



VISIONARY PATHWAYS SCHOOLS, INC.

GRADUATION REQUIREMENTS AND COURSE DESCRIPTIONS

Grades 9–12 | Accreditation: Beacon Education Institute

Primary Instructional Platform: Study.com

Supplemental Academic Support: IXL

Student Information System / Grade Reporting: Gradelink

Mission Alignment

Visionary Pathways Schools equips students to graduate with a diploma and a clearly defined post-secondary pathway through a career-connected education for high-demand fields.

This document aligns VPS graduation planning, course sequencing, and academic policies with the pacing guides created for grades 9–12.

I. VISIONARY PATHWAYS SCHOOLS OVERVIEW

Visionary Pathways Schools, Inc. (VPS) is designed as a career-connected high school for students in grades 9–12. VPS combines rigorous academic coursework with real-world pathway exploration, project-based learning, certifications, and work-based learning opportunities. The school’s academic model is built to help students graduate with a diploma and a clearly defined next step, whether that pathway leads to college, technical training, apprenticeship, military service, entrepreneurship, or direct workforce entry.

The VPS high school program is intentionally structured so students do not wait until graduation to discover what comes next. Students begin with broad exploration, build academic and workplace habits, narrow their pathway focus, and move into advanced preparation and internships as they progress through high school.

Core Design Principles

- **Academic foundation:** Students complete a structured sequence of English, mathematics, science, history/citizenship, computer technology, financial literacy, humanities/fine arts, and electives.
- **Guided self-paced learning:** Students work through Study.com coursework at an appropriate pace while teachers monitor progress and provide support, reteaching, conferencing, and accountability.
- **Pathway exploration and concentration:** Grades 9–10 emphasize exposure to Construction, Technology, Manufacturing, and Aerospace. Grades 11–12 emphasize pathway concentration, internship readiness, certifications, and capstone work.
- **Real-world application:** Academic content is reinforced through projects, presentations, demonstrations, field experiences, industry connections, and workplace expectations.
- **Postsecondary clarity:** Students leave VPS with a diploma, portfolio evidence, practical experience, and an actionable plan for life after high school.

VPS Pathways

Pathway Area	Learning Emphasis
Construction	Construction safety, tools, blueprint reading, carpentry, electrical/HVAC/plumbing exposure, project planning, and jobsite professionalism.
Technology	Computer fundamentals, cybersecurity awareness, IT support, digital tools, programming foundations, media/graphics exposure, and responsible technology use.
Manufacturing	Production systems, welding/CNC exposure, measurement, safety, quality control, CAD/design thinking, and process improvement.
Aerospace	Aviation/aerospace exploration, drone technology, maintenance awareness, engineering concepts, safety systems, and industry career pathways.

II. GRADUATION REQUIREMENTS

VPS uses Oklahoma’s core graduation structure as a baseline while designing a program that also reflects the school’s career-connected mission. Students must complete the required units, demonstrate satisfactory academic progress, satisfy all school obligations, and meet any additional graduation conditions established by VPS leadership and the Board.

VPS Diploma Credit Framework

Requirement Area	Credits	VPS Course Alignment
English Language Arts	4.0	English I, English II, English III, English IV
Mathematics	3.0 required / 4.0 recommended	Algebra I, Geometry, Algebra II; senior math or concurrent/applied math recommended when needed for college/career readiness
Laboratory Science	3.0	Biology I, Physical Science, Chemistry I
History and Citizenship	3.0	History & Citizenship, U.S. History, Government/Oklahoma History or approved citizenship/social studies sequence as scheduled
Computer Technology	1.0	Introduction to Computers or approved computer science/technology course
Financial Literacy	0.5	Personal Financial Literacy, normally scheduled in Grade 12 unless completed earlier
Fine Arts / Humanities	1.0	Humanities, visual arts, media arts, design, music, drama, or approved arts/humanities course
Pathway / Work-Based Learning	4.0 recommended	Pathway Exploration I–II, Pathway Concentration, Internship Readiness, Internship/Capstone, certifications, and applied projects
Additional Electives	3.5 or as needed	Electives, support labs, additional math/science, concurrent enrollment, technology, fine arts, or pathway courses
Total	23.0 minimum	VPS may recommend 24+ credits for students pursuing competitive college, scholarship, military, or advanced technical pathways.

