



RYAN WALTERS  
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

**MEMORANDUM**

**TO:** The Honorable Members of the State Board of Education  
**FROM:** Ryan Walters  
**DATE:** November 21, 2024  
**SUBJECT:** Lindsey Nicole Henry Scholarship

Private School Artsy Learning Academy (ALA) request approval to participate in the Lindsey Nicole Henry Scholarship for Students with Disabilities program. They are accredited through Cognia.

ALA offers an Individualized Education Plan for students who need additional support. Their small class size promotes academic growth, differentiated instruction, and a positive culture conducive to learning. All staff members have been trained in Trust-Based Relational Intervention (TBRI). TBRI is a therapeutic model that trains caregivers to provide effective support and treatment for at risk children.

Included is compliance documentation that meets certain criteria in the application.

- Criteria 1: Fiscal Soundness – ALA Handbook excerpt, Management Report
- Criteria 2: Non-Discrimination – ALA Handbook excerpt
- Criteria 3: Health and Safety – ALA Safety Plan
- Criteria 4: Academic Accountability – ALA Handbook excerpt
- Criteria 5: Teacher Requirements – Cognia Review excerpt
- Criteria 6: State laws and disciplinary procedures – ALA Handbook excerpt
- Criteria 7: Accreditation – Cognia Letter
- Criteria 8: Service and Support – ALA statement

RW/se



Artsy Learning Academy

Pre K-6th

NAME OF PRIVATE SCHOOL

GRADE LEVELS

2305 Westpark Dr.

Norman

OK

73072

ADDRESS

CITY

STATE

ZIP

405-659-4774

www.artsylearningacademy.com

PHONE NUMBER

WEBSITE ADDRESS

Melesa Dobbins

SUPERINTENDENT, HEADMASTER OR PRINCIPAL NAME

Melesa Dobbins

info@artsylearningacademy.com

LNH CONTACT PERSON

CONTACT EMAIL

The Lindsey Nicole Henry (LNH) Scholarship Act requires, in part, that participating schools are located in Oklahoma and meet certain criteria prior to being approved. The school must provide supporting documentation that demonstrates compliance that will be reviewed by the State Board of Education (SBE) during the approval process. In many cases, the required documentation can be found in the school policies and/or school handbook.

The SBE shall approve a private school as eligible to participate in the scholarship program upon determination that the private school meets the following:

1. The private school must demonstrate fiscal soundness by having been in operation for one (1) year or providing the SBE with a statement by a certified public accountant confirming that the private school desiring to participate is insured and the owner or owners have sufficient capital or credit to operate the school for the upcoming year by serving the number of students anticipated with expected revenues from tuition and other sources that may be reasonably expected. In lieu of a statement, a surety bond or letter of credit for the amount equal to the scholarship funds for any quarter may be filed with the Oklahoma State Department of Education. *Proof of compliance required.*
2. The private school must comply with the antidiscrimination provision of 42 U.S.C. § 2000d. *Proof of compliance required.*
3. The private school must meet state and local health and safety laws and codes. *Proof of compliance required.*
4. The private school must be academically accountable to the parent or legal guardian for meeting the educational needs of the student. *Proof of compliance required.*

5. The private school must employ or contract with teachers who hold baccalaureate or higher degrees, or have at least three (3) years of teaching experience in public instruction in subjects taught. ***Proof of compliance required. A statement or excerpt from the school policies or handbook stating the educational requirement for the teaching staff is acceptable documentation.***
6. The private school must comply with all state laws relating to general regulation of private schools and adhere to the tenets of all published disciplinary procedures prior to the expulsion of a scholarship student. ***Proof of compliance required.***
7. The private school must meet the accreditation requirements set by the SBE or another accrediting association approved by the SBE. ***Submit proof of accreditation and list accreditation information in the box below.***

Artsy Learning Academy has received Accreditation with NCA CASI, NWAC and SACS CASI through Cognia  
 Contact Ryan Pieper | Regional Accreditation Evaluator, ryan.pieper@cognia.org

8. The private school must be able to provide services and/or accommodations for students with disabilities. ***Please describe in detail the services, programs and support you offer to students with disabilities in the box below.***

In order to better serve our students all our staff attended the Hope Conference in the summer of 2023. The 2023 Hope Through Healing Trauma-Informed Community Summit was held at Muskogee Civic Center on July 28, 2023. Since Artsy practices trust based learning patterns then being trauma informed would benefit all students. Our teachers have had training in TBRI and updating that information through the hope summit was a well needed addition to our staff's tool belt of interventions. Trust-Based Relational Intervention (TBRI) is a trauma-informed, whole-child approach to caring for vulnerable children and youth. Grounded in attachment theory and developmental neuroscience, TBRI Caregiver Training is designed to help caregivers to see the needs and meet the needs of children and youth in their care. The TBRI caregiving model is based on three sets of interacting principles: Connecting, Empowering, and Correcting. Consistent with the three pillars of trauma-informed care, the three sets of principles focus on building trust and felt-safety in the context of healthy relationships (Connecting), developing self-regulation skills (Empowering), and fostering behavioral and social competence (Correcting). TBRI Caregiver Training is designed to move from theory into practical applications by giving participants a knowledge base, then providing them with real-life strategies and tools they can use with children and youth. Artsy prides itself on individualized education. Our greatest strength is our trust based approach to children that helps the children define how they are taught. We have some students that need space, a quiet area and complete concentration to complete difficult tasks. We allow that without an IEP. We have some children that need to talk about a task in depth before they can even begin to perform it. We allow that without an IEP. We have a couple students that excel in Reading and not in Math. So we allow them to have advanced work in reading and on level for math. We have a couple of students who are the opposite. Teaching is a learning process for the teachers as well as the students. Since we like to individualize the education here at Artsy, we often face the challenge of understanding student's needs. Especially if the student has a hard time articulating their needs. We have to be patient, watch and interact in order to learn how best to help the students. We have 35% of our students receiving some type of official Individualized Education Plan.

I verify that Artsy Learning Academy complies with all the criteria listed  
NAME OF PRIVATE SCHOOL

above and will provide documentation for each as proof. The information I have provided to the SBE is correct and complete to the best of my knowledge.

**Melesa Dobbins**

Digitally signed by Melesa Dobbins  
 Date: 2024.11.05 13:37:23 -06'00'

11-5-24

SIGNATURE

DATE

**Complete application and required documents may be emailed to [stacy.eden@sde.ok.gov](mailto:stacy.eden@sde.ok.gov).**

Contact Stacy Eden at (405) 521-4876 for additional Lindsey Nicole Henry Scholarship information.

# FOUNDER STATEMENT

*I am Melesa, Owner, Director and Teacher. I have worked in early education for the last 21 years but started Artsy in 2012. We started as solely a preschool and grew to incorporate Pre-K through 6th grade.*



**Melesa Dobbins**

ARSTY LEARNING  
ACADEMY

## Mission Statement

*Artsy Learning Academy has created an adaptive environment that specializes in individually paced learning through art. We design our curriculum to fit the needs of a developing child with content that far exceeds state academic standards. Students learn foundational education with added enrichment programs that span art, music, movement, and life skills.*

*We want to nurture children to develop strong friendships, learn how to express emotions, and understand healthy boundaries. Every child is unique, and that's why our team is dedicated to helping kids learn, love, and grow!*

## History

*Melesa Dobbins, Owner, Director and Teacher at Artsy Learning Academy has worked in early education for the last 21 years but started Artsy in 2012 in Urban Norman, Oklahoma. Artsy started as solely a preschool and grew to incorporate Pre-K through 6th grade.* ✱

## Demographics

*Artsy employs two administrators, Melesa Dobbins and Jennifer Marsh, two full time teachers, Rachel Etters and Brenda Redding and four assistant teachers, Emma Crowson, Holly Hook, Emily Pierson and Lily Etters. The administrators also teach in the classroom.*

*We want to nurture children to develop strong friendships, learn how to express emotions, and understand healthy boundaries. Every child is unique, and that's why our team is dedicated to helping kids learn, love, and grow!*

