



***Cleveland Personalized Academic Center &
Cleveland Virtual Academy
CONVERSION SCHOOL APPLICATION***

Our Mission

Whole Student. Whole Community: Creatively reaching each students' unique needs to create a successful life plan after school.

The following is a description and links to Cleveland Public School's Conversion School Application. The criteria listed below is from the following....

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES
SUBCHAPTER 1. GENERAL PROVISIONS**

210:10-1-22. Guidelines for nontraditional public schools

(b) Conversion schools. Pursuant to 70 O.S. § 3-132(E), "conversion school" means a school created by converting all or part of a traditional public school in order to access any or all flexibilities afforded to a charter school. Unlike a charter school, a conversion school is administered by the school district board of education rather than an independent governing board, and the school district itself retains the features of a traditional public school district. A conversion school is subject to all school accreditation requirements that apply to charter Schools.

Flexibilities exercised through Cleveland's Conversion School

1. For students in our CPAC and Virtual sites, who receive their instruction and curriculum from our chosen online platform, will be supported by a certified Oklahoma teacher. This teacher may not be certified in each of the courses they are enrolled in, however, we believe an Oklahoma teacher has the skills to monitor and advise students in any subject area when their instruction and practice is in an online system.
2. CVA Attendance policies: Students participating in the virtual education program will be considered as being in attendance if the students are meeting one of the two following criteria.
 - Students are on pace to finish the allotted courses by the prescribed finish date.
 - Students are completing a MINIMUM of 25 hours of ACTIVE time in their coursework from Sunday to Saturday.
3. For students in our virtual programs (CPAC and CVA) who can successfully provide pay stubs or a letter from an employer on business letterhead for a minimum of 80 hours of part time will be able to use this experience in lieu of their financial literacy credit needed for high school graduation

Conversion plan requirements. A school district that wishes to convert one or more school sites to access flexibilities available to charter schools is required by the authorizing statute to prepare a conversion plan that includes all of the following features:

A. A mission statement for the conversion school(s);

- i. *Mission: Whole Student. Whole Community. Creatively reaching each students' unique needs to create a successful life plan after high school.*

B. A description including, but not limited to, the organizational structure of the school(s);

Program Summary

The CPAC and CVA are being developed due to the evolving demands of our student population. A variety of factors are leading to an increase in demand of creative schooling options for young people, primarily virtual options. Which is why the Kindergarten through 12th Grade Cleveland Virtual Academy and 9th through 12th grade Personalized Academic Center is finding an innovative way to provide these opportunities to students, while at the same time maintaining a connection with peers, faculty, and our community.

Expectations

The success of students in the academy will be determined how well the student, parent or guardian, and academy teachers and administration are working together. Students and parents will be asked to apply to the Academy, and will be admitted based on identified criteria. The Academy's board must agree that this students' best opportunity for success would be in this mostly virtual setting. Students will be required to maintain adequate progress each week on the online curriculum. The progress must be communicated by teachers in the academy. It will be vital for parents to be available for the teacher so the two can work together for their student. Parents will also be expected to ensure student attendance at required monthly meetings and activities, or more frequently if the teacher requires.

Resources Available to Students

- Certified Teachers from the community that your family lives in.
- CPAC Campus for 9th-12th grade
- Jay C Byers Public Library
- Office hours for students located on and off school campus
- Daily access to Tiger Club
- Mandatory tutoring hours will be prescribed to all students who have fallen behind in their curriculum.
- Computer and Hotspot (if needed)
- Access to campus for Lunch and Breakfast

ExtraCurricular Opportunities

Students will be allowed to benefit from all the extracurriculars Cleveland Public Schools has to offer. Students exercising this option will be required to be in attendance on campus for those courses.

Individualized Career Academic Plan

The priority of The Cleveland Virtual Academy is to go above and beyond to direct the students in the avenue of their choice after they graduate high school. We want all students to have a plan for college, career, or technical school. The individualized career academic plan is set up to give a student placement in the area of their choice after they graduate.

