentiality of individuals' data and information obtained or processed through AI systems
- Students should handle personal data in compliance with Epic Charter School Policies and Guidelines, including the Student/Parent Handbook.
- Students must report any suspected breaches or vulnerabilities regarding the privacy and security of AI systems to the appropriate parties.

Respect and Inclusivity

- Students shall treat others with respect and dignity when engaging in AI-related activities, discussions, or collaborations.
- Students should be aware of potential biases and prejudices embedded in AI systems and strive to minimize and mitigate their impact.
- Students must not use AI technologies to engage in discriminatory, harassing, or malicious activities.
- Students should consider the ethical implications of AI technologies and engage in open and constructive dialogue to address concerns or challenges.

Security and Compliance

- Students are responsible for safeguarding their login credentials and access to AI resources.
- Students must report any suspected security incidents or vulnerabilities in AI systems promptly.

Consequences of Violations

- Violations of this AI Acceptable Use Policy may result in disciplinary action, including but not limited to warnings, temporary suspension of AI privileges, or termination of access to AI resources.
- Serious violations or intentional misuse may result in further legal consequences, as applicable under the law.

Prohibition Of Race And Sex Discrimination In Curriculum And Complaint Process:

The board of education hereby directs that neither the district, nor any employee of the district shall teach or include in a course for students or employees the following discriminatory principles:

- (1) One race or sex is inherently superior to another race or sex,
- (2) An individual, by virtue of their race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,
- (3) An individual should be discriminated against or receive adverse treatment solely or partly because of their race or sex,
- (4) Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,
- (5) An individual's moral character is necessarily determined by their race or sex,
- (6) An individual, by virtue of their race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,
- (7) Any individual should feel discomfort, guilt, anguish or any other form of psychological

distress on account of their race or sex, or

(8) Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.

A “course” shall include any program or activity where instruction or activities tied to the instruction are provided by or within a public school, including courses, programs, instructional activities, lessons, training sessions, seminars, professional development, lectures, coaching, tutoring, or any other classes.

Any individual may file a complaint alleging that a violation has occurred of enumerated items 1-8 above. In order for a complaint to be accepted for investigation, it must:

- (A) Be submitted in writing, signed and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures;
- (B) Identify the dates the alleged discriminatory act occurred;
- (C) Explain the alleged violation and/or discriminatory conduct and how enumerated items 1-8 above have been violated;
- (D) Include relevant information that would enable a public school to investigate the alleged violation; and
- (E) Identify witnesses the school may interview. The school will not dismiss a complaint for failure to identify witnesses.

Complaints may be reported to any of the following.

Mikayla Frech

Executive Director of Human Resources

(405)749-4550

mikayla.frech@epiccharterschools.org

Lori Murphy

Epic Charter Schools Attorney

(405) 749-4550

lori.murphy@epiccharterschools.org

Upon receipt of a complaint, the complainant shall receive notification from the designated employee that the complaint has been received and whether it will be investigated within ten (10) days of receipt.

The school district shall investigate all legally sufficient complaints and decide as to whether a violation occurred. The school district shall receive, process and investigate complaints in the same manner as all other complaints of discrimination. The investigation process shall be completed within forty-five (45) days of receipt of a claim. Within ten (10) days of resolution of the complaint, the designated employee shall report the resolution to the State Department of Education. No individual shall be retaliated against for (1) filing a complaint; (2) exercising any right or privilege conferred by or referenced within 210:10-1-23 of the Accreditation Standards; (3) exercising any right or privilege secured by a law referenced in 210:10-1-23 of the Accreditation Standards. Any school employee who retaliates against a complainant may be subject to disciplinary action by the school district or by the State Board of Education. Any teacher who files a complaint or otherwise discloses information that the teacher reasonably believes is a violation of the prohibited concepts listed above shall be entitled to Whistleblower Protections. Any teacher or other school employee who, willfully, knowingly, and without probable cause makes a false report may be subject to disciplinary action by the school district or by the State Board of Education.

Behavioral Health Services

At Epic Charter Schools, we are committed to providing opportunities for students' academic success. We also believe in supporting the positive emotional development and wellness of the student. Epic has partnered with an agency to offer behavioral counseling services to any Epic student in need of counseling. Some of the services offered:

- Psychosocial Rehabilitation
- Play Therapy
- Parent-Child Interaction Therapy
- Crisis Intervention
- Family Therapy
- Substance Abuse Therapy
- Wellness Recovery Action Plan Services (WRAP)

[A referral form is available on the website.](#) Once completed, the parent/guardian will be contacted within 48 hours to schedule an initial appointment.

WEAPONS-FREE SCHOOLS

It is the policy of this school district to comply fully with the Gun-Free Schools Act.

1. Any student in this school district who uses or possesses a firearm at school, at any school-sponsored event, or in or upon any school property including any property leased or rented for school purposes or at which school employees are engaging in school related activities, and including school transportation or school-sponsored transportation may be removed from school for one full calendar year or longer. The superintendent or designee may modify the provisions of any suspension on a case-by-case basis. However, any substantial modification must be reported to the board of education at its next meeting. Firearms are defined in Title 18 of the United States Code, Section 921, as (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device including any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or any device similar to the above. Such firearm or weapon will be confiscated and released only to a law enforcement authority.
2. Oklahoma Statutes, Title 21, Section 1280.1 prohibits any person to have in such person's possession on any public or private school property or while in any school bus or vehicle used by any school for transportation of students or teachers any firearm or weapon as defined in Title 21, Section 1272, below: "...any pistol, revolver, shotgun or rifle whether loaded or unloaded, or any dagger, bowie knife, dirk knife, switchblade knife, spring-type knife, sword cane, knife having a blade which opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife, blackjack, loaded cane, billy, hand chain, metal knuckles, or any other offensive weapon, whether such weapon is concealed or unconcealed. "Students with disabilities are subject to this policy and will be disciplined in accordance with the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms or archery equipment. In addition, exceptions will be made for a gun, knife, bayonet or other weapon in the possession of a member of a veterans group, the national guard, active military, the Reserve Officers' Training Corp (ROTC) or Junior ROTC, in order to participate in a ceremony, assembly or educational program approved by the principal or chief administrator of a school district where the

ceremony, assembly or educational program is being held; provided, however, that the gun or other weapon that uses projectiles is not loaded and is inoperable at all times while on school property. A handgun may be carried in a motor vehicle pursuant to a valid handgun license authorized by the Oklahoma Self-Defense Act onto property set aside by a public or private elementary or secondary school for the use or parking of any vehicle; provided, however, said handgun shall be stored and hidden from view in a locked motor vehicle when the motor vehicle is left unattended on school property. Any student who violates this policy will be subject to discipline which may include suspension for the remainder of the semester and the entire succeeding semester or up to one full calendar year or longer (for firearms) or for any term less than one calendar year (for weapons other than firearms) as determined by the superintendent or the superintendent's designee. Disciplinary action will be determined on a case-by-case basis. Students found to be in violation of this policy shall be referred to the appropriate criminal or juvenile justice system. Any firearms found on the premises shall be reported to law enforcement and will immediately be turned over to local law enforcement as per state law requirements.

REFERENCE:

18 U.S.C. §921

21 O.S. §1271.1, §1280.1

70 O.S. § 24-132.1

Bullying Prevention Policy

The **School Safety and Bullying Prevention Act at 70 O.S. § 24-100.4(A)** requires each public school district board of education to adopt policies to address investigation of reported incidents of bullying.

I. Prohibition of Incidents of Bullying

It is the policy of Epic Charter Schools, to prohibit all bullying of any person at school. This policy shall extend to all schools in the district.

Prohibited conduct includes incidents of bullying instigated by use of electronic communication specifically directed at students or school personnel.

II. Definitions

The following words and terms used in this policy shall have the following meaning:

"At school" means on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events.

"Bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal communication, or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the 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 educational mission or the education of any Student.

"Electronic Communication" means the communication of any written, verbal, or pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile or cellular telephone or other wireless telecommunication device, or a computer.

"Threatening Behavior" means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

III. School Bullying Prevention and Intervention

Every school site in this district shall ensure compliance with the following strategies for bullying prevention and appropriate intervention when incidents of bullying occur at school:

A. Bullying Prevention Officers. The principal of each school site in this district shall designate at least one Bullying Prevention Officer ("BPO") who shall be the primary point of contact to receive reports of incidents of bullying. The duties of the BPO shall be as follows:

1. To receive, promptly review, and track reports of incidents of bullying;

2. To establish and maintain the confidentiality of reports of incidents of bullying as appropriate;
3. To establish a method for receiving anonymous reports of incidents of bullying;
4. To publicize the procedures for reporting set forth in this policy to all students, parents/legal guardians of students, and school employees;
5. To educate the school and community about bullying prevention measures; and
6. To review, monitor, and suggest strategies for improvement of the school climate in order to facilitate prevention and intervention of bullying incidents in the school site and promote a school culture of intolerance of bullying behaviors;
7. To report the number of documented and verified incidents of bullying to the district and/or the State Department of Education in accordance with the requirements of 70 O.S. § 24-100.4(F) and accompanying regulations at 210:10-1-20;
8. To serve on the Safe School Committee and make recommendations for bullying prevention education, professional development, and/or policies and procedures pertaining to bullying prevention; and
9. Any other duties deemed necessary by school administrators and/or the Safe School Committee to facilitate bullying prevention at the school site.