Additional Graduation Conditions

- A graduating senior must complete all required credits or approved sets of competencies as verified by transcript review.
- Students must earn passing grades in all required courses and meet VPS mastery, attendance, pacing, and portfolio expectations.
- Financial obligations, technology fees, textbook/material obligations, or other school accounts must be satisfied before final diploma release, unless otherwise approved by VPS leadership.
- Seniors must be enrolled in a VPS-approved academic, pathway, internship, concurrent, or credit-completion plan during the senior year.
- Students must complete required senior transition activities, including transcript review, graduation plan conference, portfolio/capstone expectations, and postsecondary planning steps.
- VPS may require ACT/SAT or other college/career readiness documentation when appropriate for graduation planning, scholarships, concurrent enrollment, or postsecondary placement.

Recommended Graduation Recognition Tracks

Recognition Track	General Criteria
VPS Standard Diploma	Minimum graduation requirements completed; student meets all transcript, attendance, conduct, and school obligations.
Career-Ready Graduate	Standard diploma plus completed pathway portfolio, internship/work-based learning evidence, and at least one approved industry-recognized credential or career-readiness demonstration.
College/Career Distinguished Graduate	Standard diploma plus recommended 24+ credits, strong GPA, completed capstone, documented service/work-based learning, and advanced coursework, concurrent enrollment, certification, or approved acceleration.

III. HIGH SCHOOL ACADEMIC PLAN: GRADES 9–12

The following academic plan aligns with the VPS pacing guides already created for grades 9–12. Individual student schedules may vary based on transfer credits, mathematics placement, support needs, pathway readiness, concurrent enrollment, or graduation plan review.

Grade	Core Academic Sequence	Career-Connected / Support Components	Primary Year-End Outcome
Grade 9	English I Algebra I Biology I History & Citizenship Introduction to Computers	Pathway Exploration I: Construction, Technology, Manufacturing, Aerospace Academic habits, pacing, portfolio setup, digital learning routines IXL diagnostics and skill plans as needed	Build the academic, digital, and workplace habits needed to succeed in the VPS model.
Grade 10	English II Geometry Physical Science U.S. History	Pathway Exploration II with deeper projects Fine Arts/Humanities or elective as scheduled Targeted IXL support and progress monitoring	Strengthen academic independence, complete second-year core coursework, and begin narrowing pathway interests.
Grade 11	English III Algebra II Chemistry I	Pathway Concentration I Internship readiness, workplace communication, résumé, certifications Concurrent options when approved	Move from broad exploration into focused preparation, certification readiness, and real-world application.
Grade 12	English IV Personal Financial Literacy Humanities Additional math/science/electives as needed	Internship/Capstone Advanced pathway work Senior portfolio, transcript review, postsecondary transition planning	Complete graduation requirements and leave with a clear next-step plan supported by evidence of readiness.

Grade-Level Progression Summary

- **9th to 10th grade:** Students move from learning the VPS model to working with greater academic consistency and independence.
- **10th to 11th grade:** Students move from exploration into pathway concentration, internship readiness, and stronger postsecondary planning.
- **11th to 12th grade:** Students move from readiness into execution: internships, capstone work, certifications, financial planning, and graduation completion.
- **12th grade to graduation:** Students complete transcript requirements, demonstrate readiness, and finalize a next-step plan for college, trade school, apprenticeship, military service, entrepreneurship, or employment.

IV. COURSE DESCRIPTIONS

Course descriptions are written to match the pacing guides created for VPS. Study.com is listed as the primary instructional platform for these courses. Teachers may supplement instruction with Oklahoma-aligned resources, local applications, labs, projects, writing assignments, IXL skill plans, and pathway-connected activities.

English Language Arts

Course	Grade	Credit	Primary Platform	Description
English I	9	1.0	Study.com 9th Grade English	Builds foundations in reading comprehension, literary analysis, grammar, vocabulary, writing process, argument, informational writing, research, speaking, and presentation. Students begin developing academic writing habits and portfolio evidence.
English II	10	1.0	Study.com 10th Grade English	Strengthens literary and informational text analysis, research skills, argumentative writing, narrative techniques, media literacy, and communication. Students develop stronger independent writing and revision skills.
English III	11	1.0	Study.com 11th Grade English	Emphasizes American literature, rhetoric, research, analytical writing, argumentation, speaking/listening, and workplace communication. Students connect writing to career readiness, internships, and postsecondary planning.
English IV	12	1.0	Study.com 12th Grade English	Focuses on advanced literary and nonfiction analysis, research, technical writing, argument, senior communication, presentations, and college/career writing. Students complete senior-level writing and portfolio products.