C. A description of the facility and location of the conversion school(s);

Daily Schedule/Office Hours:

Monday - Cleveland Primary Building 8:30 AM - 12:30

Tuesday -Cleveland Public Library 9:30 AM - 12:30

Wednesday - 8:30 AM - 12:30

Thursday - CPAC Building at HS - 8:30 AM - 12:30

Friday - 8:30 AM - 12:30

CPAC Students availability in the CPAC building at HS daily from 7:00am - 4:30pm.

D. A description of the grades served;

The CPAC and CVA are being developed due to the evolving demands of our student population. A variety of factors are leading to an increase in demand of creative schooling options for young people, primarily virtual options. Which is why the Kindergarten through 12th Grade Cleveland Virtual Academy and 9th through 12th grade Personalized Academic Center is finding an innovative way to provide these opportunities to students, while at the same time maintaining a connection with peers, faculty, and our community.

E. An outline of criteria designed to measure the effectiveness of the conversion school(s);

- ii. [CCOSA blended framework evaluation tools found in Appendices C,D,E, & F](#)

F. A demonstration of support for the conversion school(s) from residents of the school district which may include, but is not limited to, a survey of the school district residents or a petition signed by residents of the school district;

- iii. *Currently parents and students in our district are requesting and utilizing more flexible learning options. Our high school on site blended learning, CPAC has approximately 70 students and a waiting list. Our middle school utilized a similar structure with a small group of students with Summit Learning curriculum, 25 out of 25 parents agreed to have their child participate in this experimental program. Including these examples and the 80 students who have left our district for a virtual setting, over 10% of our students and parents are or have searched for more flexible learning, and that number only continues to grow.*

G. Documentation that one or more representatives of the school district pursuing the conversion of a school have completed charter school training as set forth in 70 O.S. § 3-134(A);

- iv. [CPAC and CVA Directors attended this training on 7/31/19](#)

H. Unless otherwise authorized by law or regulation, a description of the academic program aligned with state standards;

- b. [Example of Edgenuity Alignment Document](#)

I. A description of the instructional design of the conversion school(s), including the type of learning environment, class size and structure, curriculum overview, and teaching methods;

Student Eligibility and Requirements

Students who meet the following requirements are eligible to participate in the virtual education program:

- Enrolled in Cleveland Public School System
- Read the student and parent handbook and fill out completely the CPAC & CVA Application signing the contract at the end of the application.
- Participate in all required state-level academic assessments (OSTP and ACT) in the same manner as other regularly enrolled students within the district. Assessments will be taken at the school site at which the student is enrolled.
- Accomplish steps of research and activities on their individualized career academic plan, as is designated by the school (grades 6th - 12th only).
- Parents and students must successfully complete a virtual education orientation.
- Have access to consistent, daily internet service
- Care and maintenance of any property of Cleveland Schools given to students.
- Respond to school system communication in a timely manner.
- Have reliable transportation to and from scheduled monthly resource times, tutoring times and field trips.
- Parents must be available for teacher to contact throughout the day to stay up to date on student's progress.
- Parents must play an active role in holding student and teacher accountable to keep designated pace.
- The following criteria is considered by the board when enrolling students into CVA. By filling out the application completely and the best of your ability allows us to assess the need of your student in the program.
 - Teacher and administrator observation

- Poor academic performance in traditional school setting
- Attendance problems due to family emergencies or extenuating circumstances that require student to be available.
- Attendance problems due to mental and physical health concerns, as indicated by a health professional.
- Social stressors/anxiety brought about by the traditional school setting that impact grades and/or attendance
- Religious beliefs/convictions that the traditional school setting compromises.
- The Need for Credit Recovery
- Inability to attend class during the school day
- *Cleveland Virtual Program Oversight Board* will review each student and their concerns based upon the previous criteria to determine if this would be the most successful placement for student.
 - Brenda McCormick, Cleveland Virtual Program Teacher
 - Sol Bayouth, CMS Principal
 - Daniel Brimmer, CHS Cleveland Personalized Academic Center Director
 - Chester Knight, CHS Assistant Principal
 - Curtis Brown, CIS Assistant Principal

Attendance Policy

CVA Attendance policies: Students participating in the virtual education program will be considered as being in attendance if the students are meeting one of the two following criteria.