## Balance Sheet

As of December 31, 2024

	Total
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank Accounts</b>	
Artsy Checking - 4032	-3,881.03
Artsy Tax Payments - 7325	-319.66
<b>Total Bank Accounts</b>	<b>-4,200.69</b>
<b>Accounts Receivable</b>	
Accounts Receivable (A/R)	31,291.00
<b>Total Accounts Receivable</b>	<b>31,291.00</b>
<b>Other Current Assets</b>	
Payments to deposit	1,999.00
<b>Total Other Current Assets</b>	<b>1,999.00</b>
<b>Total Current Assets</b>	<b>29,089.31</b>
<b>Other Assets</b>	
Deposit on Westpark building	2,615.00
<b>Total Other Assets</b>	<b>2,615.00</b>
<b>TOTAL ASSETS</b>	<b>\$31,704.31</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Other Current Liabilities</b>	
Payroll Liabilities	-254.72
OK Income Tax	-2,963.29
OK Unemployment Tax	-100.87
<b>Total Payroll Liabilities</b>	<b>-3,318.88</b>
<b>Total Other Current Liabilities</b>	<b>-3,318.88</b>
<b>Total Current Liabilities</b>	<b>-3,318.88</b>
<b>Total Liabilities</b>	<b>-3,318.88</b>
<b>Equity</b>	
Opening balance equity	4,047.39
Owner draws	-59,954.13
Owner investments	12,680.00
Personal expenses	
State taxes	11.04
<b>Total Personal expenses</b>	<b>11.04</b>
Retained Earnings	46,437.48
Net Income	31,801.41
<b>Total Equity</b>	<b>35,023.19</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$31,704.31</b>

# Management Report

Artsy Learning Academy

For the period ended December 31, 2024

Prepared on

**May 7, 2024**

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## Profit and Loss

January - December 2024

	Total
<b>INCOME</b>	
Discounts given	-4,423.50
QuickBooks Payments Sales	-2,559.00
Sales of Enrollments	14,860.63
Services	48,450.50
<b>Total Income</b>	<b>56,328.63</b>
<b>COST OF GOODS SOLD</b>	
Kids Lunches	151.34
Learning Supplies & Field Trips	4,297.56
<b>Total Cost of Goods Sold</b>	<b>4,448.90</b>
<b>GROSS PROFIT</b>	<b>51,879.73</b>
<b>EXPENSES</b>	
Advertising & marketing	99.37
Ask My Accountant	1,074.67
Bank Charges & CC Fees	52.00
Fuel	129.25
Insurance	240.61
Meals for employees	435.92
Office expenses	90.11
Over payment from customer	599.00
Payroll expenses	165.00
Taxes	3,903.77
Wages	3,694.34
<b>Total Payroll expenses</b>	<b>7,763.11</b>
QuickBooks Payments Fees	2,371.74
Rent of building	2,907.00
Repairs & maintenance	53.87
Software & apps	665.54
Special events	2,480.00
Utilities	44.95
Electricity	491.93
Internet & TV services	314.34
Natural Gas	227.45
Water Delivery Service	37.46
<b>Total Utilities</b>	<b>1,116.13</b>
<b>Total Expenses</b>	<b>20,078.32</b>
<b>NET OPERATING INCOME</b>	<b>31,801.41</b>
<b>NET INCOME</b>	<b>\$31,801.41</b>



# Policy and Conduct

## The Artsy Standards

### We take the best of both worlds!

We do not use rules such as don't push or hit, instead we have body autonomy for all things. We say, "did you ask to touch her body before you hit her? You know we must ask before we touch someone else's body in any way."

This rule applies to hugs, handshakes and any form of touching. We also encourage our students to speak up and say, "I do not want my body touched or I did not give you permission to touch me." This way of communication and understanding of the rules helps create ownership of the student's own body and respect for other people's bodies.

- **Ask permission before you touch another person's body in any way.**
- **Potty talk belongs in the bathroom not in the classroom**
- **Weapons, pretend, make believe or drawing representations are not allowed**
- **We are inclusive not exclusive- no clubs that exclude**
- **We cannot share food at lunch Kindness matters**

- ❖ **Artsy does not discriminate based on on the basis of race, color, and national origin in programs and activities receiving federal financial assistance. In teacher found in**





# Artsy Learning Academy

## SAFETY PLAN

2305 Westpark Drive

Norman, Ok 73069

405-659-4774

[artsylearningacademy.com](http://artsylearningacademy.com)

# Artsy

We are dedicated to our students! Their educational, physical and emotion safety are our number one priority! This safety plan meets the state requirements for communication, written explanation and appropriate planning in case of an emergency.



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## SCHOOL CRISIS PLAN ROLES, RESPONSIBILITIES, AND DESIGNATED LOCATIONS

SCHOOL PERSONNEL ROLES AND RESPONSIBILITIES
---

1. School Site Safety Coordinator: Melesa Dobbins, Director

Dates of Training: EMS certified 2017,2019,2021,2024

Responsibilities: AED, CPR, Pediatric First Aid

*Overall day-to-day monitoring of safety and security of the school, along with the coordination of response activities in the event of an emergency such as designating central command location and other safety response tasks.*

Alternate School Site Safety Coordinator: Jennifer Marsh

School Personnel to Conduct the following Emergency Response Tasks:

Dial 911 (anyone recognizing the emergency)

Manage Incoming Phone Calls:

\_\_\_\_\_

Coordinate Staff Members Training in First Aid and/or CPR:

\_\_\_\_\_

Get Emergency Evacuation Kits:

\_\_\_\_\_

Get First Aid Kits: \_\_\_\_\_

Meet Emergency Vehicles and Personnel:

\_\_\_\_\_

Accompany Emergency First Responders and Other Emergency Personnel:

\_\_\_\_\_

Coordination of Students with Disabilities.

*(include a description of required medications, equipment, assistive devices, etc.).*



# Criteria 3: Health & Safety

- Evaluate Crisis Scene/Situation: \_\_\_\_\_
  - Manage Student Rosters: \_\_\_\_\_
  - Signal to Staff and Students (lockdown or evacuation): \_\_\_\_\_  
\_\_\_\_\_
  - Retrieve Communication Devices (radios, cellphones, etc.) :  
\_\_\_\_\_
- School Personnel Responsible for the following Safety Activities:
- Update Media: \_\_\_\_\_
  - Update Parents/Guardians: \_\_\_\_\_
  - Releasing Students to Parents/Guardians: \_\_\_\_\_
  - Utilities Shut Off (if necessary): \_\_\_\_\_
  - Directing Traffic: \_\_\_\_\_
  - Serving as Runners to Support the Crisis Response Team: \_\_\_\_\_  
\_\_\_\_\_
  - Accompanying Students to the Hospital: \_\_\_\_\_
  - Retrieve a Copy of the School Safety Plan: \_\_\_\_\_

## DESIGNATED LOCATIONS

Location for Media Personnel – Location options to be determined by Unified Command and School Site Safety Coordinator based on circumstances.

Location of Reception Area for Parents/Guardians and the General Public: In case of an emergency all parents are asked to wait in the parking lot on the south side of Westpark Drive until emergency responders release the scene.

If students need to be Moved Off Campus, they will be walked to the following locations:

- (1) First Choice Site: South Parking lot across from main entrance
- (2) Second Choice Site: IF further relocation required all students will be walked to the open field located on Boyd street directly behind the Artsy building.



School has established a Crisis Response Team that includes the following individuals:

NAME	Position	email
Melesa Dobbins	School Site Safety Coordinator	melesa@artsylearningacademy.com
Jennifer Marsh	Alternate School Site Safety Coordinator	jenmarsh@yahoo.com
Rachel Eppers	Checklist personnel	soonerbabies@yahoo.com

**EMERGENCY KIT MAINTENANCE**  
*Kit maintenance includes making sure equipment is working, charged, and operational.*  
 List school personnel responsible for maintaining contents and revising documents within all emergency kits.

NAME	POSITION	LOCATION
Brenda Redding	Pre-K Teacher	Kitchen- Check Monday and Wednesdays
Emma Crowson	Assistant Teacher	Kitchen- Check Tuesday and Thursdays
Connie Rowe	EMS Protocol assistant	Monthly- Kitchen
Emily Pierson	Assistant Teacher	Kitchen- Check Friday



# Criteria 3: Health & Safety

TRAINING, PRACTICE, AND DRILL RECORD				
<i>*Instruction received from an authorized individual or training program, CPR, First Aid, Stop the Bleed, etc. List below.</i>				
PERSON TRAINED	Training	dates		
Melesa Dobbins	AED, CPR, Ped. First Aid	3/15/17	3/15/21	3/15/24
Jennifer Marsh	AED, CPR, Ped. First Aid	N/A	N/A	3/15/24
Connie Rowe	AED, CPR, Ped. First Aid	3/15/17	3/15/21	N/A
Logan Curtis	AED, CPR, First Aid	N/A	N/A	4/17/23

PRACTICE			
<i>*Teachers and students have practiced safety tasks throughout the school year. List below.</i>			
PRACTICE TYPE		DATES OF PRACTICE	
Police led safety presentation		1/27/22	1/28/23
Fire Fighter led safety presentation		10/03/21	10/04/22