Mathematics

Course	Grade	Credit	Primary Platform	Description
Algebra I	9	1.0	Study.com Algebra I	Introduces linear equations, inequalities, functions, systems, exponents, polynomials, factoring, quadratics, data analysis, and mathematical reasoning. Students build the foundation for Geometry and Algebra II.
Geometry	10	1.0	Study.com Geometry	Develops reasoning, logic, geometric proof, transformations, congruence, similarity, polygons, circles,

Course	Grade	Credit	Primary Platform	Description
				coordinate geometry, right-triangle trigonometry, area, surface area, and volume.
Algebra II	11	1.0	Study.com Algebra II	Extends algebraic reasoning through functions, equations, inequalities, polynomials, rational expressions, radicals, exponential and logarithmic relationships, sequences, probability, and data.
Senior Math / Approved Math Elective	12 as needed	1.0 elective/recommended	Study.com, concurrent, or approved curriculum	May include Precalculus, Applied Mathematics, Math of Finance, College Algebra, Statistics, or another approved math course based on graduation requirements, readiness, placement, and postsecondary goals.

Science

Course	Grade	Credit	Primary Platform	Description
Biology I	9	1.0	Study.com Biology: High School	Examines cells, DNA/RNA, genetics, evolution, ecology, human body systems, scientific inquiry, data analysis, and life science practices. This is the Grade 9 laboratory science foundation.
Physical Science	10	1.0	Study.com Physical Science	Covers matter, atoms, periodic trends, bonding, chemical reactions, motion, forces, energy, waves, light, electricity, and technology applications. Students connect science to manufacturing, construction, and engineering contexts.
Chemistry I	11	1.0	Study.com High School Chemistry	Studies atomic structure, chemical bonding, reactions, stoichiometry, solutions, acids/bases, thermochemistry, gases, and laboratory/data practices. Students apply chemistry to materials, safety, manufacturing, health, and environmental contexts.
Senior Science / Approved Science Elective	12 as needed	1.0 elective/recommended	Study.com, concurrent, or approved curriculum	May include Physics, Environmental Science, Anatomy and Physiology, Earth Science, or approved concurrent science when needed for graduation, college entrance, or pathway preparation.

History, Citizenship, Humanities, and Financial Literacy

Course	Grade	Credit	Primary Platform	Description
History & Citizenship	9	1.0	Study.com + Oklahoma-specific supplements	Introduces Oklahoma history, government/civics, citizenship responsibilities, civic documents, historical thinking, geography, and naturalization-test readiness. Teachers supplement Study.com with Oklahoma-specific content.
U.S. History	10	1.0	Study.com U.S. History: High School	Surveys major developments in United States history with emphasis on historical inquiry, constitutional principles, social change, conflict, economics, and modern America. Students analyze sources and historical arguments.
Personal Financial Literacy	12 or 10–12	0.5	Study.com Personal Finance	Builds practical financial decision-making in budgeting, banking, credit, debt, insurance, taxes, investing, career income, consumer protection, and senior transition planning.
Humanities	12	1.0	Study.com humanities-aligned courses + teacher-selected materials	Explores literature, art, philosophy, history, culture, ethics, media, and human expression. Students connect ideas across disciplines and complete reflective, analytical, and presentation-based products.