- Students are on pace to finish the allotted courses by the prescribed finish date.
- Students are completing a MINIMUM of 25 hours of ACTIVE time in their coursework from Sunday to Saturday. Attendance is measured by blended class times, submission of assignments and communication with the teacher.
- If a student has 2 consecutive days of inactivity, student and parent will be contacted by the Virtual School Teacher

Accepted Pace Descriptions and Falling Behind Policy

- Accepted pace will be communicated by the teacher for each individual student.
- Pace will be based on what % of each course they should complete each week.
 - Students **not enrolled** in an extra-curricular have the following option to choose how to move through their coursework.
 - Option 2 - Every six weeks a student will have two classes enabled onto their account. If the classes are not finished by the end of the six weeks, the course(s) will remain visible on the student's page until the end of the semester.
 - Students enrolled in an extra-curricular must be enrolled in 6 courses simultaneously and will have to complete predetermined portions of those courses each week.
- In both programs students who fall behind their progress will be REQUIRED by their instructor to fulfill several time and attendance constraints to ensure they have every opportunity to catch up in their curriculum.
- If a student's grade falls below a 60 percent they will be expected to meet with the teacher at least 1 hour per week, during the designated times.
- If a student has been directed to attend class or mandatory tutoring/office hours and does not show he/she will be counted as truant for the class period.

Failure to Communicate Policy

- Students must reply promptly (within the hour) of a teacher's instant message, or within 24 hours of a teacher's email. If students do not communicate within a timely manner parents will then be contacted.
- Parents will be contacted via email or phone if a student fails to communicate with the teacher within 24 hours. If parents are unable to be contacted within 48 hours then teacher and admin will visit the home.
- We will then develop a plan with the student and parent to get the student back on track.
- If the student is not following the plan to get back on track they will then be transitioned back to the traditional classroom.
- If failure to communicate continues, or the school is unable to contact parent to formulate a recovery plan, then student will have to be considered truant, and a letter will be sent to the district attorney for truancy.

Extracurricular Eligibility Policy

- Students must be in attendance at their respective extracurricular each day on campus.
- Students must complete the drug testing agreement form and agree to report to the designated location when called for drug testing.
- Students in athletics or extracurricular activities have to meet predetermined weekly progress goals each week. If not, the first week, student is on probation, any consecutive week after, student is considered ineligible.
- In order to be considered present at school to participate in extracurricular competitions students must be in attendance of their activity on campus and logged into the online platform for a total of 6 hours.

Students on Campus Procedure

- Students are expected to follow school rules and expectations when on campus, at the library or on field trips.
- When students get on campus they are to immediately report to the front office to sign in and receive a student badge
- Students are expected to go directly to their designated location when on campus.
- Students must sign out when they leave campus and return the badge to the front office.

Resources Available to Students

- Content specific face-to-face mentorship is available daily in CPAC and when requested by student for those in the virtual academy.
- Consistent communication with parent and student about student's progress.
- Be consistent in on-site resource time, teacher office hours, and library events.
- For our secondary students enrolled in the Cleveland Virtual Program, we will develop an individualized career academic plan. Whose main purpose is to direct the students in the avenue of their choice after they graduate, college, career, or technical school. The individualized career academic plan is set up to give your student placement in the area of their choice after they graduate.
- Cleveland's Certified Teachers are at your disposal to get content specific help when you need. 1 Teacher will also be designated to monitor the daily success of each student on the platform.
- Computer and WiFi
- Lunch/Breakfast Passes
- Athletic Event Passes

Daily Schedule/Office Hours:

Monday - Cleveland Primary Building 8:30 AM - 12:30

Tuesday -Cleveland Public Library 9:30 AM - 12:30

Wednesday - 8:30 AM - 12:30

Thursday - CPAC ? 8:30 AM - 12:30

Friday - 8:30 AM - 12:30

CPAC Students availability in the CPAC building daily from 7:00am - 4:30pm.