B. Training and education in school bullying prevention and intervention. All school administrators and school employees at each school site shall be required to complete annual professional development training in school bullying prevention, identification, response, and reporting that meets the requirements of 70 O.S. § 24-100.4(A) and 210:10-1-20. Selection of the required training at each school site shall be based upon the recommendation of the Safe School Committee established at the site.

C. Safe School Committee. Every school site in this district shall establish a Safe School Committee that meets the requirements of 70 O.S. § 24-100.5(A). At least one of the members of the Committee shall be a BPO designated at the school site. The duties of the Committee shall be the duties set forth in 70 O.S. § 24-100.4(B).

D. Bullying Prevention Programs. Every school site in this district shall implement a research-based educational program as designed and developed by the State Department of Education for students and parents in preventing, identifying, responding to and reporting incidents of bullying.

IV. Reporting Incidents of Bullying

The system of incident reporting at every school site in this district shall ensure that students are encouraged to report incidents of known bullying and shall remove unnecessary obstacles that would serve as a deterrent to reporting (e.g., ensuring availability of reporting procedures during the school day, ensuring a student is not penalized for tardiness or absence from a class incurred as a result of reporting an incident). To facilitate prompt reporting and tracking of all incidents, school sites shall, at a minimum follow the following procedures: Such procedures shall, at a minimum, address all of the following requirements:

A. District Bullying Report Form. Students shall be informed of the process for reporting incidents of bullying and encouraged to report all incidents of bullying. Incidents of bullying shall be reported on the “District Bullying Report Form” which shall be made available to students at all times during regular school hours, including in the main/front office of the school site, the office of the school counselor, the website of the school site, and any other locations recommended by the Safe School Committee at each school site. Students shall be advised that they may obtain assistance from a school official if they have questions about completing the District Bullying Report Form or if they are unable to complete the form without assistance (e.g., students unable to write legibly due to age, disability, etc.).

The District Bullying Report

Form shall be designed to facilitate reporting of incidents by all ages, and shall, at a minimum, include all of the following items:

1. Date and approximate time of incident;
2. Location of incident;
3. Name(s) of all individuals at whom the incident was directed or who were affected by the bullying behavior;
4. Name(s) of all individuals who initiated or encouraged the bullying behavior;
5. Name(s) of all individuals who witnessed the incident or may have information pertaining to the incident;
6. Description of the incident, including:
 - (i) Identification of all inappropriate behaviors;
 - (ii) Identification of any types of alleged harassment on the basis of race, color, national origin, gender, sexual orientation, religion, or disability;
7. A description of the types of behaviors used to harass, intimidate, or threaten a student.

Examples include, but are not limited to the following:

- (i) Gesture, written, or verbal expressions (e.g., written or verbal threats, obscene gestures directed toward a student);
 - (ii) Physical acts (e.g., physical fights, assault, or attack);
 - (iii) Electronic communication (e.g., cellphone, instant messaging, email, social networking, audio or visual images);
 - (iv) Damage of a student's property (e.g., stealing, hiding, or damaging property);
 - (v) Threatening another student (i.e., communication leading to a reasonable fear of harm to the person or property of another individual or individual's friends or family);
8. Description of interference with the school's educational mission or the education of the student, including, but not limited to:
 - (i) Detrimental changes in school attendance (e.g., absences or tardies; missing all or part of a class or a school day);
 - (ii) Detrimental changes in student performance (e.g., student grades, assessments);
 - (iii) Detrimental changes in participation in school activities (e.g., student demonstrates fear or avoidance of interaction with other students during activities, lunch, bus, recess);
 9. Identification of any physical evidence of the conduct (e.g., written notes, emails, property destruction, voicemail messages, audio or video recordings);
 10. Any other information which could potentially assist school officials in investigation of the incident;
 11. Name of individual reporting the incident and contact information at which the individual reporting the incident may be reached to seek additional information (unless the form is for the purpose of anonymous reporting);
 12. Relationship of the individual reporting the incident to the individuals involved in the incident.

B. Individuals who may report incidents of bullying. Incidents of bullying at each school site in this district may be reported by any student, parent, school employee, or member of the public. Any school employee who has reliable information that would lead a reasonable person to suspect that an individual at the school is currently or has been the target of one or more incidents of bullying shall be required to report the information to the school's BPO. Failure by school employees to report incidents of bullying in accordance with the requirements of this policy may result in disciplinary action.

C. Privacy and confidentiality. Reports of bullying shall be kept confidential to the extent necessary to ensure compliance with the provisions of the Family Education and Privacy Rights Act (FERPA) and to protect students who report incidents of bullying from retaliation.

D. Anonymous reporting. In order to ensure individuals may report incidents without fear of retribution or retaliation, every school site in this district shall provide at least one method of anonymous reporting of incidents of school bullying that protects the identity of the individual reporting the incident. However, an anonymous report shall not be the sole basis for formal disciplinary action in response to an incident of bullying.

E. Tracking reports of incidents of bullying. All reports of bullying shall be tracked using methods that will enable the BPO and administrators of each school site to identify emerging patterns of bullying over extended periods of time.

V. Response to Reported Incidents of Bullying

Every school site shall follow the following procedure in response to reported incidents of bullying. Upon receipt of a report of a bullying incident, the BPO shall take immediate steps to:

A. Separately interview with the individuals involved in the incident and witnesses to the incident to assess and ensure the safety of all individuals involved in the incident pending investigation of the incident;

B. Locate and secure any records or physical evidence relating to the incident;

C. Promptly notify the parent(s)/legal guardian(s) of all individual students involved in the incident and the steps taken by the school administration to ensure the safety of the students pending investigation of the incident; and

D. Contact law enforcement if an incident reported involves an immediate threat to school safety or immediate harm to the safety of an individual student.

VI. Investigation, Determination, and Documentation of Reported Incidents of Bullying

The principal of each site, student, or teacher involved shall be the individual responsible for investigating incidents of bullying unless the principal designates another school official at the site as the individual responsible for investigation of the incident. The procedure for investigation of a reported bullying incident shall, at a minimum, meet all of the following requirements:

A. Initiation of investigation. Within three (3) school days of receipt of a report of an incident of bullying, the school principal or designee shall initiate an investigation of the reported incident. All interviews with individuals involved in the incidents, their parent(s)/legal guardian(s), and/or witnesses shall be documented. A student's parent/legal guardian or attorney shall be permitted to be present at the interview of a student upon request of the student or the student's parent/legal guardian.

B. Documentation of investigation. All investigations shall be documented on a form that includes, at a minimum, all of the following information:

1. The date that the report of the incident was received by the BPO;
2. The date investigation of the report was initiated;
3. The name and title of the individual(s) assigned to conduct the investigation;
4. Identification of all individuals involved in the incident;
5. Identification of all individuals who witnessed the incident;
6. A summary of the details of the alleged incident;
7. A list of documentation available to investigate the incident; (e.g., written statement of student victim, written statement of student witnesses, medical information, incident forms, police reports);
8. A summary of action taken to investigate the incident (e.g., interviews with alleged victim, offender, perpetrator, and/or witnesses; review of incident reports; review of history of prior student behaviors; review of evidence);
9. A determination of whether sufficient evidence exists to verify occurrence of the alleged conduct;
10. Identification of follow up actions taken with the victim(s) and offender(s);
11. Identification of consequences implemented for the offender(s);
12. Identification of remediation implemented to address harm to the victim(s);
13. Date and method of notification of parents/legal guardians of victim(s) and offender(s) of completion and findings of investigation.

C. Findings and determination of alleged incident. Upon completion of review of all fact alleged and available evidence, the school administrator shall:

1. Document all findings of facts;
2. Issue a determination as to whether the occurrence of the incident could be verified based upon the available evidence as follows:
 - (i) Occurrence of the incident was verified;
 - (ii) Occurrence of the incident was unverified due to lack of proof (e.g., inability or unwillingness of victim to assist investigation or provide evidence in support of the allegations); or
 - (iii) Evidence exists beyond reasonable doubt to support a conclusion that incident was falsely reported by an individual as a means of bullying or retaliation or reprisal against a student for reporting an act of bullying.

D. Notification of results of investigation. Upon completion of an investigation, the school administrator shall promptly notify the district, and the parents/legal guardians of the students involved:

1. The findings of the investigation; and
2. Any proposed consequences and remedial measures provided to the individual(s) affected by the incident.