Computer Technology and Pathway Courses

Course	Grade	Credit	Primary Platform	Description
Introduction to Computers	9	1.0	Study.com Business 109: Intro to Computing	Introduces computing systems, hardware, software, networks, internet basics, digital productivity, databases, programming concepts, information security, digital citizenship, and responsible technology use.
Pathway Exploration I	9	1.0 recommended	Teacher-developed / partner-supported	Students rotate through broad experiences in Construction, Technology, Manufacturing, and Aerospace while learning safety, teamwork, tools, career vocabulary, and project expectations.
Pathway Exploration II	10	1.0 recommended	Teacher-developed / partner-supported	Students complete deeper applied projects, compare career options, begin certification readiness, and identify pathway strengths and interests.
Pathway Concentration / Internship Readiness	11	1.0 recommended	Teacher-developed / partner-supported	Students focus on a selected pathway, prepare for workplace expectations, build résumés, practice interviews, complete safety/certification requirements, and prepare for internship placement.
Internship / Capstone	12	1.0 recommended	Work-based learning + teacher supervision	Seniors complete approved internship, work-based learning, capstone project, portfolio defense, certification evidence, and

Course	Grade	Credit	Primary Platform	Description
				postsecondary transition activities.

V. TRANSFER STUDENTS AND TRANSCRIPT REVIEW

VPS will review all transfer students individually to determine appropriate grade placement, course placement, credit acceptance, support needs, and graduation plan requirements. Transfer students must meet state-aligned graduation requirements and any additional VPS requirements that can reasonably be completed during the student's remaining time in high school.

Transfer Review Process

1. Collect official transcripts, report cards, attendance records, discipline records, prior testing information, and any learning-support documentation provided by the family.
2. Review completed credits against the VPS graduation framework and determine remaining requirements.
3. Use placement information, diagnostics, writing samples, teacher review, or admissions assessment results to determine appropriate math, English, support, and pathway placement.
4. Develop an individualized graduation plan that identifies required courses, credit recovery needs, elective options, pathway placement, and internship readiness steps.
5. Communicate the plan to the student and parent/guardian and revise as needed based on student progress.

Transfer Credit Guidelines

- Credits earned from accredited schools or approved programs may be accepted when documentation is clear and the course aligns with graduation requirements.
- VPS may request course descriptions, syllabi, pacing records, or competency evidence when transcript information is unclear.
- Transfer grades will be recorded according to VPS transcript procedures. Repeated courses may appear on the transcript, but GPA calculation will follow VPS policy.
- Seniors transferring to VPS must complete a transcript audit immediately upon admission. Graduation participation is not guaranteed until all requirements are verified.
- VPS reserves the right to require credit recovery, proficiency demonstration, or additional coursework when prior credit does not show sufficient readiness for the next course in sequence.

VI. ACADEMIC POLICIES

6. Course offerings are subject to enrollment, staffing, facilities, platform availability, accreditation requirements, student needs, and Board or administrative approval.
7. VPS uses Study.com as the primary platform for core course delivery. Teachers remain responsible for monitoring pacing, providing instruction, evaluating student work, and verifying mastery.
8. IXL is used as a supplemental diagnostic and intervention tool, especially for mathematics and English language arts. IXL does not replace the core curriculum unless specifically approved by school leadership.
9. Teachers will use Gradelink or the school-approved student information system to report grades, attendance, credit status, and progress according to school procedures.
10. Students are expected to complete coursework with academic integrity. Plagiarism, cheating, unauthorized AI use, copying, or misrepresentation of work may result in reassessment, loss of credit for an assignment, disciplinary action, or academic probation.
11. Mastery is generally defined as 80% or higher. Students scoring below 70% on major assessments or demonstrated skill checks will receive reteaching, targeted practice, reassessment, or a required support plan.
12. Students who fall significantly behind pace may be required to attend additional support sessions, Friday support, tutoring, conferencing, or credit-recovery planning.
13. Students must complete required labs, projects, demonstrations, writing products, assignments, and portfolio evidence when those items are part of the course expectations.
14. Concurrent enrollment, dual credit, off-campus courses, or outside online courses require prior approval and must support the student's graduation plan.
15. VPS may award credit through traditional coursework, approved online coursework, transfer credit, concurrent enrollment, demonstrated proficiency, or sets of competencies when properly documented.
16. Students may be placed on academic probation when their cumulative GPA falls below 2.0, when they fall significantly behind pacing expectations, or when repeated missing/incomplete/failing work places successful completion at risk.
17. Financial, technology, and material obligations must be resolved in accordance with school policy before final transcripts, diplomas, or graduation clearance are released, unless an exception is approved by school leadership.