J. The plan for using internal and external assessments to measure and report student progress;

i. *The following will be assessments utilized to monitor and report student progress.*

1. *Edgenuity*
2. *ACT*
3. *STAR*
4. *OSTP*

K. The plans for identifying and successfully serving students with disabilities, students who are English language learners, and students who are academically behind;

- ii. *Any student on an IEP will be monitored by a Cleveland Schools Certified Special Education Teacher. With SPED teacher, CPAC/CVA instructor, CPAC/CVA administrator, student, and parent an IEP will be developed to best serve the student and ensure success. Any student who the IEP team feels would not benefit from majority virtual learning will be placed into the traditional setting.*
- iii. *Currently, Cleveland Schools have no ELL Students. However, if that were the case a plan would be developed based on their WIDA scores to ensure their success. This plan would consist of interpretation of curriculum through the LMS and similar modifications that would be present on an IEP. The overall goal being to acclimate the student as quickly as possible with their English Proficient peers.*

Accepted Pace Descriptions and Falling Behind Policy

- Accepted pace will be communicated by the teacher for each individual student.
- Pace will be based on what % of each course they should complete each week.
 - Students **not enrolled** in an extra-curricular have the following option to choose how to move through their coursework.
 - Option 2 - Every six weeks a student will have two classes enabled onto their account. If the classes are not finished by the end of the six weeks, the course(s) will remain visible on the student's page until the end of the semester.
 - Students enrolled in an extra-curricular must be enrolled in 6 courses simultaneously and will have to complete predetermined portions of those courses each week.
- In both programs students who fall behind their progress will be REQUIRED by their instructor to fulfill several time and attendance constraints to ensure they have every opportunity to catch up in their curriculum.
- If a student's grade falls below a 60 percent they will be expected to meet with the teacher at least 1 hour per week, during the designated times.
- If a student has been directed to attend class or mandatory tutoring/office hours and does not show he/she will be counted as truant for the class period.

Failure to Communicate Policy

- Students must reply promptly (within the hour) of a teacher's instant message, or within 24 hours of a teacher's email. If students do not communicate within a timely manner parents will then be contacted.
- Parents will be contacted via email or phone if a student fails to communicate with the teacher within 24 hours. If parents are unable to be contacted within 48 hours then teacher and admin will visit the home.
- We will then develop a plan with the student and parent to get the student back on track.
- If the student is not following the plan to get back on track they will then be transitioned back to the traditional classroom.
- If failure to communicate continues, or the school is unable to contact parent to formulate a recovery plan, then student will have to be considered truant, and a letter will be sent to the district attorney for truancy.

L. A description of co-curricular or extracurricular programs and how they will be funded and delivered;

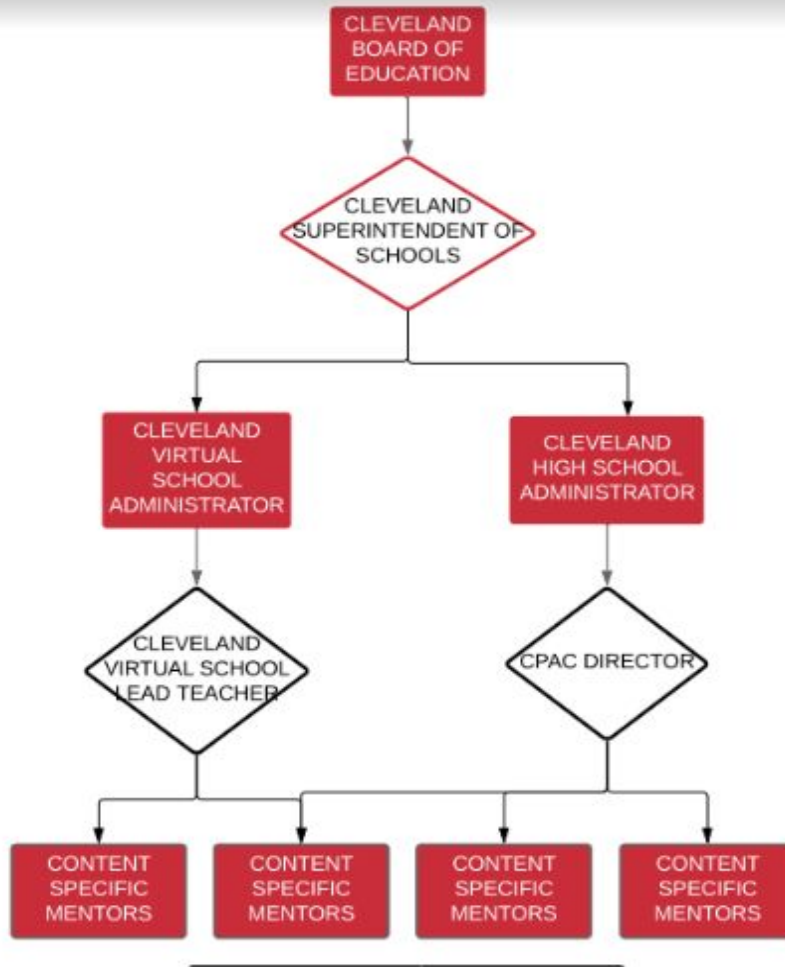
- iv. *The biggest benefit of CPAC and CVA is the ability for students to participate in any extracurricular activity that Cleveland Schools offers. This combined with the exhaustive list of electives that edgenuity provide will provide a wider range of learning opportunities than any other Cleveland Student.*