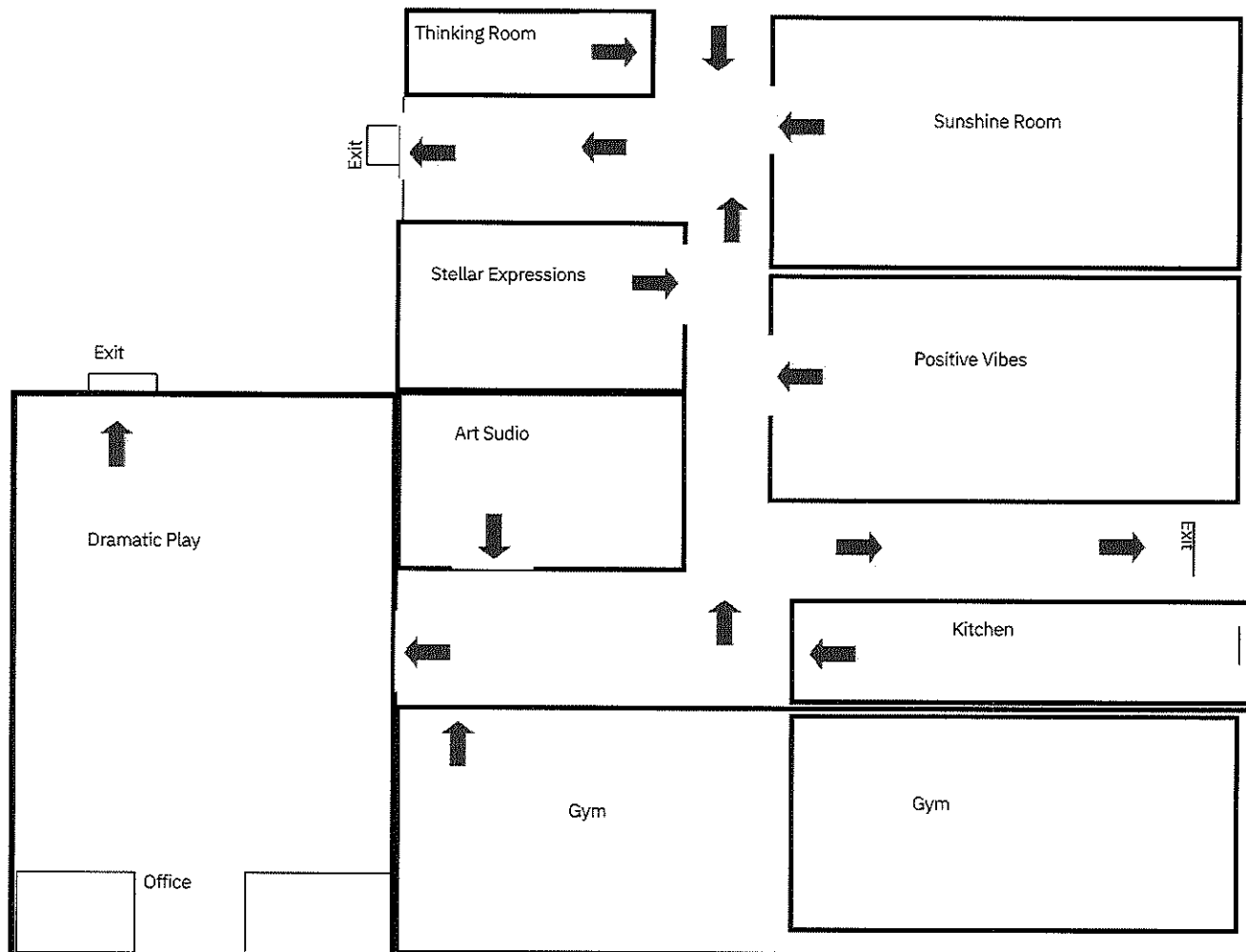
DRILL			
<i>*School personnel, teachers, students, and community partners have participated in scheduled severe weather, fire, and other emergency preparedness drills such as table-top exercises throughout the school year. List below.</i>			
DRILL TYPE		DATES OF DRILL	
Fire Drill		10/03/21	10/04/22



# Criteria 3: Health & Safety

## EMERGENCY EVACUATION PROTOCOL

- In the event it becomes necessary to evacuate the school all students and personnel need to quickly walk to the south side of Westpark Drive and then take roll.
- Direct students and school personnel back into the school from playground.
- An evacuation plan that includes evacuation routes to the assembly area(s) has been developed and distributed with alternative evacuation routes also available.
- Initiate monitoring of school premises to determine if a return to normal operations is feasible.
- Teachers are instructed to verify that students are out of the classrooms, restrooms, and workrooms.





## BOMB THREAT/BOMB

### DAILY PRECAUTIONS

- Routinely check school areas for any suspicious items.
- Provide training to school personnel on what to do if a suspicious item is found. (*School personnel should be informed that the suspicious item should never be moved or touched.*)
- Establish notification procedures for school administrators to contact law enforcement when a suspicious item is found on the premises.
- Isolate the suspicious item until law enforcement personnel have assessed it.
- Implement the lockdown of classrooms and other rooms when not in use.
- Implement lockdown of all doors after cleaning classrooms and other areas.
- Provide detailed procedures on how school personnel should respond to a bomb threat.
- Implement a special evacuation plan that accounts for the needs of persons with disabilities.
- Initiate emergency check-out procedures for parents/guardians to check students out of school during the emergency or crisis.
- Call and update the district central office.
- Administrative staff and/or the public information officer should prepare a written statement to be sent home with students or through social media to inform parents of the incident, when appropriate.
- the incident, when appropriate.



# Criteria 3: Health & Safety

## THREAT RESPONSE

- **Call 911 immediately.**
- Activate the emergency evacuation protocol.
- Move students and school personnel to predetermined locations and/or barriers.
- Redirect students to alternative locations, if the predetermined routes pass near the location of the bomb or device.
- Ensure school personnel and students have left the building, including checks of hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums to confirm that the building has been cleared.
- Take the emergency evacuation kit to the predetermined locations.
- Account for all students by checking with teachers in the predetermined locations.
- School personnel and students should remain in the designated predetermined locations until the all-clear signal is sent or unless the area is deemed unsafe.
- Contact local public safety/law enforcement personnel for bomb threats. Have a copy of the Bomb Threat Assessment Questionnaire–Call Checklist (located on the following page) next to each school phone.

## SUSPICIOUS PACKAGE

- Immediately call 911. School personnel should be aware of how to handle mail and packages and how to recognize suspicious letters or packages. Training should emphasize that the suspicious package should never be touched.
  - Conduct a credibility assessment together with local public safety personnel, followed by a threat assessment.
  - Perform routine checks of school areas for any suspicious packages.
  - Conduct all steps for handling suspicious packages if a suspicious item is found. (*The suspicious item should never be moved or touched.*)
  - When a suspicious item has been located on school premises, school administrators should immediately be informed and they should call 911 to notify law enforcement.
- Isolate the area until law enforcement personnel have assessed the suspicious package(s).





## BOMB THREAT ASSESSMENT QUESTIONNAIRE

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Incoming phone number: \_\_\_\_\_

Ask the Caller:

1. Where is the bomb right now?
2. What will cause the bomb to explode?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What does the bomb look like?
6. Who placed the bomb?
7. Why was the bomb placed?
8. How do you know this information?
9. What is your name?

Exact Wording of Bomb Threat?

Caller Information	Caller's Voice	Background Sounds:	Threat Language:
Sex: _____	Calm      Nasal      Slurred	Traffic      Voices	Well Spoken
Race: _____	Soft      Angry      Whispered	Music      Static	Offensive Words
Age: _____	Stuttered      Lisp      Accent	Clear      Machinery Noises	Taped
Length of Call: _____	Excited      Loud      Disguised	Factory Noises      Long Distance	Incoherent
	Laughter      Slow      Cracking	PA System      Crowd/Others	Message Read
	Familiar :(Who did it sound like?)	Other Information about background:	Irrational

**Agencies Notified:**

911/ Law Enforcement/Fire

Superintendent's Office

Emergency Management Agency

GEMHSA School Safety Coordinator

**Call Received by:**

Name: \_\_\_\_\_

Title/Position: \_\_\_\_\_

**Additional Information:**

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Revised 12/2016  
 GEMA/Homeland Security Field Operations  
 School Safety Unit



Learn, Love and Grow

## SHELTER-IN-PLACE

### PRECAUTIONS BEFORE THE SCHOOL DAY

- Instruct school personnel on where to find school closure information (e.g., social media, TV station, radio) and tell them to look for text messages with information about school closures.

Notify parents/guardians of school closures.

□

### CLOSURE DURING THE SCHOOL DAY

- Check on the condition of buildings and surrounding neighborhoods.
- Notify the central office about building, neighborhood, and weather conditions.
- Keep students and staff away from possible hazardous conditions (e.g., iced, slippery, blocked sidewalks, steps, walkways, etc.).

Inform parents/guardian of early school closures.