E. Follow-up referrals for the purpose of student support services. Upon completion of an investigation, a school may recommend that available community mental health care, substance abuse, or other counseling options be provided to students involved in bullying incidents. A school may request the disclosure of any information concerning students who have received mental health, substance abuse, or other care pursuant to paragraph 13 of this subsection that indicates an explicit threat to the safety of students or school personnel, provided the disclosure of the information does not violate the requirements and provisions of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of the Oklahoma Statutes, or any other state or federal laws regarding the disclosure of confidential information.

VII. Remediation and Consequences for Incidents of Bullying

A. Consequences for Individuals Who Commit Incidents of Bullying. Appropriate consequences shall be imposed for every individual who commits an act of bullying or an individual found to have falsely accused another student of bullying as a means of bullying or retaliation or reprisal for reporting an act of bullying. Consequences shall be determined, implemented and enforced in a manner that is consistent with the due process requirements set forth in the district's policies pertaining to student and employee discipline.

Examples of appropriate consequences may include, but are not limited to the following:

1. Verbal or written warnings;
2. Conferences with the parent(s)/legal guardian(s) of the students involved in an incident of bullying;
3. Detention;
4. Loss of school privileges;
5. Course and/or teacher reassignment;
6. Prohibition or suspension of participation in school activities;
7. In-school or out-of-school suspension in accordance with the provisions of 70 O.S. § 24-101.3 and district policies and procedures pertaining to student discipline;
8. Restitution of a victim's property that has been damaged as a result of the bullying incident;
9. Reassignment, suspension, and/or termination of school employment;
10. Referral to law enforcement.

B. Factors for Determination of Consequences for Incidents of Bullying Behavior. Every school administrator shall determine consequences for incidents of bullying behavior on a case-by-case basis in a manner that is proportionate to the severity of the conduct. Consequences for verified acts of bullying behavior shall be applied in such a manner as to ensure fair and impartial application of consequences (e.g., student's academic or athletic status shall not be considered as a factor for determination of appropriate consequences).

In determining what consequences are appropriate for an individual determined to have perpetrated an incident of bullying, every school administrator shall include the following factors in the consideration:

1. If the individual who perpetrated the incident was a student:
 - (i) The age of the student;

- (ii) The life skills of the student;
 - (iii) The grade level of the student;
 - (iv) The mental, physical and emotional development level of the student; and
 - (v) Personal obstacles such as a history of abuse suffered by the student or negative family situation.
2. The existence of any previous bullying behavior or continuing or ongoing pattern(s) of behavior by the perpetrator;
 3. The circumstances in which the incident occurred;
 4. The nature and severity of the bullying behavior involved in the incident;
 5. The nature and severity of harm to the victim of the incident, including:
 - (i) Consideration of documented physical, mental and emotional distress resulting from the incident; and
 - (ii) The existence of any mental, physical, or health conditions of the victim exacerbated by the incident;
 6. The relationship between the individuals involved; and
 7. The potential for future violent conduct.

C. Factors for Determination of Consequences for False Accusations. Every school administrator shall determine consequences for incidents in which an individual intentionally and knowingly reports a falsified accusation of a bullying incident as a means of bullying or as a means of retaliation or reprisal against another student in response to a previously reported incident of bullying. Consequences shall be sufficient to deter false reports of conduct, but not so severe as to deter credible reports of bullying incidents.

All of the following factors shall be considered in determining appropriate consequences for a falsified accusation:

1. The status of the individual (i.e., student, employee, volunteer, etc.);
2. If the individual who made the false accusation was a student:
 - (i) The age of the student;
 - (ii) The life skills of the student;
 - (iii) The grade level of the student;
 - (iv) The mental, physical and emotional development level of the student; and
 - (v) Personal obstacles such as a history of abuse suffered by the student or negative family situation.
3. Whether the individual who falsely accused another student of bullying has been the perpetrator of previous bullying incidents;

4. The nature and severity of the bullying behavior involved in the incident; and
5. The circumstances in which the incident occurred.

D. Determination of Remediation Measures in Response to Incidents of Bullying Behavior. Every school site shall implement appropriate remediation measures in response to incidents of bullying. Remediation measures shall include strategies for the protection of all persons involved in incidents of bullying, including targets and perpetrators of the bullying incident, and family members affected by the bullying incident. Such remediation measures shall be designed to prevent further incidents of bullying and to increase safety for the individuals involved in incidents of bullying as well as all individuals at each school site.

Examples of appropriate remedial measures in response to incidents of bullying may include, but shall not be limited to, one or more the following:

1. Referral of students involved in incidents of bullying to appropriate support services, including school or community counseling services, mental health treatment, or therapy services;
2. Academic intervention;
3. Programs of age-appropriate instruction for students to support a student's life skills (e.g., conflict resolution, problem-solving skills, life skills, social skills, anger management).
4. Parental education programs;
5. Peer support groups;
6. Modifications of student schedules;
7. Modification of hallway traffic at the school site;
8. Increased supervision;
9. Increased use of monitors or monitoring equipment in school facilities, hallways, cafeterias, playgrounds, and/or buses.

VIII. Annual Notice of School Bullying Prevention Policy

Every school site shall implement a strategy for publicizing and distribution of this policy and all accompanying forms and procedures for reporting and investigation of incidents of school bullying. Publication and distribution shall comply with the provisions of 70 O.S. § 24-100.4 and 210:10-1-20, and shall at a minimum meet all of the following requirements:

A. An annual written notice of the bullying policy shall be provided to parents, guardians, staff, volunteers, and students at each school. Notice of the policy shall be posted at various locations within each school site, including, but not limited to school cafeterias, bulletin boards, and administration offices. The written notice provided to students shall be written in age-appropriate language to ensure comprehension by younger students and provided with accommodations as necessary to ensure accessibility to students with disabilities.

B. A copy of this policy shall be posted on the Epic website. In addition, each school site that has its own separate website shall post a copy of this policy and all accompanying forms and procedures on its website.

C. Each school site shall include a copy of this policy in its student and employee handbooks.

Essential Documents

This form can be completed when there is a witness to a bullying incident. The completed forms should be returned to your teacher.

[Witness Report Form](#) (pdf)

This form can be completed to provide the details of a bullying incident to the district.

[Incident Report Form](#) (pdf)

This form can be used to assist districts in investigating reported bullying behaviors.

[Investigation Form](#) (pdf)

This form can be used when interviewing students involved in a bullying incident.

[Interview Form](#) (pdf)

This form can be used by students to notify the school of being bullied or harassed.

[Student Report Form](#) (pdf)

Testing

In order to meet legal requirements, all students from grades 3 – high school are required to participate in yearly state-mandated testing. **There is no opt-out option.** Epic Charter Schools complies with these laws to maintain its charter status. The School will administer these tests at multiple locations throughout the state to accommodate student location.

Strong Readers Act

To identify students who have a reading deficiency including students with characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education for reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting grade level targets shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension;
2. If necessary, and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day or 1080 hour school year required by law;
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction;
4. High-quality instructional materials grounded in scientifically based reading research, and

5. A means of providing every family of a student in prekindergarten, kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student’s literacy development at home.

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

1. Describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
2. Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable,
3. Monitor the reading progress of each student’s reading skills throughout the school year and adjust instruction according to the student’s needs; and
4. Continue until the student is determined to be meeting grade-level targets in reading based on screening instruments or assessments.

The district strong readers plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, and if possible a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the Strong Readers Act.

ELL Students

ELL Students are Identified English Language Learners (ELL) on a screening tool approved by OSDE of Bilingual/Migrant Education and have a Language Instructional Educational Plan in place prior to administration of the OSTP and have less than two years of instruction in an ELL program.

In addition to the good-cause exemptions, requests to exempt students from the academic requirements for promotion to the next grade shall only be made upon documentation

submitted from the teacher of the student to the school principal that indicates that the promotion of the student is appropriate and is based upon the record of the student.

2. **OAAP Students** (IEP Students assessed with OAAP) – Students with disabilities on an Individualized Education Plan (IEP) who are assessed with Oklahoma Alternate Assessment Program (OAAP)
3. **Alternative Assessments** – Students who demonstrate an acceptable level of performance (minimum of 45th percentile) on a state-approved alternative reading test
4. **Portfolio** – Section 1210.508C (K) states that a student who scores Below Basic on the third-grade reading portion of the OSTP may be promoted to fourth grade if the student qualifies for one of the six good cause exemptions.
5. **IEP Student who has been retained once** – Students with disabilities who take the OSTP and whose IEP states that they have received intensive remediation in reading for more than two years but still show a – deficiency in reading and were previously retained in kindergarten, first grade, second grade, or third grade (or in a transitional grade).
6. **Regular education student who has been retained twice** – Students who have received intensive remediation in reading for two or more years but still have a deficiency in reading and have already been retained in kindergarten, first grade, second grade, or third grade (or in a transitional grade) for a total of two years.