M. The student discipline policies for the conversion school(s), including those for special education students;

- v. *CPAC and CVA students are enrolled in Cleveland Schools and thus are held to the same discipline code as our traditional students.*

1. [District Discipline Policy](#) - Section 10 pages 24-53

N. An organizational chart that clearly presents the organizational structure of the conversion school(s), including lines of authority and reporting between the board of education, staff, any related bodies such as advisory bodies or parent and teacher councils, and any external organizations that will play a role in managing the school;



O. A clear description of the roles and responsibilities for the board of education, the leadership and management team(s) for the conversion school(s), and any other entities shown in the organizational chart;

- vi. Cleveland Board of Education - primary role is to support and oversee actions and decisions of the superintendent of Cleveland schools pertaining to the creation, implementation, and evaluation of Cleveland Virtual Programs.
- vii. Cleveland Superintendent of Schools - primary role is to provide support and guidance for the creation, implementation, and evaluation of Cleveland's Virtual Programs by the Cleveland Virtual Program team which are outlined below.
 - 1. Cleveland Virtual School Administrator - primary role is to directly support and equip the Cleveland Virtual School Lead Teacher and their content mentors. They also hold a role of assisting students and their parents in their success in Cleveland's Virtual Programs.
 - a. Cleveland Virtual Lead Teacher - primary role is to ensure the success of students in the programs by providing direct, hands-on guidance for curriculum, instruction, and guidance in career/college choices.
 - i. Content Specific Mentors - primary role is to support students in content specific tutoring.
 - Cleveland HS Administrator - primary role is to directly support and equip CPAC Director and their content mentors.
 - a. CPAC Director - primary role is to ensure the success of students in the programs by providing direct, hands-on guidance for curriculum, instruction, and guidance in career/college choices.
 - i. Content Specific Mentors - primary role is to support students in content specific tutoring.

P. The leadership and teacher employment policies for the conversion school(s);

- ii. *The Conversion School is still accountable to all Cleveland School District’s employment criteria and expectations which can be found below. We also utilized guidance from CCOSA’s framework which is linked below.*
 - 1. [Cleveland School’s Certified Employment Policies](#) - All employees of the conversion school must be fulfill the requirements as outlined by our school district’s policy.
 - 2. [Teacher Selection and Training as outlined by CCOSA Guidebook](#) - page 12

Cleveland Public Schools is looking for a self-driven and innovative educator who is passionate about finding creative ways to help our ever-changing population of students be successful. Social pressures, increase in adolescent anxiety, public concern for the safety of schools, and a variety of other factors are leading to an increase in demand of creative schooling options for young people, primarily virtual options.