Ensure all students and school personnel have left the building.

Secure the building and grounds.

### SHELTER-IN-PLACE (STUDENTS REMAIN IN THE BUILDING OVERNIGHT)

- Monitor and provide updates on weather conditions that may create the necessity for overnight housing.

Secure the building and limit student movement during overnight housing.

- Ensure access to food, water, medical supplies, sleeping areas, communications, utilities, and First Aid kits.

- Notify your local emergency management agency and public safety personnel.

- Contact HVAC and other system control points that are centralized by contacting the Service Center to ensure the school's climate control system is **not** turned off. Make additional accommodations regarding power outages (e.g., identify supplies needed for overnight housing such as generators, cots, and food).

- Initiate contact with parent/guardian family members.

Secure designated areas of the building to house students and school personnel during the shelter-in-place timeframe.

- Set up an indoor security perimeter and designate areas of the building that are off limits for students to ensure safety. Assign school personnel supervision duties and shifts during the night to account for and supervise all students.



# Criteria 3: Health & Safety

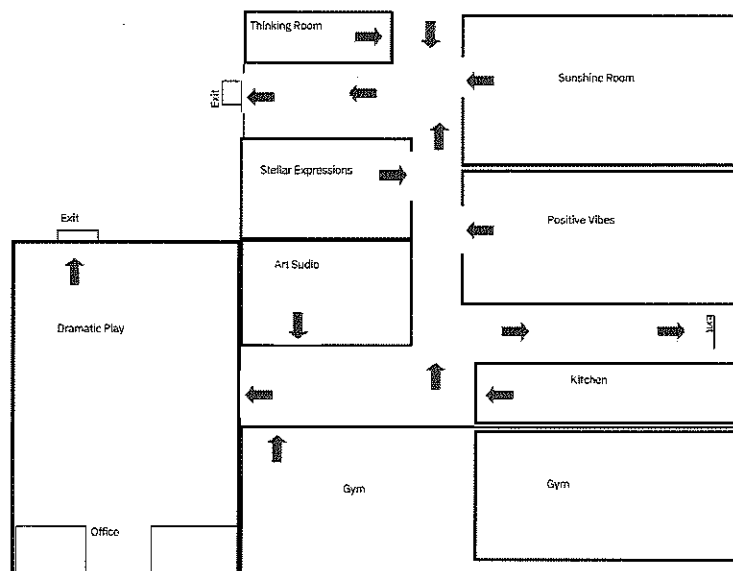
## FIRE

### PREPAREDNESS

- Ensure all school personnel and students have practiced fire drills and evacuation procedures at least once a month. Include the use of alternative evacuation routes as a part of preparedness best practices.
- Ensure the fire alarm system is inspected and operational.
- Make sure school personnel have received training on how to use a fire extinguisher.
- Monitor all fire extinguisher locations and ensure these locations are clearly marked and regularly inspected.
- Account for all students by checking with teachers in the assembly area(s).
- Survey students at the assembly area(s) to check for injuries or trauma.
- All school personnel and students should remain in the assembly area(s) until the all-clear signal/message is sent.
- Initiate emergency check-outs of students, which includes requiring identification and using student attendance logs.

### RESPONSE

- Call 911 immediately.
- Initiate the emergency evacuation protocol.
- Initiate the emergency evacuation of persons with disabilities through the designated evacuation routes and plans.
- Conduct building checks by monitoring hallways, restrooms, lounges, cafeterias, auditoriums, gymnasiums, and all other applicable facilities.
- Take the Emergency Evacuation Kit, First Aid Kit, AED, and all other appropriate emergency kits/devices to the assembly area(s).



Learn, Love and Grow

# Criteria 3: Health & Safety

## HAZARDOUS MATERIAL THREAT/ACCIDENT

### PREPARATION – INSIDE AND OUTSIDE THE BUILDING

- Identify potential hazardous material sites and share this information with local emergency management (e.g., above-ground industrial storage containers, railroad tracks, etc.).
- Determine evacuation routes for building occupants during an emergency evacuation due to hazardous materials.
- Establish safe routes and assembly areas for staff and students **inside** and **outside** of the building.
- Assist persons with a disability through the evacuation.

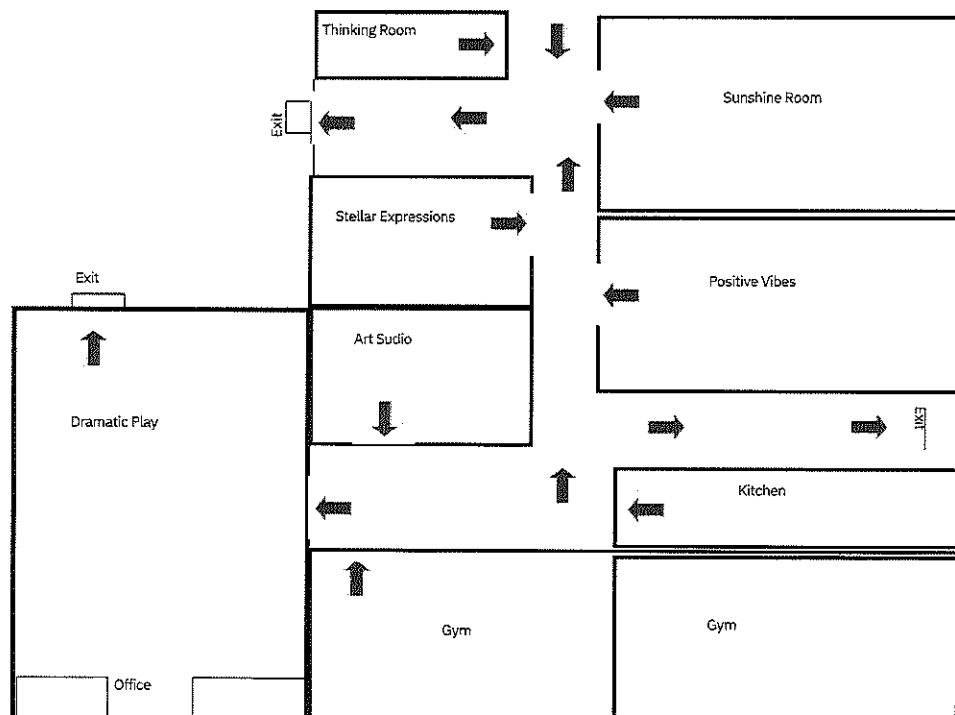
Identify all chemicals located within the building and ensure they are properly stored

- with details included in each school's Safety Data Sheets.
- Initiate emergency check-out procedures that include an orderly process requiring identification and using student attendance logs.

Prepare a written statement to be sent home with students or through social media to inform parents/guardians of the incident when appropriate.

### PREPARATION – INSIDE THE BUILDING

- Immediately call 911.
- Immediately remove students and school personnel from the area.
- Initiate an emergency evacuation following the designated emergency evacuation routes and plans.



## Criteria 3: Health & Safety

- Assist persons with a disability through the evacuation.
- Seal off the area(s) around and near the accident.
- Avoid any contact with the hazardous material.
- Immediately shut down air-conditioning and ventilation units.
- Provide emergency responders with a list of chemicals in the building including the schools Safety Data Sheets.
- Decontaminate students and school personnel, if necessary.
- 

### PREPARATION – OUTSIDE THE BUILDING

- Remove all students and school personnel from athletic fields and playground areas and back into the school.
  - Implement dismissal procedures to minimize staff and student exposure due to hazardous conditions.
  - Have school personnel account for all students.
  - Contact transportation to keep school buses out of the hazardous material accident/threat area.
  - Inform school personnel that precautionary measures are being taken due to a report of an incident near the school.
  - Close all windows and outside doors.
  - Shut down air-conditioning and ventilation units or contact the facilities director to do so. Prepare to move students away from windows and doors.
  - Quickly evacuate the facility, based on the directions of emergency personnel.
- Have school personnel trained in First Aid on alert.
- Remain in lockdown mode until the all-clear signal/message is received from emergency personnel.
- Inspect the building after the incident for any contamination.



## Criteria 3: Health & Safety

### PREPARATION – BIOLOGICAL THREAT

- Immediately recognize unusual packages or letters, as the school may be the recipient of or threat to receive a bacteria- or micro-organism-laced letter, box, container, or envelope. (For example, look for excess postage on a small package or letter, which indicates that the object was not weighed by the post office; no postage or non-canceled postage; handwritten notes such as “to be opened by Mr. Smith”; or leaks, stains, or sharp points).
  
- Students and volunteers are NOT allowed to open or handle school mail.
  
- Call 911 to report a suspicious package.
  
- Isolate the letter or package and leave the area.
  
- Evacuate and seal off the area of building (*refer to **Emergency Evacuation Protocol***).
  
- School personnel should actively prevent others from entering the area.
  