RSA Remediation

III. Pursuant to state law, Epic Charter Schools shall:

1. Conduct a review of the program of reading instruction for all students who score at the Below Basic level on the reading portion of the criterion-referenced test and did not meet the criteria for one of the good-cause exemptions. The review shall address the additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each retained student.
2. Provide to students who have been retained with intensive interventions in reading, intensive Instruction services and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, uninterrupted, scientific-research-based reading instruction. Retained students shall

be provided other strategies prescribed by the school district, which may include, but are not limited to:

- small group instruction,
 - individual instruction by teacher or tutor,
 - more frequent progress monitoring,
 - tutoring or mentoring,
 - instruction through
 - appropriate reading core and supplemental programs (computer generated and traditional print format),
 - specific targeted reading lessons provided by the teacher or tutor for the parent and the student and extended instruction time during the school term and summer reading instruction
3. Provide written notification to the parent or guardian of any student who is to be retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good-cause exemption. The notification shall include a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency;
 4. Provide parents of retained students the district's policy on midyear promotion.
 5. Provide students who are retained with a high performing teacher who can address the needs of the student, based on student performance data.
 6. Provide students who are retained with at least one of the following instructional options:
 - supplemental tutoring in scientific-research-based reading services in addition to the regular reading instruction. ,
 - a parent-guided "Read at Home" assistance plan, the purpose of which is to encourage regular parent-guided home reading
 - an individual mentor or tutor to provide targeted instruction.

Remediation

Reading proficiency testing will be conducted in Epic Charter Schools to ensure that each student has attained the necessary reading skills upon completion of the third grade. Every student enrolled in kindergarten, first, second, and third grades shall be assessed for the acquisition of reading skills for the grade level in which enrolled.

The plan shall include a program of instruction, Academic Progress Plan, (APP) in reading designed to enable the student to acquire the appropriate grade level of reading skills. The plan shall also include, but not be limited to:

1. Additional time sufficient for the development of reading and comprehension skills of the student;
2. Tutorial instruction as needed during the regular school term and during the summer; however, such instruction may not be counted toward the 180 day school year required by law;
3. The five essential elements of reading instruction: phonemic awareness, phonics, spelling, reading fluency and comprehension.

The program will be continued until the student is determined not to be in need of remediation. The district reading proficiency plan shall be adopted and annually updated, with input from school administrators, teachers, students, and parents, and if possible a reading specialist. This plan shall include a plan for each site, which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized. A committee will be established at each school site to determine the reading assessment plan for each student for whom a plan is necessary. The committee shall be composed of educators and, if possible, shall include a certified reading specialist. A student's parent or guardian shall be included in the development of a plan for that student.

A new reading assessment plan shall be developed and implemented for any third-grade student in need of **remediation** as determined by multiple ongoing assessments and reading assessments administered in the Oklahoma School Testing Program. If possible, a fourth-grade teacher shall be involved in the development of the reading assessment plan. The new plan shall include specialized tutoring and may include a recommendation as to whether the student should be retained in the third grade at the close of the year. The student's parent or guardian shall be included in the retention consideration.

Policy on Midyear Promotion

Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score above the Below Basic level sufficient to master appropriate fourth-grade-level skills, as determined by the school. A midyear

promotion shall be made only upon agreement of the parent or guardian of the student and the school principal.

For Grades 3-8

For the Reading and Math tests are administered in Grades 3-8; Science, U.S. History, and Writing are given in Grade 5; Geography is given in Grade 7; and Science, U.S. History and Writing are given in Grade 8. The Writing portion for Grades 5 and 8 are given separately from the other subjects. This test is dually aligned to the Oklahoma Academic Standards and the College and Career Readiness Standards for Writing.

Disclaimers

Health and Safety

The Epic website has a health resources page available for parents to access on a variety of health subjects including but not limited to: screenings, disease, prevention, and preparedness. Also included on the website is the Oklahoma State Department of Health's listing of health departments across the state.

Medical Emergency Response Plan

First Aid, Emergency Treatment, and Administration of Medication for Students

PURPOSE

To establish procedures for the administration of emergency first aid services at Epic, including first aid, emergency treatment, and administration of emergency medication for students.

Procedures established in this policy shall be followed during the school day, at Epic-sponsored activities, and other Epic property.

GENERAL PROVISIONS

1. The provisions of this policy are intended to meet student health needs during minor and major injuries or medical emergencies.

2. To ensure student safety, Epic has adopted the position that parents and guardians shall administer medications at home whenever possible.
3. The Epic recognizes that accidents and medical emergencies can and do happen; therefore, Epic has adopted guidelines to prepare staff members to provide first aid and emergency care during these unexpected events.
4. It is the express policy of Epic to call 911 or other appropriate emergency medical services in any situation in which there is a possibility that a serious medical condition exists. In any situation in which there is a possibility that a serious medical condition exists staff members will administer emergency procedures as stated below until Emergency Medical Services arrive on scene and take over care or until a student's parent/guardian arrives and instructs Staff to cease emergency procedures.

FIRST AID AND EMERGENCY TREATMENT

1. First aid shall be provided to students, Epic staff, and campus visitors for minor situations.
 - Any Epic staff member that provides CPR will complete training in CPR provided by the American Heart Association or another nationally recognized training organization.
 - First aid supplies shall be kept in central locations, where they will remain clean, dry, and available to all personnel.
2. Since students may have epileptic seizures and/or asthma attacks or other health conditions at Epic, teachers shall be made aware of appropriate procedures for handling these conditions and for calling 911, Emergency Medical Services (EMS). When an emergency exists, Epic staff members will implement appropriate emergency procedures,
 - Any staff member can contact 911, EMS and is encouraged to do so.
 - Staff members at Epic shall administer emergency procedures needed in life-threatening situations. In general, those trained shall be staff members most likely to be in immediate proximity to the student, staff person, or visitor in the event of an emergency.
 - Staff members will administer emergency procedures until Emergency Medical Services arrive on scene and take over care or until a student's parent/guardian arrives and instructs staff to cease emergency procedures.

3. At least two employees shall have current certification in cardiopulmonary resuscitation (CPR) and first aid or shall have received training, within the last two years, in emergency first aid and CPR through the American Heart Association or another nationally recognized training organization.
4. The School will comply with Oklahoma Education Code Section 20 regarding the administration of medicine to students, including medical marijuana. Emergency Injections: epinephrine auto-injectors prescribed for students with identified allergies:
 - When a licensed medical professional believes that epinephrine to treat an allergic reaction is necessary during Epic hours, it will be administered in Epic by staff. Auto-injectors will be supplied by students.
 - Only pre measured doses of epinephrine (Epi-Pen or Epi-Pen Jr.) may be given. The injection will be given immediately after report of exposure to the allergen or at the prescribed student's request due to onset of allergic reaction. Type of exposure (e.g., ingestion, skin contact, inhaled) as well as specific allergen must be indicated on the licensed medical professional's order.
 - The Epic shall contact EMS IMMEDIATELY (if available, send another staff person to dial 911) and the parent or guardian when a student has been given epinephrine.
 - Inhalers:
 - With a diagnosis of asthma, and orders from a licensed medical professional, a student may be permitted to carry and use an inhaler for asthmatic conditions.
 - A second inhaler, to be used as a back-up, may be kept in an Epic-approved location accessible by the student with appropriate staff supervision as required.

CPR Training

At least two faculty and/or staff members are qualified in CPR after taking and passing the CPR requirements of the Red Cross. Training will be conducted annually.

Non-Discrimination Statement

Epic Charter Schools prohibits discrimination in the educational activities and programs, admission of students and the selection and/or employment on the basis of race, religion, gender, age, national origin, veteran status or disability. Epic Charter Schools complies with the federal and state regulations for implementing Title IX of the Educational Amendment of 1972, Title VI, Section 504, and Americans with Disabilities Act (ADA) of 1990.

Reporting Child Abuse and Neglect

Any Epic teacher, counselor, nurse, or administrator having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected shall immediately contact the county child welfare unit of the Department of Human Services (405-521-3646) and inform the agency of the facts and circumstances which led to the filing of the report. It is not the responsibility of the school personnel to prove that the child has been abused or neglected, nor to determine whether the child is in need of protection. School personnel shall not contact the child's family or any other person to determine the cause of any suspected abuse or neglect. No Epic Charter Schools employee shall be discharged from employment for making a report of child abuse or neglect. Further, state law provides immunity from any civil or criminal liability arising from making such a report, if the report is made in good faith. Finally, state law also provides protection of the identity of any individual who makes such a report.

Open Records Act

Epic Charter Schools complies with the Oklahoma Open Records Act (51 Q.S. § 24A.1 et seq.). Epic Charter Schools records are available for public inspection and copying, except for records which are confidential under state or federal law.

A public body may charge a fee only for recovery of the reasonable, direct costs of record copying or mechanical reproduction.

Fee Schedule for Costs of Reproduction:

- \$0.25 per page for photocopies of records up to 8 1/2" x 11" or smaller
- \$ 1.00 per page for certified copies
- Copies of other media (e.g. flash drive, etc.) shall be actual cost of reproduction, including labor

However, if the request is solely for a commercial purpose or would clearly cause disruption of the essential functions of the public body, then a reasonable fee may be charged to recover the direct cost of record, search and copying.