Which is why the Cleveland Virtual Academy is seeking an advocate for these students who would be devoted to finding an innovative way to provide these opportunities, while at the same time maintaining a connection with peers, faculty, and our community. This teacher would work directly with the administration, students, and parents to ensure each child’s success in their academic curriculum and help them plan for their future. It would be a full-time position that would find themselves in a classroom, at the public library, on field trips, business tours, and spending lots of time on their computer keeping up with the progress of students.

Daily Responsibilities

- Monitor progress of students on Ascellus - digital learning platform.
- Communicate to students & parents who are not progressing
- Be available during office hours (secondary students)
- Prepare for upcoming Library Events
- Answer emails and google hangouts from students/parents promptly
- Identify and set up tutor times for students behind
- Advocate to the community for the program.

Weekly Responsibilities

- Hold designated times for students behind in the curriculum.
- Weekly (2.5 hours) Cleveland Library Meetings (each age group once a month: K-2nd, 3rd-5th, 6th-8th, 9th-12th) - Meetings include but are not limited to:
 - Reading and Math activities
 - Guest Speakers
 - Crafts
 - Homework Assistance
 - Data-Targeted Small Group Instruction
- Track and communicate eligibility for students enrolled in extra-curriculars
- Email weekly progress reports to parents and students
- Phone Calls or Face to Face meetings with students and parents who are falling behind in the curriculum.
- Communicate to Subject Area’s TOR for secondary students.

Monthly Responsibilities

- Monthly report of Attendance & Progress to Oversight Board targeting at risk students
- Monthly Field Trip or Career Focused Trip (each age group once a quarter: K-2nd, 3rd-5th, 6th-8th, 9th-12th) - Examples include but are not limited to

Elementary <ul style="list-style-type: none">● Zoo● Camp Loughridge	Secondary <ul style="list-style-type: none">● Career Tech Opportunities● Baker Hughes
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<ul style="list-style-type: none"> ● Air and Space Museum ● Science Museum ● Other fun/activity based trips 	<ul style="list-style-type: none"> ● Hospital ● Williams Comp ● Port of Catoosa ● College Visits ● Other (depending on your student career interest)
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Q. Proposed governing policies;

Tentative Policy Book

Our Mission

Whole Student. Whole Community: Creatively reaching each students’ unique needs to create a successful life plan after school.

Cleveland is a school where a student has multiple avenues to find success. Two of those include a heavily relied upon virtual learning experience. One being mostly done remotely (Cleveland Virtual Academy) the other done on campus (Cleveland Personalized Academic Center). These programs will allow students who have advanced or remedial needs to have a complete personalized one on one experience with an opportunity to progress at their own pace. This policy book outlines the expectations, policy, and regulations of these programs.

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Cleveland Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

Definitions

Synchronous instruction occurs when the instructor and student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web Internet -based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

Internet-based instruction uses the Internet as the primary medium of instruction, with a computer serving as the primary tool of instruction. Internet -based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines and Expectations

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommend by the State Department of Education:

Student and Parent Expectations

- Requests for enrollment in supplemental online courses shall be as follows:

- a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
 - b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.
 - c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and unappealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.
- Only students who are enrolled in this district will be granted access to supplemental online courses.
 - Students are expected to keep pace with the designated online and follow all site specific communication guidelines curriculum.
 - Follow school rules and expectations when on campus, at library, or on field trips
 - Care and maintenance of any property of Cleveland Schools given to student
 - Students earning credit by means of online instruction shall participate in all require state-level academic assessments (OSTP and ACT) in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
 - Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
 - Attendance: To have the proper amount of activity in the class, a student must log into the platform for at least 25 hours a week or the time needed to stay on pace. Although each course is different, a student is expected to spend the appropriate amount of time in the course to stay on pace with the course per district policies. Attendance is measured by blended class times, submission of assignments, and communication with the teacher. **If a student has been directed to attend class or mandatory tutoring/office hours and does not show he/she will be counted as truant for the class period.**

School Expectations

- If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in on-line courses and to serve as a liaison to the on-line teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.
- The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.
- Courses offered for credit by means of online instruction shall be aligned with the Oklahoma Academic Standards.
 - Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
- Monitor student progress on a weekly basis by the supplemental via the online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/ course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades at least twice per month.
- Provide technology solutions to parents/students that require the need.