- Isolate and identify victims (name, address, and telephone numbers) who have come in contact with the letter or package for first responders, health officials, and local EMA.
  
- Determine if the school is safe to return to normal operations in coordination with local EMA.
  
- Notify school personnel and parents/guardians about the status of the school in consultation with local law enforcement personnel.
  
- 





## Criteria 3: Health & Safety

### INTRUDER/SUSPICIOUS PERSON

- Call 911, if deemed necessary.
  - Immediately order a lockdown, if necessary, upon notice of intruder/suspicious persons.
  - Lock exterior doors and have signs that provide directions to visitors advising them to use the main entrance.
  - Designated school personnel are required to periodically check all exterior doors to ensure they are secured. (*Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits.*)
  - Conduct measures to prevent unauthorized direct access to school facilities. Procedures should include measures for visitors to provide identification and having visitations only permissible by scheduled appointments to prevent intruders and suspicious person from the campus at all times.
- Implement a visitor identification name-tag system. Visitor tags should be disposable.
- Monitor the location of the intruder/suspicious person using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement.



### HOSTAGE/BARRICADE

Call 911.

Do not open locked doors for persons trying to enter the building from outside.

Immediately order a lockdown.

Notify school personnel on playgrounds/athletic fields of the lockdown and provide them with instructions.

Notify all drivers to remain away from the school. Notify school personnel and students to remain in classrooms until the all-clear signal is given.

School personnel and students should remain calm and quiet. If not in a classroom, seek protection in a nearby classroom when lockdown procedures are initiated

Monitor the location of the hostage taker using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement.

Remain in lockdown mode until the all-clear signal/message is received.

Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.

Ensure consistent communication with parents/guardians.

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## STUDENT DISRUPTION/CIVIL DISTURBANCE

Provide training to school personnel on the three levels of disturbance.

Instruct school personnel to call 911 for Level 2 or 3 disturbances.

Provide training to school personnel on how to report disturbances.

Instruct school personnel on how to isolate the disruption.

Provide training to school personnel on how to clear the immediate area, including restrooms and hallways.

Immediately order a lockdown for Level 2 or 3 disturbances.

Assemble staff members trained in CPR and First Aid, if needed.

Provide training to school personnel on how to de-escalate angry students or a crowd of students without endangering their safety.

Provide training to school personnel on how to prevent students from going to their lockers during or after a disturbance.

Closely supervise students during dismissal. Coordinate with police to ensure adequate protection of students and school personnel following a Level 2 or 3 disturbance until everyone has left the premises.

Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.

Prepare a written statement by school administration to be sent home with students or through social media to inform parents of the incident when appropriate.



# Criteria 3: Health & Safety

## STUDENT RUNAWAY/ABDUCTION/MISSING STUDENT

### PREPARATION

- Account for every student during the school day.
- Ensure attendance tracking is conducted by school personnel for daily attendance and notification of parents when students are absent.
- Maintain field-trip student rosters on each bus and a copy at the school.
- Account for all students at the field-trip destination upon arrival and prior to departure.
- Report any suspicious persons loitering on or near the school campus.
- Limit access to the building and require identification and accountability procedures for adults who enter the school.
- Initiate emergency check-out procedures for releasing students to parents or guardians.

### RESPONSE

- Call **911**.
- Implement procedures by school personnel on how to handle a missing child or abduction.
- Provide a description or picture of the missing student immediately to law enforcement.
- Notify the parents/guardians of the situation.
- Notify transportation if the student normally rides the bus.
- Conduct a room-by-room search for the student and other potential hiding areas.
- Survey students from the missing student's class for information.
- Closely monitor siblings of the missing student.
- Notify other schools if siblings of the missing student attend a different school.
- Secure the perimeter of the building.
- Curtail outside activities until the situation has stabilized.
- Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- Prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.



### REPORT OF A WEAPON ON CAMPUS

- Immediately inform an officer or call 911 if a weapon is suspected on a student.
- Contact the school resource officer or other law enforcement officer with information about the student, location of the student, and the possible weapon.
- Immediately contact the school resource officer or other law enforcement officer, along with an administrator, to escort the suspected student.
- School personnel will carry all of the student's belongings at a safe distance.
- The student always walks in front of the escort; never allow the student to walk behind any member of the escort.
- Ensure the student is not allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.
- School personnel are instructed to allow the school resource officer or other law enforcement officers to follow their procedures for search and seizure.
- School personnel should never attempt to unload a firearm or handle a firearm.
- School personnel should show the school resource officer or other law enforcement officer the student's locker or vehicle and never open a student's locker or vehicle who is suspected of possessing a weapon.
- Follow the instructions and protocols of school resource officers or other law enforcement personnel if the suspect is in a classroom or other crowded area because the approach to the student should be carefully planned.
- Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- Prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.



## ACTIVE ATTACK

- Refer to preferred protocols and expectations of your local law enforcement agency. It is important to maintain the protocols of the local law enforcement agency.
- All trained school personnel should immediately implement active attack protocols.
- Immediately order a lockdown and initiate lockdown procedures.
- Personnel who have received active shooter response training should immediately implement the active attack protocol.
- Lock exterior doors and display signage providing directions to visitors and advising them to use the main entrance.  
  
Periodically check all exterior doors to ensure that they are secured. (*Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits*).
- Prevent unauthorized access to school facilities. To prevent intruders and unauthorized access, school visitations are only permissible by scheduled appointments and all visitors must provide proper identification.
- Ensure lockdown is announced.
- Follow lockdown procedures.
- Building occupants should be prepared to remain in lockdown for an extended period.
- Make active shooter trainings available to school personnel and provide opportunities to practice active shooter response. Options-based response training is available to schools. Training options available include Civilian Response to Active Shooter Events (CRASE), provided by GEMA/HS Homeland Area Security Coordinators.



- At least twice a year, school personnel and students should practice mandatory severe weather drills (see the National Weather Service Severe Weather Preparedness Guide for Schools: [www.weather.gov/grb/schools](http://www.weather.gov/grb/schools)).

Have weather monitoring devices available in multiple locations that alert staff to tornado watches and warnings.

Secure weather radios, maintain batteries, and conduct monthly testing of each radio. Ensure school personnel understand the difference between a watch and a warning. Designate the best areas to serve as shelters and share the area locations with school personnel (e.g., interior rooms, hallways, lowest floors, enclosed smaller areas away from glass).

Develop and update diagrams of the building with marked safe areas provided to school personnel. The diagrams should include the quickest routes to access the safest areas.

During a tornado watch or warning, avoid areas identified as being potentially dangerous, such as the gym and other areas with wide roof spans and glass.

Quickly move students and school personnel to safe locations in the building, including the use of lower floors and/or interior areas such as hallways (without skylights).

#### RESPONSE TO WATCH

Move students to predesignated safe areas.

Communicate weather conditions to all areas.

Communicate to bus drivers and personnel outside the building to notify them of the tornado watch.

Begin securing the building by closing windows and doors. School personnel and students should seek cover in the predesignated safe areas and should take a protective seated position with hands/arms covering the head, neck, and face. When possible, secure or store articles that may become missiles indoors. School personnel trained in CPR and First Aid are assigned to the predesignated safe areas. Prohibit school personnel and students from leaving the building during a watch. Instruct teachers to keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.

Decide if and when students can be released from school. School personnel and students should remain in the safe areas until the all-clear is given. Inspect the building after the tornado and before students return to the school.

Determine the implementation of early dismissal procedures. Initiate emergency check-outs of students requiring identification and the use of student attendance logs. Make a determination as to whether the school is safe to return to normal operations. Notify school personnel and parents/guardians about the status of the school.



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School personnel and students should seek cover in the predesignated safe areas and should take a protective seated position with hands/arms covering the head, neck, and face.

When possible, secure or store articles that may become missiles indoors.

School personnel trained in CPR and First Aid are assigned to the predesignated safe areas.

Prohibit school personnel and students from leaving the building during a warning.

Instruct teachers to keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.

Decide if and when students can be released from school. (*Students should not be released during an active tornado warning*).

School personnel and students should remain in the safe areas until the all-clear is given.

Inspect the building after the tornado and before students return to the school.

Determine the implementation of early dismissal procedures.

Initiate emergency check-outs of students requiring identification and the use of student attendance logs.

Make a determination as to whether the school is safe to return to normal operations.

Notify school personnel and parents/guardians about the status of the school.





## EARTHQUAKE

Coordinate with the local EMA.

School personnel and students should take cover under desks, when possible, and cover their heads and necks.

Stay away from glass, heavy objects that could tilt over, outside windows and doors, shelves, and any objects that could fall.

Move students away from windows and relocate to the hallways or stairwells.

Immediately evacuate students if the earthquake begins to cause damage to the inside school building structure using emergency evacuation protocols, including accounting for all students and school personnel.