Concurrent Enrollment Guidelines

- Concurrent enrollment must be approved by VPS leadership before the student begins the course.
- Students must meet the admission and placement requirements of the college, university, or approved provider.
- The course must align with the student's graduation plan, postsecondary goal, and schedule.
- VPS may require minimum GPA, attendance, conduct, and pacing expectations before approving concurrent coursework.
- One college course of at least three college credit hours may generally be considered for one high school credit when approved and documented, subject to VPS transcript policy.

VII. STUDENT EVALUATIONS AND GRADING

Grades communicate the degree to which students are mastering course standards, completing required work, demonstrating academic integrity, and remaining on pace toward graduation. VPS will use multiple measures of student learning rather than relying on one platform score alone.

Evidence Used for Evaluation

- Study.com lesson quizzes, chapter assessments, assignments, course progress, practice tests, and final assessments.
- Teacher-created checks for understanding, written assignments, projects, labs, demonstrations, presentations, and conferences.
- IXL diagnostics and skill-plan progress for targeted support in math and English language arts.
- Portfolio evidence, pathway projects, certification preparation, workplace-readiness artifacts, and capstone products.
- Teacher observation of participation, professionalism, collaboration, revision, and completion of required learning tasks.

Grading Scale

Letter Grade	Percentage	Grade Points	Description
A	90–100	4.0	Excellent mastery
B	80–89	3.0	Strong / acceptable mastery
C	70–79	2.0	Basic passing; may require support to strengthen readiness
D	60–69	1.0	Below expected mastery; credit may be limited by course policy and remediation needs
F	59 and below	0.0	No credit unless remediated or recovered according to policy

Weighted Concurrent / Advanced Coursework Scale

Letter Grade	Percentage	Weighted Grade Points
A	90–100	5.0
B	80–89	4.0
C	70–79	3.0
D	60–69	2.0
F	59 and below	0.0

Weighted grade points may be used only for approved concurrent, dual-credit, advanced, or similarly rigorous courses. The numerical grade remains unchanged on the transcript unless VPS policy states otherwise.

Reporting and Communication

- Grades and progress will be updated in the school-approved student information system according to school procedures.
- Parents/guardians may request conferences when academic concerns arise.
- Students will participate in regular pacing checks and academic conferences to review progress, missing work, intervention needs, and next steps.
- Formal report cards or progress reports will be issued at designated grading periods.

VIII. GRADUATION HONORS AND RECOGNITION

VPS may recognize students for academic excellence, career readiness, leadership, service, certification attainment, portfolio quality, and postsecondary preparation. Recognition systems should encourage excellence without reducing student success to a single number.

Recognition	Suggested Criteria
Highest Honors	4.0 cumulative GPA
High Honors	3.75–3.99 cumulative GPA
Honors	3.50–3.74 cumulative GPA
Career-Ready Distinction	Completion of internship/capstone, portfolio evidence, and approved certification or credential evidence
Pathway Leadership Recognition	Demonstrated leadership, service, professionalism, and contribution to the VPS school community or pathway program

Valedictorian / Senior Speaker Policy

Because VPS is a small, mission-driven school model, the school may choose to recognize a valedictorian, multiple senior speakers, or another form of academic and leadership recognition. If used, GPA-based recognition should be determined according to a written policy that identifies which courses count, how weighted grades are handled, how transfer credits are treated, and when the final GPA calculation occurs.

- Suggested calculation window: Grades earned in 9th, 10th, 11th, and the fall semester of 12th grade.
- Suggested eligibility: Student must be in good standing academically, behaviorally, and financially and must meet graduation requirements.
- Suggested tie approach: VPS may recognize co-valedictorians or use additional criteria such as rigor, service, leadership, pathway completion, and portfolio quality.

IX. ACTIVITY, INTERNSHIP, AND WORK-BASED LEARNING ELIGIBILITY

Eligibility expectations exist to protect students, employers, partners, and the school community. Students participating in extracurricular activities, pathway privileges, internships, off-campus experiences, or work-based learning must demonstrate academic responsibility, safe behavior, and professionalism.