- **Internet** -based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.
- Place secondary students in college, technical school, or an occupation upon graduating from the program.
- The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
- District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
- All federal and state statutes pertaining to student privacy, the posting of images on the Internet, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district.
- Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
- Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

ExtraCurricular Opportunities

For students to compete and participate in extracurricular activities that compete against other school districts they **MUST** attend the required class(es) on a daily basis.

- E.g. but not limited to - Athletics - Band - Vocational Agriculture - Choir - Academic Team
- Students must also complete the drug testing agreement form and agree to report to the designated location when called for drug testing.
- Eligibility Policy - Any student participating in an extra-curricular
 - Kids in athletics or extracurricular activities have to meet predetermined weekly progress goal each week. If not, the first week, student is on probation, any consecutive week after, student is considered ineligible.
 - Student must be in attendance at their respective extracurricular each day on campus.

R. Explanations of any partnerships or contractual partnerships central to the operations or mission of the conversion school(s); and

The Cleveland Public Library has opened its doors to the community in more ways than one since it's opening. They have consistent programs for younger kiddos to foster their love for reading. Students, everyday, go through its doors after school to utilize the space for internet and homework. Epic Charter Schools utilizes the library for their studies, exams, and remediation.

The Library is undergoing expansion with a larger children's reading area and a conference room with an occupancy of 35-40 people. CVP has initiated a proposal to the library to utilize its space and services to our program. The proposal is as follows.

- Weekly CPL Thursday morning book readings, crafts, and book check out for **K thru 3rd Gr.** (or older with an appropriate aged sibling)
- Once a month CVP teacher led activities and instruction for approx 2.5 hours for **K thru 2nd Gr**
- Once a month CVP teacher led activities and instruction for approx 2.5 hours for **3rd thru 5th Gr.**
- Once a month CVP teacher led instruction/motivation/projects for approx 2.5 hours for **6th thru 8th Gr.**

- Once a month CVP teacher led instruction/motivation/projects for approx 2.5 hours for **9th thru 12th Gr.**

As we creatively schedule these days, and make efficient and respectable use of the libraries resources, the partnership is set to expand in its involvement into CVP. The Library is committed to helping Cleveland Schools and is excited about the description above being a trail run to a more extensive partnership.

S. A requirement that the conversion school(s) follow the requirements of the Oklahoma Open Meeting Act and the Oklahoma Open Records Act.

- iii. [*District's Board of Education Policy*](#) - outlines the district's policy and requirement to follow Open Meeting and Open Records act.

T. Public availability of the conversion plan. In addition to the statutory requirements listed in (b)(1), the conversion plan must explain in clear language how the features and/or operations of the school(s) proposed for conversion will differ from a traditional public school. The conversion plan and all supporting documents shall be in writing and shall be available to the public pursuant to the requirements of the Oklahoma Open Records Act. In addition to making a print copy of the conversion plan available to the public upon request, a school district that wishes to pursue the conversion of one or more school sites shall make the conversion plan available in electronic form on any general website maintained by the school district, and if applicable, on the specific website or web page of any school in the district that would be affected by the conversion if the plan is approved. All votes of a board of education to consider a conversion plan shall be held in an open public session.

- 2. Submission of an approved conversion plan to the State Department of Education. In addition to the statutory requirement for a board of education that approves a school conversion plan to notify the State Board of Education, upon approval of a school conversion plan by the local school board, the school district shall provide a copy of the approved plan to the State Department of Education Office of Accreditation. Approved school conversion plans will be made available on the State Department of Education website in the same manner as other public documents.**
- 3. Conversion school employment and contracts. Educational and/or administrative services may be provided to a conversion school by employees of the school district, or by employees of an outside entity the school district contracts with for the provision of such services. Any such contract for educational and/or administrative services shall be available upon request under the Oklahoma Open Records Act. Upon adoption of any contract with an outside entity for educational and/or administrative services to a conversion school, the school district board of education shall provide a copy of the contract to the State Department of Education Office of Accreditation.**