Move away from buildings, trees, fences, vehicles, poles, utility lines, and any other objects that could fall.

Stay away from the building and do not re-enter the building after an earthquake.

Conduct a building inspection prior to school personnel and students being allowed to re-enter the building.

Determine if the school is safe to return to normal operations.

Notify school personnel and parents/guardians about the status of the school.

## PANDEMIC AND EPIDEMIC

**We do not follow NPS closing for Pandemic or epidemic.**

**Artsy protocols:**

**Do not come to school sick. Children may return to school when they are fever and symptom free.**

All Students are required to wash their hands at least three times a day. in addition to after restroom use and before eating.

All students are asked cover mouths when they cough or sneeze and immediately wash or sanitize their hands.

The school is disinfected daily, all surfaces are cleaned, lysol is used in every room and cubbies are also sprayed with lysol daily.

Artsy uses air purifiers in every room.

We ask that students who test positive stay home from school until they test negative.

### FLOODING

Coordinate with the local EMA regarding local flood plains.

Monitor weather conditions in the affected areas via radio, internet, or television broadcasts.

Shut off the water at mains to prevent contaminated water from backing up into the school water supply system.

Determine alternative transportation routes to avoid flood-prone areas.

Closely monitor the implementation of dismissal procedures to keep students away from flooded areas, flooding, or possible flood areas.

Immediately evacuate students in accordance with emergency early dismissal procedures when there is a risk of flooding. If students cannot be evacuated, implement shelter-in-place procedures.

Immediately and appropriately respond to a flash flood.

Detail how and where to relocate students from low-lying levels/areas during a flooding event.

Determine if the school is safe to return to normal operations.

Notify school personnel and parents/guardians about the status of the school.





## LOCKDOWN PROCEDURES

Everyday schools across the nation must place their campuses on lockdown due to an unsafe environment or threat thereof. There are many different variations of addressing lockdowns. Although these recommendations will work for most, it is highly recommended that school officials consult with local law enforcement to cooperatively develop protocols to meet the needs of all those that will be responding to an incident at the schools.

Important points to consider:

- ❖ When making the announcement to place the school in a lockdown, do **NOT** use "codes." It is best to state in plain speech that the school is in a \_\_\_ lockdown until further notice. If deemed necessary, it may be appropriate to provide additional instructions based on the specific situation but do **NOT** announce the reason for the lockdown.
- ❖ The level of lockdown may change at any time. Students and staff should be prepared to respond appropriately.

Suggested levels of lockdowns

• **Exterior Lockdown:**

- Lock all exterior doors, lock and monitor main access door.
- Monitor movement of students, particularly between classes.
- Movement is limited to inside the building.
- Students and staff remain in building.
- Block visibility into classrooms from exterior windows and doors\*  
-Example: Threat is exterior to school. *Criminal activity in area of school.*

• **Interior Lockdown:**

- Close and lock all exterior/classroom doors.
- Open exterior window blinds or curtains to allow exterior visibility into classroom\*
- Conduct accountability procedures. Display appropriate status cards if plan requires.
- Staff and students do not leave classroom.
- Continue classroom instruction or normal activities within the classroom.
- Do not contact office unless you have pertinent information or an emergency.
- Announce for all visitors/vendors inside the building to return to the office.  
-Example: Threat is inside school. Angry parent or student that is verbally upset and agitated but not physically threatening at current time. Medical emergency requiring EMS response.

• **Full Lockdown:**

- If safe to do so, lock exterior doors (primarily applicable when multiple buildings exist).
- Immediately ensure classroom doors are locked and consider barricading interior classroom doors.
- All persons move out of sight in locked room. Turn off lights if visibility is possible from interior windows and doors.
- Open exterior window blinds or curtains to allow exterior visibility into classroom\*
- Remain silent, place all phones on silent.
- School officials get into lockdown position also.  
-Example: Threat is inside. Threatening person is at school, possible weapon involved/active shooter (student/parent/staff). Work with local law enforcement on **Avoid, Deny, Defend**. **Avoid** the threat (this may mean different actions depending on location), **Deny** the threat access to students and faculty through locked doors and barricading, **Defend** as an absolute last resort- do not leave a secured area to "hunt" the threat.

\*Consult local responding law enforcement to determine their preference based upon their tactical capabilities.

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Revised 07/2017  
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Learn, Love and Grow

# Artsy

## Learning Academy

Where we Learn, Love and Grow together!

### Mission Statement

**Artsy Learning Academy has created an adaptive environment that specializes in individually paced learning through art. We design our curriculum to fit the needs of a developing child with content that far exceeds state academic standards. Students learn foundational education with added enrichment programs that span art, music, movement, and life skills.**

**We want to nurture children to develop strong friendships, learn how to express emotions, and understand healthy boundaries. Every child is unique, and that's why our team is dedicated to helping kids learn, love, and grow!**

# Curriculum Choices

## We hope to collaborate with Parents

Parents have an important role in deciding what and how their children learn!

## What does individualized Education mean exactly?

- We do not use typical grade levels to define what work your child does at school. We go by their skill level.
- Online or booklet we accommodate your child's learning needs.
- Travel and absences are easier.
- Having multiple grades together offers unification and prevents anxiety in many ways.
- We hope our students feel comfortable within Artsy and we try to foster our motto: Learn Love and Grow!



- **TRAVEL AND ABSENCES**

We have more flexibility for travel and absences. We ask you notify us in advance of extended or planned absences.

- **SPELLING**

We include spelling lessons for all students Kindergarten and up. The bi-weekly lists will be sent home with students to study.

- **MAKE UP WORK**

With notice we can complete make-up work before a trip happens or compile a folder to take with you. Please let us work with you to figure out what works best with your family.

- **GRADING**

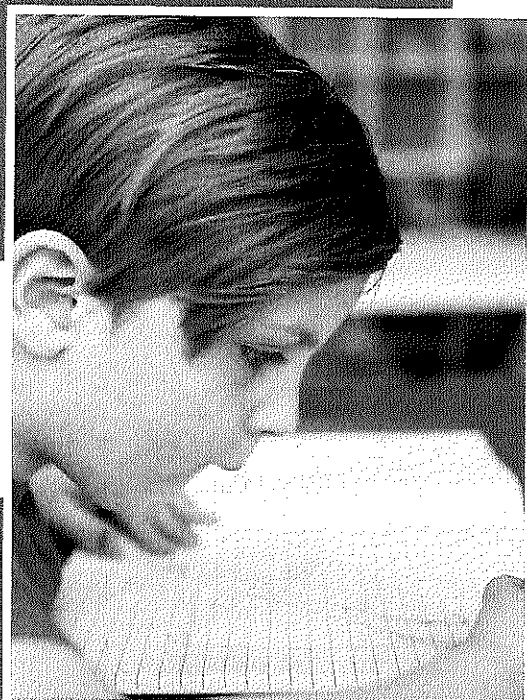
We use skill based learning. Which means we do not give out ABC or D, we mark student skills as Pass/Incomplete or Needs work. Report cards come twice a year on semester schedules.

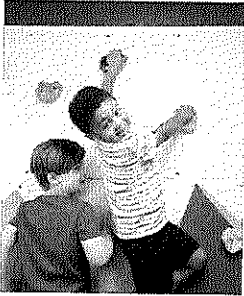
- **COMMUNICATION**

We encourage parents to come talk to us. Feel free to call or email anytime with any question.

[melesa@artsylearningacademy.com](mailto:melesa@artsylearningacademy.com) or 405-659-4774

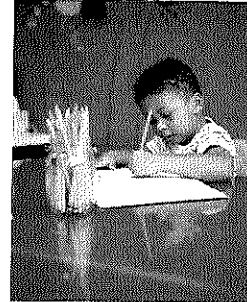
We offer parent teacher conferences twice each year.





# Sample Schedule

Why sit still when you can thrive!