Fee Schedule for Requests Subject to Additional Recovery Costs:

Epic reserves the right to recover the actual cost of record search and copying, including labor, if the information requested is not readily available or requires an extended amount of time to retrieve. If you submit a request that is subject to additional recovery costs, you will be provided with an estimate before work begins,

- \$25 per hour fee for commercial requests or those that cause excessive disruption of office functions (Epic defines an "excessive disruption" request as one that requires more than eight [8] hours of actual employee work time to compile)
- \$80 per hour fee when computer programming is required on a customized request.
- \$85 per hour fee when additional legal support is required.

All fees for copies, including delivery fees, must be paid by check or money order, payable to Epic Charter Schools, before the documents are provided

Copy and Search Fees

The School Leader shall charge a fee to recover the reasonable direct costs of copying district records. The School Leader shall also charge a fee for the direct costs of searching for School records sought for commercial purposes or for searches that cause excessive disruption to the School's essential functions. In no case shall a search fee be charged for records sought in the public interest including, but not limited to, releases to the news media, scholars, authors, and taxpayers seeking to determine whether officials of the School are honestly, faithfully, and competently performing their duties as public servants. The School has established the following fees for document copying of records and/or document search:

- 8.5 x 11 or 8.5 x 14 25¢ per page
- Research and Compilation \$15.00 per hour

Those making requests will be required to make payment for the records and copying and/or search fee in advance of receiving the records.

Family Educational Rights & Privacy Act (FERPA) Notice

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s educational records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School a written request that identifies the record(s) they wish to inspect. The School Leader will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health of medical staff and law enforcement unit personnel); a person serving on the School Board; 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 performance of their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires the School to make a reasonable attempt to notify the student of records request unless it states in its annual notification that it intends to forward records on request.)

4. "School officials" are School employees with general or specific responsibility for promoting the educational objectives of the School or third parties under contract with the School to provide professional, business and similar administrative services related to the School's educational mission. Individuals whose responsibilities place them within this category include teachers; advisers; counselors; deans, department chairpersons, directors, and other administrative officials responsible for some part of the academic enterprise or one of the supporting activities; health staff; administrative and faculty sponsors of officially recognized clubs, organizations, etc.; members, including students and alumni, of official committees, staff personnel employed to assist School officials in discharging professional responsibilities; and persons or entities under contract to the School to provide a specific task or service related to the School's educational mission. Access by these officials is restricted where practical, and only to that portion of the student record(s) necessary for the discharge of assigned duties.
5. "Legitimate educational interests" are defined as interests that are essential to the general process of public education prescribed by the body of policy adopted by the governing board. Legitimate educational interests would include teaching, research, public service, and such directly supportive activities as academic advising, general counseling, discipline, vocational counseling and job placement, advisement, medical services, safety, and academic assistance activities. In addition, the School officially recognizes appropriate co-curricular activities that are generally supportive of overall goals of the institution and contribute generally to the well-being of the entire student body and specifically to many individuals who participate in these activities. These activities include varsity and intramural sports, specific interest clubs, and student government.
6. 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 Avenue, S. W. Washington, D. C. 20202-5920

NOTICE TO PARENTS REGARDING RELEASE OF DIRECTORY INFORMATION

Directory information is information that is generally not considered harmful or an invasion of privacy if released. The school can disclose directory information without prior parent/guardian consent.

Epic Charter Schools may disclose appropriately designated “directory information” without prior consent, unless the parent/guardian or 18 or older student has advised the School that you want to opt-out and restrict the disclosure of directory information.

Epic Charter Schools has designated the following student information as directory information.

1. Student's name
2. Address
3. Telephone listing
4. Electronic mail address
5. Photograph
6. Date and place of birth
7. Major field of study
8. Dates of attendance
9. Grade level
10. Participation in officially recognized activities and sports
11. Weight and height of members of athletic teams
12. Most recent school attended

As a result, unless a parent or eligible student notifies the School in writing within thirty (30) calendar days of enrollment of each school year of their election to not have the School release any of the above information (each category of information must be specifically requested), the School may release directory information.

Photo, Video, Website, and Social Media Release Form (Opt-Out)

On occasion, representatives from and/or employees of Epic Charter Schools may wish to photograph, video record, and/or interview individuals in connection with school programs, projects, or events. In order to release photographs, video footage, and/or comments, and/or to post on school website(s), social media networks and print materials, Epic Charter Schools offers notice to opt-out of such releases for your student(s) via Powerschool. To opt-out of media release for your student please make that election via Powerschool (no action is needed if you do not elect to opt-out).

Title I Parental Involvement Policy Epic Charter Schools

Epic Charter Schools has developed a written Title I parental involvement policy with input from Title I parents during the annual Title I Parent Meeting. It has distributed the policy to parents of Title I students through newsletters, emails, and distribution at parent meetings held throughout the state. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Other Helpful Links:

[Site Parent and Family Engagement Policy](#)

[School Parent Compact](#)

[Parent's Right to Know](#)

[Schoolwide Plan \(Elementary\)](#)

[Schoolwide Plan \(High School\)](#)

[Comprehensive District Academic Plan](#)

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Epic Charter Schools the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
- The school provides parents of Title I students with timely information about Title I programs in a variety of meeting throughout the school year.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

School-Parent Compact

Epic Charter Schools distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Epic Charter Schools engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by Title I parents.

Epic Charter School Foster Care Plan

Under the requirements of the federal Every Student Succeeds Act (ESSA) Section 1112(c)(5)(B) Title I educational stability provisions took effect on December 10, 2016. By such date, each school district shall have a Foster Care Plan developed and disseminated to all stakeholders.

In Section 1111(c)(5) of ESSA, the school district must collaborate with the Child Welfare Agency and Tribal Child Welfare Agencies (CWA) to implement the Title I educational stability provisions. Therefore, each school district shall develop a clear, written Foster Care Plan. As such, the Foster Care Plan for Epic Charter shall be as follows:

1. LEA Point of Contact and responsibilities.

The superintendent will designate at least one person to serve as the Foster Care Point of Contact (POC). The POC may also be the homeless student coordinator. This designation will occur by December 10, 2016, and shall be updated annually. The name of this person will be turned in to the OSDE through the online Grants Management System by September 30th of each year. If additional staff members are needed to meet the requirements, the superintendent will make assignments as deemed necessary. The POC will work in the best interest of the child to ensure that all educational requirements are being met.

The POC will work closely with the CWA to:

- Coordinate with the corresponding child welfare agency POC to implement Title I provisions;
- Lead the development of a process for making the best interest determination;
- Document the best interest determination;
- Facilitate the transfer of records and immediate enrollment;
- Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols;
- Develop and coordinate local transportation procedures;
- Manage best interest determinations and transportation cost disputes;
- Ensure that children in foster care are enrolled in and regularly attending school; and
- Provide professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.

2. Decision-making process.

A committee will meet to determine if the school of origin is not in the best interest of each foster care child and the appropriate placement of the child. The committee will be comprised of the site administrator or representative, the LEA's POC, and a member of the CWA. In emergency circumstances the CWA has the authority to make an immediate decision regarding the school placement, and then consult with the LEA and revisit the best interest determination of the child.

In the event of a disagreement regarding school placement for a child in foster care, the CWA will be considered the final decision maker in making the best interest determination. The CWA is uniquely positioned to assess vital non-educational factors such as safety,

sibling placements, the child's permanency goal, and other components of the case plan. The CWA also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties including parents, children, schools and the court in making these decisions.

3. The type of documentation or records that should be shared between parties.

Foster care parents, social workers or other legal guardians will be allowed to immediately enroll children in foster care in the school district without having the necessary paperwork (birth certificates, shot records, academic records, special education records, etc.) This is to help aid the student with a smooth transition into the district. The receiving school district will contact the school district of origin for the records and make adaptations as needed. After enrollment, the following guardianship or legal custody documents shall be provided for verification by the foster family or CWA:

- Power of attorney
- Affidavit
- Court Order

Epic Charter will share education records with the CWA that are allowed by the Family Educational Rights and Privacy Act (FERPA) and other state privacy laws. This allows educational agencies to disclose without parental consent educational records, including IDEA, of students in foster care to the CWA.

4. Collaborative structure, such as regularly scheduled meetings, in which relevant individuals can participate in a particular process.

The POC will meet with the site administrator, school counselor, classroom teacher, and foster parent as needed to discuss the progress of the child in foster care and will document the results of meetings. All decisions will be made utilizing a collaborative team approach to determine what will be in the best interest of the child.

5. The best interest determination document regarding the child's school placement (school of origin or the receiving school).

Epic Charter shall utilize the sample form (available by [clicking here](#)) from the Oklahoma State Department of Education in making a "best interest" determination for

each child in foster care. The final determination as to what is in the best interest of the child will be made by the CWA.

