



HOLDENVILLE PUBLIC SCHOOLS

WAVE Plan

Wolverine Academic Virtual Education Plan

Temporary Virtual Instruction Plan

Holdenville Public Schools

Parent/Student Guide



PURPOSE

To provide temporary virtual access to instruction should a qualifying event necessitate the closure of school under Oklahoma Law.

ACADEMIC PLAN

I. PURPOSE

Holdenville Public Schools recognizes that in-person instruction provides the preferred educational environment for students. However, circumstances beyond the control of the District may occasionally require the temporary closure of one or more school sites.

The purpose of this Temporary Virtual Instruction Plan is to establish procedures through which Holdenville Public Schools may provide high-quality, teacher-directed instruction during a qualifying temporary school closure while maintaining continuity of instruction and access to educational services.

This plan is developed pursuant to Oklahoma law governing virtual instruction, including 70 O.S. § 1-109. Beginning with the 2026-2027 school year, qualifying virtual instruction may be counted toward the required school year only as permitted by Oklahoma law.

Nothing within this plan converts a traditionally enrolled student into a full-time virtual student or establishes a full-time virtual education program. This plan applies to temporary virtual instruction utilized during a qualifying school closure.

II. AUTHORIZATION AND USE OF TEMPORARY VIRTUAL INSTRUCTION

Holdenville Public Schools may implement this plan when circumstances require the temporary closure of school and the statutory requirements for a qualifying virtual instructional day have been satisfied.

The District may count no more than two (2) days or twelve (12) hours of qualifying virtual instruction toward the statutory instructional requirements during a school year, subject to applicable Oklahoma law.

A temporary virtual instructional day will be implemented and counted toward required instructional time only when all applicable statutory conditions have been satisfied, including:

- The District has a virtual instruction plan approved as required by Oklahoma law;
- A state of emergency or proclamation has been issued by the Governor for a specific reason relating to school district operations; and
- The Holdenville Board of Education approves the use of virtual instruction for the applicable instance.



The Superintendent or designee will determine when circumstances warrant consideration of temporary virtual instruction and will ensure that all statutory and regulatory requirements are satisfied before the day is reported as a qualifying virtual instructional day.

III. TRADITIONAL/TEMPORARY VIRTUAL INSTRUCTION

When Holdenville Public Schools utilizes an approved temporary virtual instructional day, students will remain enrolled in their regularly assigned courses and will follow their normal instructional schedule to the greatest extent practicable.

Instructional Platform

Google Classroom will serve as the District's primary learning management platform for temporary virtual instruction. Teachers will post instructional materials, assignments, resources, announcements, and links to synchronous instruction through Google Classroom.

The curriculum provided during temporary virtual instruction will be teacher-driven and consistent with the curriculum, Oklahoma Academic Standards, pacing, rigor, and expectations of the traditional classroom. Temporary virtual instruction is intended to provide a continuation of the student's regular educational program rather than an alternative curriculum.

Student Schedule and Synchronous Instruction

Students will follow their regular daily class schedule during a temporary virtual instructional day unless otherwise directed by the District or site administration. Students will be expected to actively log in to the Google Meet or other District-approved virtual meeting established by the classroom teacher at the regularly scheduled class time.

Teachers will provide a minimum of fifteen (15) minutes of direct synchronous instruction during each regularly scheduled class period when developmentally and instructionally appropriate. Teachers will remain available during the remainder of the regularly scheduled class period to:

- answer student questions;
- provide instructional assistance;
- clarify assignments;
- conduct small-group or individual instruction;
- monitor student progress; and
- provide additional academic support.

Teachers may provide additional synchronous instruction when appropriate for the course, grade level, or instructional objective. Age-appropriate instructional procedures may be established for early childhood and elementary students when following a secondary-style class schedule would not be developmentally appropriate.



IV. STUDENT ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in temporary virtual instruction. Attendance will be determined in accordance with District attendance procedures and applicable Oklahoma State Department of Education requirements for virtual instruction.

Evidence of student participation may include:

- attendance in a scheduled Google Meet;
- documented interaction with the classroom teacher;
- participation in instructional activities;
- submission of assigned work;
- activity within Google Classroom or another District-approved instructional platform; or
- other documented evidence of instructional participation approved by the District.

Students who fail to satisfy the District's virtual attendance requirements will be recorded absent in accordance with District policy and applicable state requirements. Technical difficulties should be reported to the teacher or school as soon as reasonably possible so that appropriate assistance can be provided.

V. ASSIGNMENTS AND GRADING

Academic expectations during temporary virtual instruction will remain consistent with expectations during traditional in-person instruction. All assignments posted in Google Classroom will be evaluated and graded in accordance with District and site grading policies. Assignments will be due at the time established by the classroom teacher.

The use of a temporary virtual instructional day does not, by itself, provide additional time for completion of assignments. Extensions may be granted by the classroom teacher or administrator when warranted by an individual student's circumstances, documented technology problems, accommodations, modifications, an Individualized Education Program, Section 504 Plan, or other applicable District policy.