General Eligibility Expectations

- Student must be passing all current courses or have an approved academic support plan.
- Student must be on pace in Study.com coursework and completing required assignments, labs, projects, and portfolio evidence.
- Student must meet attendance expectations and participate in required check-ins or support sessions.
- Student must follow the VPS Code of Conduct and show maturity, safety awareness, and professionalism.
- Student must complete required safety training, workplace-readiness preparation, and any certification prerequisites before placement in an internship or off-campus work-based learning setting.
- VPS may restrict, pause, or remove a student from activities or work-based learning if academic, attendance, safety, conduct, or partner concerns arise.

X. DEFINITION OF A UNIT AND SETS OF COMPETENCIES

To receive high school credit, students must successfully complete approved coursework, demonstrate required mastery, and satisfy credit requirements established by VPS and applicable Oklahoma or accreditation guidelines.

Definitions

Term	VPS Working Definition
Unit / Carnegie Unit	A unit generally refers to credit awarded for successful completion of a course that meets the equivalent of 120 clock hours within the school year, or the equivalent recognized by applicable state or accrediting guidance.
Set of Competencies	A set of competencies refers to specified skills, standards, and learning outcomes that a student must demonstrate without relying only on a fixed amount of instructional time.
Mastery	VPS generally defines mastery as 80% or higher, with reteaching and reassessment required when major assessment evidence shows insufficient readiness.
Course Credit	Credit is awarded when the student completes required course content, assessments, assignments, teacher-verified mastery expectations, and any required projects, labs, or demonstrations.
Portfolio Evidence	Portfolio evidence may include written work, projects, lab reports, presentations, certifications, work-based learning records, and reflections that show readiness and growth.

XI. SUMMER SCHOOL, CREDIT RECOVERY, AND OUTSIDE COURSES

Under certain circumstances, students may need or request make-up credit, credit recovery, summer coursework, online coursework, concurrent credit, or approved outside coursework. These options must protect transcript integrity and should not weaken the academic expectations of the VPS program.

Approval Requirements

- Students must receive prior approval before taking a course outside VPS for graduation credit.
- The course provider, content, rigor, credit value, and transcript documentation must be reviewed by VPS before credit is accepted.
- Credit recovery should focus on mastery of missing standards and should not simply replace meaningful learning with completion alone.
- VPS may limit the number of outside credits that count toward graduation unless the student is a transfer student or has an approved individualized plan.
- Students may not receive duplicate credit for the same course requirement unless the course is repeated for grade improvement under VPS transcript policy.
- Seniors needing outside credit for graduation must have a written completion plan approved by school leadership.

Credit Recovery Expectations

- Diagnostic review to identify missing skills or standards.
- Targeted instruction, Study.com/IXL modules, teacher-created assignments, or approved provider coursework.
- Assessment or demonstration showing the student has recovered the required learning.
- Teacher and administrative verification before transcript credit is posted.

XII. ACADEMIC ACCELERATION

Some students may be ready to move faster or pursue a more rigorous academic path. VPS supports acceleration when the student demonstrates readiness, maturity, and sustained mastery. Acceleration should be purposeful, not rushed; the goal is deeper readiness, not simply faster completion.

Acceleration Options

- Content-based acceleration within a course through advanced assignments, enrichment, extension projects, or deeper applied work.
- Subject-level advancement into the next course in sequence after proficiency is demonstrated.
- Concurrent or dual-credit coursework when the student meets eligibility requirements and the course supports the graduation plan.
- Advanced pathway projects, certifications, leadership roles, work-based learning, or capstone extensions.
- Early completion of a course followed by an approved next course, enrichment course, or pathway concentration activity.

Proficiency Criteria

- Student, parent/guardian, teacher, or administrator may request an acceleration review.
- Student should generally demonstrate 90% or higher proficiency on a comprehensive course assessment, end-of-course evaluation, or approved proficiency assessment.
- For laboratory science, proficiency must include relevant lab skills, data analysis, safety expectations, and science practice evidence.
- For writing-intensive courses, proficiency must include teacher-reviewed writing products, revision evidence, research skills, and communication skills.
- Acceleration decisions should consider academic readiness, maturity, motivation, time management, social-emotional readiness, and schedule impact.

Acceleration Procedure

18. Written request submitted by student, parent/guardian, teacher, or administrator.
19. Review of grades, course progress, assessment data, teacher feedback, and student readiness.
20. Administration approves or denies proficiency assessment or acceleration review.
21. Student completes assessment, writing product, project, lab, interview, or other required demonstration.
22. School team meets to determine placement, credit, or enrichment plan.
23. Decision is documented in the student's academic record and graduation plan.