Print the form on School Letterhead and Individualized for Each Student's Best Interest Determination Evaluation.

6. Transportation procedures.

Children in foster care will be entitled to transportation services in the same manner as all other children in the school district. In addition to regular transportation routes, the school district will collaborate with the CWA when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. Under the supervision of the superintendent, the POC will invite appropriate district officials, the CWA, and officials from other districts or agencies to promptly arrange cost-effective transportation for the student.

7. Responsibilities and costs related to student transportation.

Epic Charter district will collaborate with the CWA to develop and implement clear, written procedures governing how transportation is provided to maintain children in foster care in their schools of origin. The school district will also work with the CWA to reach an agreement in regards to covering the transportation costs. The agreement will cover how the transportation will be provided, arranged, and funded for the duration of the child's time in foster care. Each agreement can/will vary greatly because the unique needs of each child should be considered in making the decision on transportation.

Disclaimer

The policies and regulations of Epic Charter Schools, or any changes to the policies and regulations after the publication of this guide supersede all information provided in this handbook. For more detailed information, families are encouraged to contact the administration office or access updates online.

Modified 7/2021

Title IX

Policy on Non-Discrimination Based On Sex

Purpose

Epic Charter Schools is an educational entity that believes in ensuring a safe, nurturing, healthy and non-discriminatory learning and teaching environment for all members of the school community. The Board also believes in ensuring the opportunity for all members of the school community to reach their full potential through access and participation in all District educational activities and programs.

Statement on Non-Discrimination

Epic does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, disability, ethnicity, national origin or age in its education programs and activities. The protection against discrimination extends to employment.

Definitions

For the purposes of this policy, the terms below have the following definitions:

Administrative leave. A school can place a non-student employee respondent on paid administrative leave during the pendency of a grievance process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment or discrimination.

Decision-Maker is the person or panel of people assigned by the Title IX Coordinator to conduct a fair and impartial review of all the facts and evidence in making a determination on the responsibility or non-responsibility of a respondent on a complaint of sexual harassment or in reviewing an outcome on appeal. A decision maker or decision making panel must be unbiased and trained on the policies and procedures under Title IX that are applicable to serving as an adjudicator.

Delays or Extensions: The overall time frame to conclude a grievance process must be “reasonably prompt”. A school can have good cause for any short-term delays or extensions, with written notice to the parties and an explanation for the delay or extension. Any delay or extension must be temporary or limited. Examples of good cause delays may include considerations such as concurrent law enforcement activity, the need for language assistance or accommodation of disabilities.

Emergency removal. Schools may remove a respondent from the school’s education program or activity on an emergency basis, provided that the school undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Formal complaint is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate (i.e. seeking admission or acceptance) in the education program or activity of the school district. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed in this policy.

Informal resolution is an option to resolve a formal complaint in a mediation or restorative justice manner. An informal resolution can only be offered as an option to the parties if a formal complaint is filed. Once a formal complaint is received, at any time prior to reaching a determination regarding responsibility the school may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The Complainant and Respondent must each agree in writing that they want to participate in an informal resolution process. The District will provide to the parties a written notice disclosing: the allegations, the requirements of the informal resolution and that any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process. The informal resolution process is not available and cannot be offered to resolve any reported incident of an employee sexually harassing a student.

Informal Resolution Facilitator is the person assigned by the Title IX Coordinator to manage the Informal Resolution process. The Informal Resolution Facilitator must be fair, impartial and trained in Title IX policy and procedures, specifically those dealing with mediation and restorative justice best practices.

Investigator is the person(s) assigned by the Title IX Coordinator to conduct a prompt fair and impartial investigation into the formal complaint. The Investigator must be unbiased and trained in Title IX policy and procedures.

Pregnancy or related conditions means pregnancy, childbirth, termination of pregnancy, or lactation. It also applies to any medical conditions related to—or any recovery from—pregnancy, childbirth, termination of pregnancy, or lactation.

Respondent is an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sex-based harassment is conduct on the basis of sex that satisfies one or more of the following:

1. ***Quid Pro Quo*** - An employee of the school explicitly or implicitly conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct.
2. ***Hostile environment harassment*** - Unwelcome conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive it denies or limits a person equal access to the school's education program or activity.
3. ***Sexual Assault*** - An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
4. ***Dating violence*** - Violence committed by a person—
 1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 1. The length of the relationship,
 2. The type of relationship, and
 3. The frequency of interaction between the persons involved in the relationship.

5. Domestic violence - Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
6. Stalking - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Standard of Proof are preponderance of the evidence, which is defined as "more likely than not"

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant regardless of whether a formal complaint has been filed or to the respondent after the filing of a formal complaint. Such measures are designed to restore or preserve equal access to the school's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school's educational environment, or deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the school, and other similar measures. School must keep confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Authority

Title IX states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal Financial Assistance."

In accordance with Title IX, the Board prohibits sexual harassment and discrimination on the basis of sex. Violations of this policy may result in disciplinary action in accordance with the Code of Student Conduct, Board policy, and applicable federal, state, and local law and regulations.

Guidelines

Title IX Coordinator

Title IX Coordinator is responsible for ensuring the prompt, equitable and supportive response to all reports received under this policy. Specifically, the Title IX Coordinator responsibility includes, but is not limited to:

1. Monitoring the school district's compliance with Title IX, which includes explaining and providing supportive measures (to one or both parties);
2. Providing ongoing education and training on Title IX;
3. Overseeing, managing and directing the response to a reported complaint and, if applicable, investigation into any complaint that is covered under Title IX; and
4. Taking appropriate action to eliminate the harassing behavior, prevent its recurrence, and remedy its effect.

Any questions regarding Title IX or the application of this policy can be directed to the Title IX Coordinator. The following person has been designated as the District's Title IX Coordinator:

Title IX Coordinator

Lori Murphy
lori.murphy@epiccharterschools.org
405-749-4550
1900 NW Expressway, Floor R3
50 Penn Place
Oklahoma City, OK 73118

Title IX Investigator

The Title IX Coordinator or their designee(s) will investigate all inquiries.

Title IX Decision Maker

The Superintendent or their designee will be the decision maker.

Reporting

Any report of sex-based discrimination or harassment will be taken seriously, addressed promptly and with sensitivity.

A student may report an incident of sexual discrimination or harassment verbally or in writing to any District employee. All reports shall be directed immediately to the Title IX Coordinator. All non-students, including teachers and other employees, can report any incident of sex based harassment to the Title IX Coordinator. Reports can be made at any time by phone, email, or by completing and submitting this form:

Additionally, if the person who received a complaint of sex-based harassment or discrimination has reasonable cause to suspect that a student is the victim of child abuse or neglect, the incident should immediately be reported to the Oklahoma Department of Human Services (DHS) Statewide Abuse and Neglect Hotline as directed by state law, at 1-800-522-3511. This mandated reporting obligation is in addition to a report being made to the Title IX Coordinator.

Retaliation

The law prohibits retaliation against an individual who files a complaint in response to conduct that they reasonably believe violates this policy, or against an individual who participates or cooperates with an investigation, as provided by both Title IX of the Education Amendments of 1972 and Title VII of the Civil Rights Act of 1964. Anyone who believes they have experienced retaliation should report it to the Title IX Coordinator. Such retaliation, if founded, will result in the same disciplinary action applicable to one who engages in harassment. Reporting harassment will not affect the reporting individual's status with respect to either an employee's future employment or work assignments or a student's future academic opportunity, progress, or record.

Confidentiality

Confidentiality will be maintained to the extent possible to effectively respond to a reported incident of sexual harassment. If a request for confidentiality is received, the school will evaluate any confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. A request for confidentiality may limit the school's ability to respond. All efforts shall be made to maintain the confidentiality of any person initiating or involved in a reported incident of sex-based harassment to protect the privacy of all parties, consistent with the District's responsibility to promptly address and investigate such complaints based on applicable state and federal laws.

Based on the content of what is reported to the District, all incidents that are required by law to be reported to law enforcement.

Scope of Title IX

Title IX covers those reported incidents of sex-based harassment or discrimination that take place in the United States and in the context of an education program or activity which includes locations, events, or circumstances in which the school exercises substantial control over both the Respondent and the context in which the sex-based harassment or discrimination occurs.

If a reported incident does not fall under the scope of Title IX, the reported incident will be reviewed and appropriate steps taken under other applicable District policies, such as bullying and harassment policies.

This Title IX policy runs concurrently with and parallel to all applicable laws, regulations and existing district policies and procedures to the extent allowable under the law.

Learning Centers

EPIC operates Learning Centers (LCs) in Tulsa and Oklahoma County in addition to its one-on-one program that is offered in all 77 Oklahoma counties. EPIC's one-on-one program pairs learning at home with a digital curriculum with regular, one-on-one and face-to-face instruction with an Oklahoma certified teacher. EPIC's LCs are physical learning sites that students can attend each week and receive on-site, classroom instruction from certified teachers, as well as other services such as child nutrition and before- and after school academic enrichment programs.