Grading standards, academic expectations, and course requirements will remain substantially consistent between traditional and temporary virtual instructional settings.

VI. VIRTUAL NEEDS ASSESSMENT AND TECHNOLOGY INFRASTRUCTURE

Holdenville Public Schools maintains technology infrastructure capable of supporting temporary virtual instruction. The District will annually assess student and staff access to the technology necessary to participate in virtual instruction. The assessment will include consideration of:

- availability of student computing devices;
- availability and reliability of internet connectivity;



- District network and technology infrastructure;
- availability of Google Classroom and Google Meet;
- student and staff familiarity with District instructional platforms;
- technical support capabilities; and
- accessibility needs of students with disabilities.

Holdenville Public Schools maintains a one-to-one student device environment. Students will be expected to maintain access to their District-issued device as directed by their school.

When a student does not have adequate internet connectivity or experiences a technology-related barrier that prevents participation, the student or parent/guardian should notify the school. The District will make reasonable efforts to provide an appropriate solution based upon available resources and the circumstances surrounding the closure.

Students will not be academically penalized for a verified District technology failure or documented lack of access that prevents participation when the student or parent has timely notified the school.

VII. STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

Holdenville Public Schools will continue to provide special education and related services to eligible students during temporary virtual instruction consistent with the Individuals with Disabilities Education Act (IDEA), applicable state and federal requirements, and each student's Individualized Education Program (IEP).

Special education teachers, general education teachers, related-service providers, and other appropriate personnel will collaborate to provide instruction and services to students with disabilities. To the extent appropriate and feasible during the temporary closure, the District will provide:

- specially designed instruction;
- accommodations and modifications;
- access to instructional materials;
- related services;
- assistive technology;
- communication with students and parents; and
- opportunities for individualized or small-group virtual instruction.

The student's IEP will guide the delivery of services. When a service cannot reasonably or safely be delivered through the temporary virtual environment, the student's IEP team and District personnel will determine what additional action, if any, is necessary to ensure compliance with applicable law and the student's individual educational needs.



VIII. SECTION 504 AND OTHER STUDENT SERVICES

Students eligible for accommodations under Section 504 will continue to receive applicable accommodations during temporary virtual instruction to the extent appropriate for the virtual environment. English learners, students receiving intervention services, gifted and talented students, and other students receiving specialized educational services will continue to receive appropriate educational support during temporary virtual instruction.

IX. CHILD NUTRITION SERVICES

Holdenville Public Schools recognizes that access to school meals is an important consideration during a temporary school closure. For each qualifying virtual instructional day, the District's Child Nutrition Department will evaluate whether meals may legally and safely be provided based upon:

- the nature of the emergency or closure;
- applicable USDA and Oklahoma child nutrition requirements;
- authorization for congregate or non-congregate meal service;
- food preparation capabilities;
- staffing;
- transportation and road conditions; and
- the duration of the closure.

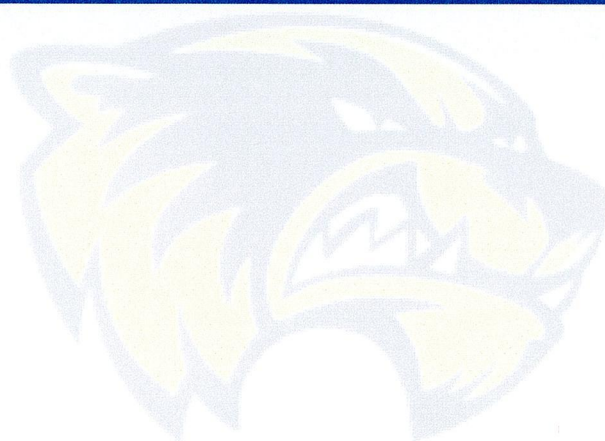
When permitted and operationally feasible, the District may establish meal pickup or other authorized meal distribution procedures. Specific information regarding meal availability, pickup locations, times, and eligibility will be communicated to families through the District's established communication systems.

X. TECHNOLOGY CENTER TRANSPORTATION

Holdenville Public Schools will coordinate with its partner technology center(s) regarding student attendance and transportation during a temporary virtual instructional day. If the technology center remains open while Holdenville Public Schools utilizes temporary virtual instruction, the District will evaluate whether transportation can be safely provided.

Transportation decisions will consider:

- road and weather conditions;
- the reason for the District closure;
- availability of transportation personnel and equipment;
- the operating status and schedule of the technology center; and
- student and staff safety.



When transportation can be safely and reasonably provided, the District will make reasonable efforts to continue transportation for students enrolled in technology center courses or programs. If transportation cannot safely be provided, affected students and families will be notified through established District communication procedures.