XIII. STUDENT SUPPORT, ACCOMMODATIONS, AND INTERVENTION

VPS is designed to provide structure, personalization, and accountability. The school will use diagnostics, teacher conferencing, small-group support, tutoring, and progress monitoring to help students remain on pace and master required skills.

Academic Support Structures

- IXL diagnostic and skill plans for targeted math and English support.
- Teacher mini-lessons for common misconceptions and difficult standards.
- One-on-one conferencing to review pace, grades, missing work, and next steps.
- Small-group intervention based on skill gaps or course needs.
- Friday support options for students who need additional help, reassessment, tutoring, or work completion time.
- Academic probation plans when students fall below expectations or fall significantly behind pace.

Students with Documented Learning Needs

Families should provide VPS with any prior evaluation, accommodation plan, IEP, 504 Plan, medical documentation, or learning-support information that may help the school understand the student's needs. As a private school, VPS does not function as a public school district and does not independently issue public-school IEPs under IDEA. However, VPS will review documentation and provide reasonable supports and accommodations within its program capacity and applicable legal requirements.

- Examples of possible supports include extended time, chunked assignments, preferential seating, teacher check-ins, visual directions, reduced distractions, assistive technology access, reteaching, and structured pacing plans.
- VPS may meet with parents/guardians to determine whether the school can appropriately support the student within the VPS model.
- Students with disability-related needs may also access services through their local public school district when applicable under private-school service processes.
- Accommodation plans should be reviewed at least annually or when student needs significantly change.

XIV. GRADUATION AUDIT WORKSHEET

This editable worksheet may be used during annual graduation plan meetings, transcript reviews, transfer audits, senior conferences, and accreditation documentation reviews.

Course / Requirement	Credit Needed	Credit Earned	Notes
English I	1.0		
English II	1.0		
English III	1.0		
English IV	1.0		
Algebra I	1.0		
Geometry	1.0		
Algebra II	1.0		
Senior Math / Approved Math Elective	0–1.0		
Biology I	1.0		
Physical Science	1.0		
Chemistry I	1.0		
History & Citizenship	1.0		
U.S. History	1.0		
Government / Oklahoma History / Approved Social Studies	1.0		
Introduction to Computers	1.0		
Personal Financial Literacy	0.5		
Humanities / Fine Arts	1.0		
Pathway Exploration I	1.0		
Pathway Exploration II	1.0		
Pathway Concentration / Internship Readiness	1.0		
Internship / Capstone	1.0		
Additional Electives / Support / Concurrent / Approved Courses	As needed		

Senior Clearance Checklist

Requirement	Completion Record
<input type="checkbox"/> Transcript audit completed	Date / Initials: _____
<input type="checkbox"/> Required credits completed or on approved completion plan	Date / Initials: _____
<input type="checkbox"/> Financial / technology / materials obligations cleared	Date / Initials: _____
<input type="checkbox"/> Internship, capstone, or senior portfolio completed if required	Date / Initials: _____
<input type="checkbox"/> Postsecondary plan documented	Date / Initials: _____
<input type="checkbox"/> Graduation participation approved	Date / Initials: _____

SOURCE AND IMPLEMENTATION NOTES

This document was adapted from a school graduation-requirements and course-description model provided by the user, then revised for Visionary Pathways Schools, Inc. using the VPS course sequence and pacing guides created for grades 9–12.

VPS Pacing Guide Alignment Used

Grade	Aligned Courses
Grade 9	English I, Algebra I, Biology I, History & Citizenship, Introduction to Computers
Grade 10	English II, Geometry, Physical Science, U.S. History
Grade 11	English III, Algebra II, Chemistry I
Grade 12	English IV, Personal Financial Literacy, Humanities; additional math/science/electives as needed

Editable Fields for VPS Leadership

Field	Editable Entry
Accreditation Body / Status	_____
School Address / Facility Location	_____
Head of School / President	_____
Academic Year	_____
Board Approval Date	_____
Revision Date	_____
SIS / Gradebook Platform	Gradelink or: _____
Primary Curriculum Platform	Study.com or: _____
Supplemental Support Platform	IXL or: _____