We now offer a total of five Learning Centers in the state. Three are located in the Oklahoma City Metropolitan Area and two in Tulsa.

Stonegate Learning Center
Grades PK-6
2525 NW 112th Street
Oklahoma City, OK 73120

OKC Mid-High Learning Center
Grades 7-12
4505 S. I-35 Service Rd.
Oklahoma City, OK 73129

Heritage Academy (Dual Language)
Grades PreK-12
4505 S. I-35 Service Road
Oklahoma City, OK 73129

Tulsa Elem. Learning Center
Grades PK-6
3810 South 103rd East Avenue attendance
Tulsa, OK 74146

Tulsa Mid-High Learning Center
Grades 7-12
3810 South 103rd East Avenue
Tulsa, OK 74146

Comet Academy

Epic Comet Academy (Comet) has teachers who work in their certification area under a regional principal. Students in Comet have in-person and Zoom meetings weekly with groups of their same-aged peers in microsites, libraries, and other facilities across the

state. EPIC's one-on-one program pairs learning at home with a digital curriculum and face-to-face instruction with an Oklahoma-certified teacher.

Attending the Learning Center or Comet Academy

The Learning Centers and Comet Academy Sites allow flexible schedule options for students and families. Students with regular attendance tend to perform better academically, therefore, a regular attendance routine is encouraged.

Drop Off/Pick Up Guidelines

TO ENSURE APPROPRIATE SUPERVISION AND THE SAFETY OF YOUR CHILD, STUDENTS MAY NOT BE DROPPED OFF EARLIER THAN THE DESIGNATED TIMES. Parents should not drop students off outside of a center prior to the center opening.

All LCs are open from 7:30 am to 4:30 pm, Monday through Friday. Students may arrive at the learning centers no earlier than 7:30. Students must be picked up by 4:30.

Pick-up and Drop-off for Comet Academy is site specific and parents should consult with their student's teacher/principal for specific site procedures.

Students who become ill or are injured during the school day will be allowed to leave only after their parents have been notified and permission has been granted by the Principal or Site Representative.

Students must be checked out by a parent, guardian or emergency contact, in person, only after showing proper identification and signing the student out through the front office. Designated persons must have the student's ID number for pick up. High school students with driving privileges will be allowed to arrive/leave the site in order to meet Career Tech and concurrent enrollment class schedules, or other pre-arranged parent approved schedules including privileges for leaving during lunch periods. that have the student out of the building for a portion of the week or day as well as during the lunch period.

Classroom Assignment of Students (PreK-6)

Principals and teachers, with the aid of evaluative criteria, will group students in classes that will provide the best possible learning situation.

School Closure

In the event students are dismissed due to inclement weather, the announcement will be made on local news stations and on the district website at www.epiccharterschools.org. In the event of severe weather, students and site personnel will take shelter in designated safe areas. ***For the safety of our faculty and students, when sirens have sounded indicating severe weather in a specific area, site administration will not release students until district personnel, in conjunction with local law enforcement, have given an “all clear.” Parents are encouraged to stay informed of changing weather and have students picked up prior to the severe weather entering the specified area. Students must work from home to complete assignments when sites are closed.***

Emergency Signals

Due to the differences in systems throughout the district, each site administrator will be responsible for educating students, parents, and district personnel on emergency signals for the center. Students should remember to conduct themselves in the proper manner when a drill is being conducted. Site drills include tornado, fire, intruder, earthquake, reverse evacuation, and lockdown situations.

Site Door Security and Awareness

Interior Doors:

The greatest extent possible for all Epic sites, all classroom doors will be closed and locked to ingress during all periods in which students are present in the classroom. In this instance “Classroom” shall mean any room in which student or instruction regularly takes place. Access to any individual classroom during periods in which students are present in the classroom shall be granted only by the personnel member in the room at any given time.

Classroom doors may be unlocked temporarily during student transition periods between classes. Classroom doors shall remain unlocked to egress at all times.

All classroom doors shall be open and unlocked to both ingress and egress during all periods where students are not present in the classroom or instructional office.

These rules shall be implemented to the greatest extent possible at all Epic Sites. Where implementation is not possible or only limited application is possible the Site administrators shall inform the Safety and Security Department and the Facilities Department who shall use reasonable efforts to assist the Site in correcting or accommodating the deficiencies.

All Lockdown and Emergency Response Procedures shall be conducted in accordance with the Emergency Response Plan for the individual site.

Exterior Doors:

All exterior doors of the school building must remain locked at all times.

Access to any building shall be strictly controlled through designated entry points. Only authorized personnel, students, and visitors with proper identification will be granted entry.

Visitors are required to use the designated main entrance, where they will check in with security or administrative personnel.

Propping open any exterior doors is strictly prohibited. Staff and students are responsible for ensuring that doors close securely after use.

Illness

Attendance is very important; however, students cannot be expected to perform well if they are ill. Please keep students home if they are running a temperature. Students suffering from an illness which may be communicable by contact must be free of fever, vomiting or diarrhea for twenty-four (24) hours without the aid of medication before returning to a learning center. If your child becomes ill during the day and/or has a temperature of 100 degrees or more, they will be sent home. Please make sure the office has current telephone numbers for parents, guardians, and all emergency contacts.

Head Lice

Under 70 O.S. 1210.194 a School may prohibit a child with an active head lice infection from attending school.

Students diagnosed with head lice shall be sent home. The parent or guardian of any student diagnosed with head lice shall be informed of the discovery on pick-up and given information on appropriate treatment. The student shall be allowed to return to Epic Sites

once appropriate treatment has begun. Any child excused or prohibited from attending Epic Sites due to head lice or nits shall not be re-admitted or permitted to return to the learning center until the child has been examined by a district health aide, and found to be free of lice and nits. Any teacher or other employee who has contracted head lice is expected to take leave from work until the lice or nits have been eliminated.

Any individualized checks shall be done outside the presence of other children, and any confirmation of the presence of lice or nits resulting from any check, shall be handled in a professional manner.

Medication

Medication Request and Release Requirements

If it is necessary that a medication be given during school hours where a student is present at an Epic Charter School in person location the following requirements must be met:

Medication will not be administered in school or during school-sponsored activities without a current year Medication Request and Release Form on file that is filled out properly and signed by a legal parent or guardian. Prescription medication must be ordered or advised by a licensed physician/dentist, and permission is granted for exchange of verbal and/or written communication between the school staff and the prescribing physician/dentist regarding this medication.

Prescription medication must be brought to school in the current original container with the pharmacy label intact. The label must have the student's name, name of medication, dosage, and time to be given. Prescribing physician/provider MUST complete and sign/date Medication Request and Release Form. If the medication is not properly labeled or does not match the Medication Request and Release Form, it will not be given. Parents/guardians may ask the pharmacist for a separate container labeled just for the school time dose.

Over-the-counter medications must be in an unopened original container. Student's name must be written on the box/bottle, the dosage and frequency to be given must be consistent with label instructions. Medication cannot and will not be accepted in bags or envelopes.

For student safety, it is recommended that the parent/guardian bring the medication to the

school and give directly to Health Services staff. The school cannot send medications home with students. At the end of the school year, any medication remaining must be picked up by the legal parent/guardian, on or before the last day of school, or the medication will be destroyed.

By signing the Medication Request and Release Form, the parent/guardian with legal custody understands that under state law; Epic Charter Schools Board of Education, or employees of the District shall not be liable to the student or the student's parents or guardian for civil damages for any personal injuries to the student which result from acts or omissions and/or adverse effects of this medication. The parent/guardian agrees to provide medication and any particulars connected with administering medication at their own expense. The parent/guardian will promptly notify the school of any change in the administration of this medication and will provide the school with a new prescription bottle and new Medication Request and Release. Written or verbal changes to medications from parent/guardian cannot be accepted.

****SELF-CARRY/SELF-ADMINISTRATION OF EMERGENCY MEDICATION****

AUTHORIZATION/APPROVAL Provisions under 70 O.S. 1984, Section 1-1163, allow students to self-administer prescribed asthmatic, diabetic, or allergic medication. Approval to self-administer medications must be authorized by the prescribing physician. The parent or guardian of the student is to provide the school an emergency supply of the student's medication.

Parent/Teacher Conferences

Four dates are set aside for parents to meet with teachers, two in the fall and two in the spring. Consult the learning center calendar for specific dates. Conferences may be requested outside of these dates through the teacher or site representative.

Parents are our partners in the education of their child and essential to the academic success of students. We recognize parents as the first and most important lifelong teachers of their children. We believe parents should monitor and guide their child's academic progress to ensure success. We are available to assist parents as they learn the Epic grade book and to monitor their student's learning management system (LMS). Communication

between parents, teachers and other education professionals is vital to student achievement.