XI. COMMUNICATION WITH STUDENTS, STAFF, AND FAMILIES

When temporary virtual instruction is authorized, Holdenville Public Schools will communicate the change to families and employees through one or more of the District's established communication systems. The communication will identify, as appropriate:

- the date and duration of virtual instruction;
- student instructional expectations;
- technology procedures;
- attendance expectations;
- information regarding child nutrition services;
- technology center transportation information;
- technology assistance; and
- anticipated return to in-person instruction.

Teachers will use Google Classroom and other District-approved communication methods to provide students with course-specific information.

XII. STAFF RESPONSIBILITIES

During temporary virtual instruction, certified instructional personnel will perform their assigned professional responsibilities and remain available to students during the regular instructional day. Teachers are expected to:

- maintain communication with students;
- provide meaningful teacher-directed instruction;
- conduct required synchronous instruction;
- remain available during assigned instructional periods;
- monitor student participation;
- provide feedback and academic assistance;
- maintain appropriate documentation of attendance and participation;
- provide required accommodations and modifications; and
- maintain academic expectations consistent with in-person instruction.

Administrators will monitor implementation of temporary virtual instruction and provide assistance to teachers, students, and families as necessary.



XIII. STUDENT RESPONSIBILITIES

Students participating in temporary virtual instruction are expected to:

- follow their regular instructional schedule;
- access Google Classroom;
- attend scheduled Google Meet sessions;
- actively participate in instruction;
- communicate appropriately with teachers;
- complete and submit assignments by established deadlines;
- follow District technology and acceptable-use policies; and
- comply with the Student Handbook and applicable District policies.

District expectations regarding student behavior, academic integrity, appropriate technology use, harassment, bullying, and misconduct remain applicable in the virtual instructional environment.

XIV. PARENT/GUARDIANS RESPONSIBILITIES

Parents and guardians play an important role in supporting student success in a virtual learning environment. While students are expected to take responsibility for completing their assigned coursework, families should provide appropriate guidance, encouragement, and structure to help students remain engaged and successful.

Parents/guardians are expected to:

- Provide a safe, appropriate, and distraction-free learning environment for the student.
- Ensure the student has consistent access to the technology and internet connection necessary to participate in virtual learning.
- Help establish a regular daily schedule that allows adequate time for instruction, assignments, studying, and breaks.
- Encourage regular attendance and ensure the student logs in and participates as required by the district and individual teachers.
- Monitor the student's academic progress, including assignments, grades, attendance, and completion of required coursework.
- Encourage the student to communicate with teachers when questions, concerns, or academic difficulties arise.
- Maintain communication with teachers, administrators, and other school personnel as needed.
- Respond in a timely manner to school communications regarding attendance, academic progress, behavior, technology, or other concerns.



- Support academic integrity by allowing the student to complete his or her own work unless assistance is specifically permitted by the teacher.
- Ensure that district-issued devices, textbooks, and other materials are properly maintained and returned when requested.
- Notify the school as soon as possible when technology, internet access, illness, or other circumstances interfere with the student's ability to participate in virtual learning.
- Attend conferences or meetings requested by school personnel to address student progress or concerns.
- Encourage appropriate online behavior and ensure the student follows district policies regarding technology use, digital citizenship, and student conduct.

Successful virtual learning requires a partnership among the student, parent/guardian, teachers, and school. Consistent communication and family support help ensure that students remain engaged, make academic progress, and meet the expectations established by Holdenville Public Schools.

XV. ACCESSIBILITY AND EQUITABLE ACCESS

Holdenville Public Schools will make reasonable efforts to ensure that temporary virtual instruction is accessible to all students. The District will consider barriers involving technology, disability, connectivity, language, transportation, and other circumstances identified through the District's virtual needs assessment. Parents or guardians who believe a barrier prevents their child from meaningfully participating in temporary virtual instruction should contact their child's teacher or building principal as soon as possible.

XVI. RECORDKEEPING AND STATE REPORTING

The Superintendent or designee will maintain appropriate documentation regarding each use of temporary virtual instruction, including the reason for the closure, applicable governmental emergency or proclamation, Board authorization, instructional time, and other information required by the Oklahoma State Department of Education. Virtual instructional days will be reported through the District's student information and calendar reporting systems in accordance with current OSDE requirements.

XVII. ANNUAL REVIEW AND APPROVAL

The Holdenville Board of Education will review this Temporary Virtual Instruction Plan annually. The Board will approve any necessary revisions and the District will submit the plan or revisions to the State Superintendent of Public Instruction within the timelines established by Oklahoma law. The District will publish the approved Temporary Virtual Instruction Plan on the Holdenville Public Schools website.

The Superintendent is authorized to establish administrative procedures necessary to implement this plan, provided those procedures remain consistent with Oklahoma law, State Department of Education requirements, Board policy, and the provisions of this plan.



Board Approved: 

Date: 10-12-26

Submitted to the State Superintendent of Public Instruction: _____

OSDE Approval Date: _____

Superintendent: 

Holdenville Public Schools