## class schedule



TIME	9:30-10	10-10:45	10:45-11:30	11:30-12:15	12:15-1:15	1:15 - 1:55	1:55 - 2:30	2:30-4
Monday	Computer Time Stellar Expressions Room	Reading Stellar Room	Writing Positive Vibes Room	Gym for French	Lunch	Math positive vibes Room	Science positive vibes Room	After school-Fun with Clay
Tuesday	Computer Time Stellar Expressions Room	Reading Stellar Room	Social Studies Thinking room	Gym for Art	Lunch	Math positive vibes Room	Art in the Studio Room	After school-Piano
Wednesday	Computer Time Stellar Expressions Room	Reading Stellar Room	Writing Positive Vibes Room	Gym for Yoga	Lunch	Math positive vibes Room	Science positive vibes Room	After school-Violin
Thursday	Computer Time Stellar Expressions Room	Reading Stellar Room	Social Studies Thinking room	Gym for PE	Lunch	Math positive vibes Room	Art in the Studio Room	After school-Robotic

REMEMBER

Afterschool attendee

Student Name: Sample



L2

# Sample Report Card



FIRST SEMESTER

ARTSY LEARNING ACADEMY

## STUDENT REPORT CARD

Student's name: **Sample**

Course Level: **Level 1** Year: **2023/2024- 1st semester**

### GRADES

Reading	<b>P</b>
Writing	<b>P</b>
Listening	<b>P</b>
Speaking	<b>P</b>
Math	<b>P</b>
Spells	<b>P</b>

### GRADING SYSTEM

P= pass  
NI= needs improvement  
IE= incomplete

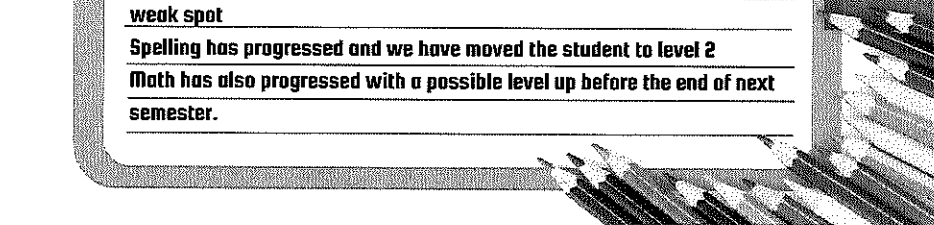
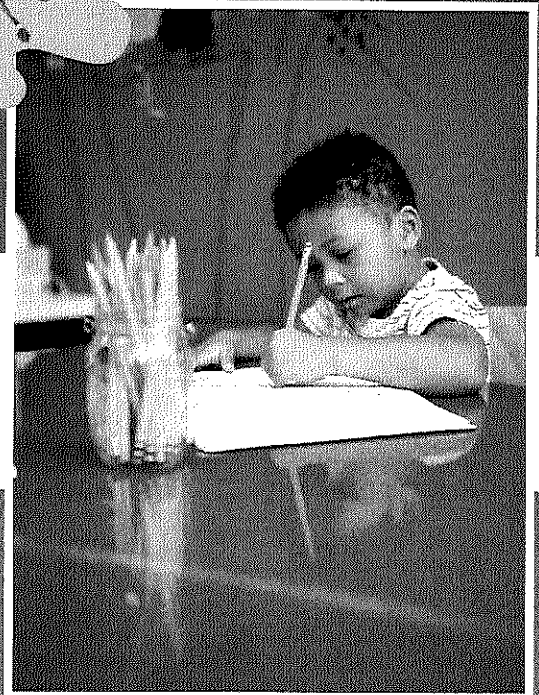
### COMMENTS

**Test scores have improved in both ELA and math: Fall ELA 96% Winter ELA 99% Fall Math 93% Winter Math 97%**

**Writing skills have improved as well with punctuation remaining the only weak spot**

**Spelling has progressed and we have moved the student to level 2**

**Math has also progressed with a possible level up before the end of next semester.**





## Kindergarten

### Language |

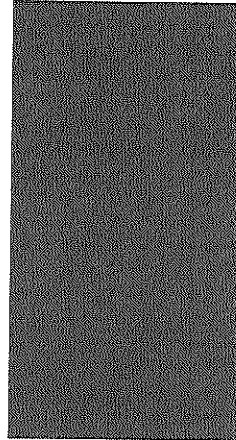
Recognition of name & sound of long and short vowels and consonants. Sound blends, beginning phonics rules. Pencil grip, correct letter placement and formation, writing first name, capital & lowercase letters.

### Math |

Count by 1's, 5's, 10's. identify most, fewest, least, number words. Divides a set of objects, divides shapes by half. Identify left and right. Identify weather and calendar

### Social |

Working on sharing, taking turns, listening and following instructions, stating needs, transitioning activities, being flexible.



## Primary Skill Level One

### Language |

Begin to interpret, evaluate, and compose visual messages, texts. Identify types of writing and to which audience it belongs. Go beyond basic listening and speaking skills. Understands the elements of a story.

### Math |

Geometric measuring, shapes and spatial awareness. Addition and subtraction facts through the whole numbers up to 10. Begin to master money and calendar concepts.

### social |

Understand body autonomy, right to self and space. Do not touch another body without consent from its owner. Kindness matters, words and tones matter too.

## Primary Skill Level Two

### Language |

Sentence structure and labels. Punctuation and capitalization. Understanding different types of texts.

### Math |

Reading and writing numbers, comparing values and noticing patterns. Compute with numbers less than 100 and understand data collection.

### social |

Start to understand group dynamics. Help navigate social conflict among friends and develop healthy communication habits.

## Primary Skill Level Three

### Language |

Writing, essay formats, story elements and creative writing skills. Reading comprehension and Reading with purpose.

### Math |

Estimations, Multiplication tables, cause and effect relationships, data collection and problem solving skills.

### social |

Understand body autonomy, right to self and space. Do not touch another body without consent from its owner. Kindness matters, words and tones matter too.

## Primary Skill Level Four

### Language |

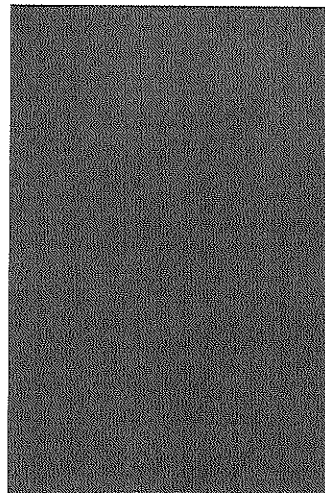
Reading comprehension and Reading with purpose. Book reports and understanding summaries. Beginning speech writing.

### Math |

In addition to Multiplication tables, large number problems, grouping and speed math.

### social |

Understand body autonomy, right to self and space. Do not touch another body without consent from its owner. Kindness matters, words and tones matter too.



## Primary Skill Level Five

### Language |

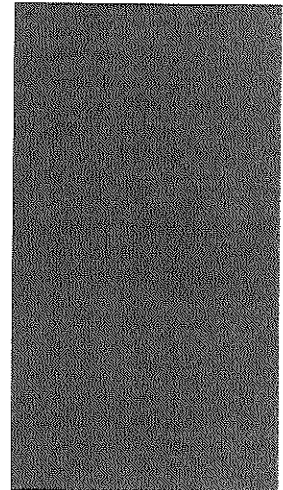
Public speaking, persuasive writing, research and MLA documentation. Spelling and comprehension become paramount to essay writing.

### Math |

Division, word problems, timed multiplication tables, pre-algebra. Memorization becomes necessary for building more complicated problems.

### social |

Understanding social cliques, kindness matters and words hurt. The precarious age of preteen begins. Understanding emotions are key to smooth navigation through the teenage years.



## Results of the Candidacy Review

The Candidacy Review Lead Evaluator and Team (if applicable) arrived at findings of the institution's capacity to achieve accreditation. The sections below describe the institution's capacity to successfully achieve accreditation, including meeting Standards and Assurances.

### Standards

The following narrative reviews the capacity of Artsy Learning Academy (ALA) to meet the Cognia Performance Standards.

The school ensures a strong commitment to meeting the **Culture of Learning** Performance Standards. The school provides a new, unique opportunity for "art in all things" education in Norman, Oklahoma. The school promotes and sustains a culture of respect, fairness, and equality, including students and faculty from throughout Norman and surrounding communities. A notable strength is that the learners' well-being is at the heart of the institution's guiding principles, such as the vision, mission, and values statement. The school currently serves 42 students in grade levels from pre-kindergarten through sixth grade. Small class size promotes academic growth, differentiated instruction, and a positive culture conducive to learning. Staff members demonstrate commitment to learners' academic and non-academic needs and interests. All faculty knowing each child by name all contributes to positive relationships between peers and adults. The result is that the leaders nurture a school culture that shows respect, fairness, and equity to all stakeholders. Staff have planned time to meet and collaborate. Students who face challenges with the curriculum are immediately provided with additional scaffolds to promote continued learning. The classrooms observed showed that learners are well-behaved and that a sense of family is prevalent throughout the school. Stakeholders also actively support the institution. Parent meetings, staff meetings, fundraising efforts, school "workdays," and extensive communication with parents through an electronic platform all demonstrate the active engagement of stakeholders. The Artsy Learning Academy is able to meet the Cognia standards for the Culture of Learning.