Parties (Pre-K through 6th grade)

Class parties will be limited to two parties per year which will be determined by each elementary site principal. Teachers will notify all parents of food allergies in their child's classroom. Teachers will encourage parents to limit sugary items, and provide a variety of foods for students to choose from. Store-bought foods with nutritional information are encouraged.

Parents are requested to refrain from bringing preschool children, younger children or siblings to class parties, as their attention needs to be directed to assisting with the party's events for the students and assisting the teacher during this time. No audio or video recordings are allowed during the parties.

Birthday party invitations are never to be distributed at site and birthday parties are not hosted in classrooms. Birthday snacks may be provided by parents, but should be limited to no more than one day per month, as determined by the teacher, to protect instructional time. Parents of students with allergies will be notified when treats will be provided so they will have the opportunity to provide alternate treats for their child if necessary. All celebrations must be arranged through the classroom teacher.

Personal Items

Students are not to bring any toys, including toys that look like "fake" weapons, electronic games, cameras, etc. to Epic Sites without permission from the teachers or administrator. EPIC IS NOT RESPONSIBLE FOR DAMAGED, LOST, OR STOLEN PERSONAL ITEMS.

Playground Expectations

Students will follow all playground rules and procedures established by the individual teacher(s) and/or principal at each site. Children should be dressed appropriately for outdoor activities. Outdoor activities such as recess will take place unless there is inclement weather; wind chill of 32 degrees or less, or heat index of 100 degrees or more. In order to ensure the safety of all students, visitors will not be allowed on the playground during scheduled recess times.

Student Expectations

Students are expected to arrive each day and adhere to the established guidelines of the site. Students are encouraged to utilize the unique opportunity Epic sites offer and conduct themselves in an appropriate manner at all times while on campus, and as a representative of Epic Charter Schools. Students will become advocates for their own education and will be encouraged to have a choice and voice throughout their educational careers while attending Epic Sites.

Standards of Conduct

The primary function of the Epic sites is to provide an educational environment in which students are actively pursuing their educational goals. It is also believed that students have the right to learn, free of unnecessary distractions and to attend a center in which an atmosphere conducive to learning exists. Education includes establishing norms of acceptable behavior and assisting students in understanding and attaining those norms. From time to time, it may be necessary for the benefit of the students, for the faculty and the administrators to enforce corrective actions for breaches in acceptable behavior. Each student will be treated in a fair and equitable manner, and the severity of the disciplinary action will be based on a careful assessment of the circumstances surrounding any infraction of the site regulations. Epic Charter Schools demands that no student of the district shall participate in any form of hazing, harassment, intimidation and bullying. The site administrator has the discretion to choose any disciplinary action in regard to unacceptable student behavior. The following examples of behavior are not acceptable in the learning center environment particularly:

1. Developing non-factual accounts for behavior.
2. Academic dishonesty.
3. Using profanity or expressing vulgarities.
4. Disrespectful conduct/language toward another student, teacher, substitute teacher, or any other district personnel in or out of the classroom.
5. Blatant disrespect toward faculty or district personnel.
6. Public display of affection.
7. Physical altercation/fighting while at the site or at a Learning Center activity.
8. Assault and battery.
9. Refusal to comply with a teacher or other staff member's school-appropriate instructions.
10. Inappropriate dress.

11. Misuse of wireless communication devices, including videoing or sending inappropriate or offensive material.
12. Misuse of the internet and/or local area network computer.
13. Vandalism/arson.
14. Theft.
15. Forgery, fraud, or embezzlement of legal tender.
16. Gambling.
17. Known gang-related behavior, including gestures, language, or dress.
18. Sexual, physical, and verbal harassment, threats or threatening behavior, bullying, intimidation, hazing, racial slurs or stalking of students or employees.
19. Possessing or distributing pornography.
20. Use or possession of tobacco products, electronic cigarettes/vapor devices or any other product packaged for smoking or the simulation of smoking on campus or site activity.
21. Possessing, selling, distributing or use of alcohol, illicit substances, or paraphernalia including intoxicating and/or non-intoxicating substances.
22. Possessing, selling, distributing and/or using prescription, non-prescription drugs in violation of district policy.
23. Possessing, distributing, and/or using substances represented as intoxicating. The unauthorized sale of any substance on school premises. Possessing, distributing, and/or using intoxicating substances represented as non-intoxicating.
24. Possession, threat or actual use of dangerous or offensive weapons including "fake" weapons.
25. An act of violence.
26. Acts of licentious behavior, sexual misconduct, lewdness or indecent exposure.
27. Adjudication as a delinquent for an offense that is non-violent (Title 57-571 of the Oklahoma Statutes) committed on any Epic Site premise, while in transit under the authority of the site or while attending any function authorized or sponsored by the Epic Site.
28. Adjudication for an offense that is a violent act off campus.
29. Repeated minor offenses.
30. Unsafe driving violations or violations of issued parking permits.
31. Failure to comply with the teacher or site administrator.

These examples are not intended to be exhaustive and the exclusion or omission of examples of unacceptable behavior is not an endorsement or acceptance of such behavior. In considering the different forms of disciplinary action, the faculty and the administration of the site will consider the following; however, the Epic Site is not limited to these various

methods, nor does this list reflect any order of sequence of events to follow in disciplinary actions:

1. Conference with student
2. Conference with parent
3. Site Intervention
4. Referral to district counselor
5. Behavior contract
6. Temporary removal from class setting
7. Community service
8. Financial restitution for lost, stolen, or damaged property
9. Restriction of privileges
10. Referral to police and/or citations issued
11. Removal from the LC and assigned to remote learning (can be temporary or a permanent reassignment)

Any student who is temporarily removed from an Epic site will be expected to continue instruction remotely through the student's digital curriculum. An infraction or violation may be subject to the Epic Charter Schools Suspension Policy. Any student who is removed permanently from a Learning Campus may continue to utilize remote learning opportunities.

Suspension of Students Policy

It is the policy of Epic Charter School that a student may be suspended out of school for:

1. Violations of policy or regulations;
2. Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities ;
3. Possession of a dangerous weapon or a controlled dangerous substance while on or within two thousand (2,000) feet of public school property, or at a school event (Uniform Controlled Dangerous Substances Act);
4. Possession of a firearm shall result in out-of-school suspension of not less than one year;
5. Any act that disrupts the academic atmosphere of the school, endangers, or threatens fellow students, teachers, or officials, or damages property; and
6. Students in grades six through twelve found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or person volunteering for a school shall be suspended for the remainder of the current semester and the next consecutive semester. The term of

the suspension may be modified by the school district superintendent on a case-by-case basis.

Before a student is suspended out-of-school, the principal shall consult with the Superintendent or designee who shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspension, such as placement in an alternative school setting, reassignment to another classroom, or in-school detention. A student suspended out-of-school shall be placed in a supervised, structured environment in either a home-based schoolwork assignment setting or another appropriate setting in accordance with a plan prescribed by the school administration that provides education in accordance with the supporting regulations. Parents or guardians will be provided a copy of the education plan and will bear the responsibility of monitoring the student's educational progress until the student is readmitted to school. Students suspended from school shall be ineligible to participate in extracurricular activities. Additionally, any student serving suspension during the time of graduation activities shall not be allowed to participate in or attend ceremonies or programs honoring graduates.

No school board member, administrator, or teacher may be held civilly liable for any action taken in good faith, which is authorized by law under the provisions of this policy.

Before a student can be deprived by way of suspension of the student's right to an education, the student has the right to notice of the alleged misconduct and an opportunity to respond to the allegations. The appropriate administrator shall have a conference with the student and shall provide the student with notice of the alleged misconduct and an opportunity to respond to the allegations. If the student's response does not reverse the administrator's belief that cause for suspension exists, the administrator shall provide the student, or the student's parents or guardians if the student is under 18 years of age, with written notice of the decision to suspend which shall state the length of the suspension and the right to appeal the administrator's decision as set forth below. The administrator shall keep written records of each suspension conference identifying the date of the conference, the names of the persons present, the duration of the conference, and a summary of the statements of the persons present. When determining whether cause exists for suspension or determining the length of a suspension, the student's prior history of disciplinary infractions during the current school year may be considered, particularly when similar infractions have occurred, and other forms of discipline have not deterred such behavior. The administrator shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspension, such as placement in an alternative school setting, reassignment to another classroom, or in-school detention. With the exception of statutory exceptions allowing for longer, no suspension shall be longer than the remainder of the current semester and the succeeding semester.

If a student is on an Individualized Educational Plan (IEP) or Section 504 plan and the suspension will be ten (10) or more consecutive days or the student's cumulative days suspended the then current semester will equal eleven (11) or greater, a manifestation determination will be conducted to determine whether disciplinary action is related to the student's disability.

Any student shall be allowed to appeal their suspension to a Suspension Appeal Committee. For any student suspended for less than ten (10) days, the decision of the Suspension Appeal Committee shall be final.

If the Suspension Appeal Committee confirms a suspension lasting ten (10) days or more the student may appeal to the Board of Education. The decision of the Board of Education shall be final.