The Artsy Learning Academy demonstrates a strong leadership structure, supporting the institution's capacity to meet the **Leadership for Learning** standards. The school is led by Melesa Dobbins, the director. She facilitates day-to-day operations and is responsible for curriculum, staff evaluations, student supervision, student data, discipline, and professional development. ALA currently has a formal, written continuous improvement plan; the administration team intends to review the continuous improvement plan in June with the help of all stakeholders, with several additions being made. Some of the additions proposed would include scoring methods for students, professional development, and the addition of a student advocacy club. The director of schools shared that all teachers and mentors are observed, and she is in all rooms daily. All full-time staff are members of the accreditation committee and have been an integral part of this school's leadership structure, including administrators, teachers, parents, students, and other stakeholders. Moreover, all full-time employees help make integral decisions for the school. To cultivate individual and collective leadership, ALA provides training programs for teachers and mentors at staff meetings based on the observations of the director of the school, as well as stakeholder and instructor feedback. The staff is comprised of four full-time teachers, two part-time teachers, and two teacher assistants. Leadership ensures that staff are qualified. All teaching staff possess a degree in education. Leadership provides professional development both in orientation and regularly planned staff meetings. Unfortunately, it appears that enrollment has remained stagnant for this year. The school believes that being accredited by Cognia will help with this issue. Perhaps most exhilarating, ALA has moved to a new



# Artsy Learning Academy

WWW.ARTSYLEARNINGACADEMY.COM

## DISCIPLINE PLAN:

At Artsy we hope to never reach a point where an intervention by administration is necessary. We hope with communication, understanding and cooperation all issues can be resolved without a formal discipline plan.

## DISCIPLINE IN CLASS:

We use a positive reinforcement approach. We offer a positive, nurturing classroom environment. It is important to teach each child self-resolution of conflict. We encourage children with adult support, to use their own words to resolve interpersonal conflicts. We will offer opportunities for the children to accomplish goals and communicate using positive statements. We will change the child's focus to an acceptable activity without confrontation, Distraction. We also anticipate problems, intervene beforehand with an appropriate solution, Redirection. We may use timeout, only as a purpose to allow the child to regain control. If unsafe behaviors continue we will call parents to come pick up the student. We do not allow weapon play or pretend violence. If a student's behavior impedes the learning of others or deemed unsafe we will enforce a three strike rule before expulsion. We reserve the right to expel a student. We continue to focus on the whole child in order to help children acquire the key ingredients- motor & social skills, self esteem, and self resolution of conflict- they need to grow up confident, happy and successful. Our unique curriculum is art and literacy based & includes lots of play and music. We learn, love, and grow at Artsy

Communication  
Understanding  
&  
Cooperation



## Artsy Learning Academy EXPULSION POLICY

Unfortunately, there are sometimes reasons we have to expel a child from our program either on a short term or permanent basis. We want you to know we will do everything possible to work with the family of the child(ren) in order to prevent this policy from being enforced.

The following are reasons we may have to expel or suspend a child from this school:

### **IMMEDIATE CAUSES FOR EXPULSION:**

- x The child is at risk of causing serious injury to other children or himself/herself. \_\_\_\_\_
- x Parent threatens physical or intimidating actions toward staff members.
- x Parent exhibits verbal abuse to staff in front of enrolled children

### **PARENTAL ACTIONS FOR CHILD'S EXPULSION:**

- x Failure to pay/habitual lateness in payments. \_\_\_\_\_
- x Other \_\_\_\_\_

### **CHILD'S ACTIONS FOR EXPULSION:**

- x Failure of child to adjust after a reasonable amount of time.
- x Uncontrollable tantrums/ angry outbursts.
- x Ongoing physical or verbal abuse to staff or other children.
- x Excessive biting. \_\_\_\_\_
- x Other (explain) \_\_\_\_\_

### **SCHEDULE OF EXPULSION:**

If after the remedial actions above have not worked, the child's parent/guardian will be advised verbally and in writing about the child's or parent's behavior warranting an expulsion. An expulsion action is meant to be a period of time so that the parent/guardian may work on the child's behavior or to come to an agreement with the center. The parent/guardian will be informed regarding the length of the expulsion period and the expected behavioral changes required in order for the child or parent to return to the center. The parent/guardian will be given a specific expulsion date that allows the parent sufficient time to seek alternate child care (approximately one to two weeks' notice depending on risk to other children's welfare or safety). Failure of the child/parent to satisfy the terms of the plan may result in permanent expulsion from the center.

### **A CHILD WILL NOT BE EXPELLED IF A PARENT/GUARDIAN:**

- x Made a complaint to the Office of Licensing regarding a center's alleged violations of the licensing requirements.
- x Reported abuse or neglect occurring at the center.
- x Questioned the center regarding policies and procedures.

### **PROACTIVE ACTIONS THAT CAN BE TAKEN IN ORDER TO PREVENT EXPULSION:**

- x Try to redirect child from negative behavior. x Document the child's disruptive behavior and maintain confidentiality.
- x Reassess classroom environment, x Give the parent/guardian written copies of the disruptive behavior appropriateness of activities, supervision. that might lead to expulsion.
- x Always use positive methods and language while disciplining children. x Schedule a conference including the director, classroom staff, and parent/guardian to discuss how to promote positive behaviors.
- x Praise appropriate behaviors. x Give the parent literature of other resources regarding methods of improving behavior.
- x Consistently apply consequences for rules.
- x Give the child verbal warnings. x Recommend an evaluation by professional consultation on
- x Give the child time to regain control.

October 31, 2024

Artsy Learning Academy  
2305 Westpark Dr  
Norman, Oklahoma 73069

Dear Administrator:

Congratulations! Artsy Learning Academy has been awarded accreditation by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). The three listed regional agencies provide your institution with a highly regarded accreditation that is recognized throughout the world.

The accreditation action was approved by the Cognia™ Global Commission at its meeting on October 31, 2024.

A certificate that indicates the term of your institution's accreditation is enclosed. Throughout this term of accreditation, Artsy Learning Academy must continue to engage in the responsibilities required of all institutions to maintain accreditation status as outlined in the *Cognia Accreditation and Certification Policies and Procedures* available at [www.cognia.org](http://www.cognia.org).

As an accredited institution, you are part of the Cognia global network: more than 40,000 schools and systems in 90 countries that are committed to continuous improvement through accreditation. Our state, national, and global offices offer a wide range of resources and services dedicated to institutional improvement. We would be happy to provide you with more information.

To help you announce and celebrate your accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting [cognia.org/communicationskit](http://cognia.org/communicationskit). In the kit, you also will find brochures, accreditation seals, and other promotional items to display your pride in your institution's accreditation and your commitment to continuous improvement.

If you have questions regarding the enclosed certificate, e-mail us at [accreditation.certificates@cognia.org](mailto:accreditation.certificates@cognia.org). Staff members at our Cognia Accreditation and Certification offices can also answer any questions you may have and can be reached at +1.678.392.2285 or [accreditationservices@cognia.org](mailto:accreditationservices@cognia.org).

We look forward to serving you now and in the future.

Sincerely,



David Hurst, Ed.D.  
Chief Global Accreditation Officer

## Criteria 8: Service & Support

LNH- question 8:

In order to better serve our students all our staff attended the Hope Conference in the summer of 2023. The 2023 Hope Through Healing Trauma-Informed Community Summit was held at Muskogee Civic Center on July 28, 2023. Since Artsy practices trust based learning patterns then being trauma informed would benefit all students. Our teachers have had training in TBRI and updating that information through the hope summit was a well needed addition to our staff's tool belt of interventions. Trust-Based Relational Intervention (TBRI) is a trauma-informed, whole-child approach to caring for vulnerable children and youth. Grounded in attachment theory and developmental neuroscience, TBRI Caregiver Training is designed to help caregivers to see the needs and meet the needs of children and youth in their care. The TBRI caregiving model is based on three sets of interacting principles: Connecting, Empowering, and Correcting. Consistent with the three pillars of trauma-informed care, the three sets of principles focus on building trust and felt-safety in the context of healthy relationships (Connecting), developing self-regulation skills (Empowering), and fostering behavioral and social competence (Correcting). TBRI Caregiver Training is designed to move from theory into practical applications by giving participants a knowledge base, then providing them with real-life strategies and tools they can use with children and youth. Artsy prides itself on individualized education. Our greatest strength is our trust based approach to children that helps the children define how they are taught. We have some students that need space, a quiet area and complete concentration to complete difficult tasks. We allow that without an IEP. We have some children that need to talk about a task in depth before they can even begin to perform it. We allow that without an IEP. We have a couple students that excel in Reading and not in Math. So we allow them to have advanced work in reading and on level for math. We have a couple of students who are the opposite. Teaching is a learning process for the teachers as well as the students. Since we like to individualize the education here at Artsy, we often face the challenge of understanding student's needs. Especially if the student has a hard time articulating their needs. We Have to be patient, watch and interact in order to learn how best to help the students. We have 35% of our students receiving some type of official Individualized Education Plan.