



JOY HOFMEISTER

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Joy Hofmeister

DATE: March 25, 2021

SUBJECT: Lindsey Nicole Henry Scholarship

Keystone Adventure School and Farm (KASF) requests approval to participate in the Lindsey Nicole Henry (LNH) Scholarship for Students with Disabilities program. They are accredited through AdvancedED global network (North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission and the Southern Association of Colleges and Schools Commission on Accreditation and School Improvement). They are also recognized by the Oklahoma Private School Accreditation Commission (OPSAC) charged by the Oklahoma State Department of Education with overseeing educational quality of accredited private schools in the state.

The Keystone Team takes time to understand how each child learns and then implements an individualized approach ensuring academic progress for each child. They offer the "Take Flight Literacy Program" which has been found to be effective for all students especially those struggling with Dyslexia. Their "Magic in the Mix" learning style provides a safe environment for the audio-visual learner, kinesthetic learners, children on all ranges of the autism spectrum, children with ADD and ADHD, Dyslexia, Dysgraphia, Dyscalculia, delays in development, visual and auditory challenges, children with all kinds of sensory integration challenges and more.

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

- Criteria 1: Fiscal Soundness – 501 (c)(3) status
- Criteria 2: Non-Discrimination – Parent/Student Handbook page 11
- Criteria 3: Health and Safety – Parent/Student Handbook pages 8-12, pages 15-20

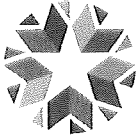


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- Criteria 4: Academic Accountability – AdvanceED Accreditation Report pages 6-10, and Sample Report Card
- Criteria 5: Teacher Requirements – Keystone website, Employment Opportunities
- Criteria 6: State Laws and Disciplinary procedures - Parent/Student Handbook pages 6-7
- Criteria 7: Accreditation – AdvanceED memo and certificate, OPSAC certificate
- Criteria 8: Services, Programs, & Support - See narrative for LNH application and Take Flight Literacy Program information.

JH/se



Keystone Adventure School and Farm

3YO Preschool-5th grade

NAME OF PRIVATE SCHOOL

GRADE LEVELS

19201 North Western Ave

Edmond

OK

73012

ADDRESS

CITY

STATE

ZIP

405-216-5400

keystoneadventureschoolandfarm.com

PHONE NUMBER

WEBSITE ADDRESS

Jenny Dunning/John Duhon

SUPERINTENDENT, HEADMASTER OR PRINCIPAL NAME

Jenny Dunning

jennydunning@keystoneadventureschool@gmail.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.**

Current accreditation from Oklahoma Private School Accreditation Commission (submitted in hard copy and digital copy)
 AdvancED Education National and International Accreditation (North Central Association) (submitted in hard copy and digital copy)

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.**

Keystone Adventure School and Farm is a working farm and multi-aged elementary school that provides individualized whole child learning through experiences that are rooted in Oklahoma City and Edmond, Oklahoma on 164 acres with a pond, an active creek, large pastures filled with llamas, sheep, chickens, goat, pigeons, a barn that houses a variety of farm animals, and a large field for sports and activities. We are located on the boundary of northwest Oklahoma City and Edmond, Oklahoma on 164 acres with a pond, an active creek, large pastures filled with llamas, sheep, chickens, goat, pigeons, a barn that houses a variety of farm animals, and a large field for sports and activities.

Our family demographic is different from a typical private school, bringing us families whose families did not historically have a large number of children. Every learner is knee deep in the wonder of childhood. At Keystone, we daily emphasize play and hard work.

Keystone's home-like atmosphere welcomes the outdoors as a vital component of authentic learning. All components of the child's education are rooted in the outdoors. We believe that the outdoors is the basis of authentic learning. All components of the child's education are rooted in the outdoors. We believe that the outdoors is the basis of authentic learning.

Co-Founders/Directors John Duhon and relationships with animals fosters hard components of the child are equally important. We believe that the outdoors is the basis of authentic learning. All components of the child's education are rooted in the outdoors. We believe that the outdoors is the basis of authentic learning.

At Keystone, we hold childhood and child environment, which honors individual differences. We believe that the outdoors is the basis of authentic learning. All components of the child's education are rooted in the outdoors. We believe that the outdoors is the basis of authentic learning.

"The Magic in the Mix" refers to our careful integration of academics, social-emotional learning, and more. We believe that the outdoors is the basis of authentic learning. All components of the child's education are rooted in the outdoors. We believe that the outdoors is the basis of authentic learning.

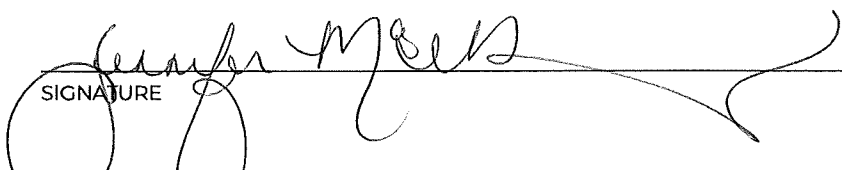
We have several science-based programs that affect the child. We write much of our own curriculum. Relational Intervention (IRRI) which helps all of us learn. We believe that the outdoors is the basis of authentic learning. All components of the child's education are rooted in the outdoors. We believe that the outdoors is the basis of authentic learning.

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See Criteria 8 Attachments

I verify that Keystone Adventure School and Farm 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.


 SIGNATURE

3/10/2021
 DATE

Complete application and required documents may be emailed to stacy.eden@sde.ok.gov.

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

Criteria 1: Fiscal Soundness

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date NOV 16 2005

KEYSTONE ADVENTURE SCHOOL AND FARM
INC
C/O AMY J SINE
HARTZOG CONGER CASON & NEVILLE
201 ROBERT S KERR STE 1600
OKLAHOMA CITY, OK 73102

Employer Identification Number:
20-2054693
DIN:
17053054005015
Contact Person:
ANDREA SPECK ID# 95044
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
December 27, 2004
~~Contribution Deductibility:
Yes~~

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 578, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

Letter 947 (DO/CG)

Criteria 2: Non-Discrimination

until the school and general area has been deemed safe. In order to prepare our students to respond appropriately during this procedure, we will practice once each year and will notify parents ahead of time.

DISASTER DRILLS

Training sessions and practice drills will be provided for fire and tornado safety precautions. Fire drill charts are posted in each classroom. Evacuation practices will be conducted and recorded in an orderly fashion. Fire drills will be held throughout the year in conjunction with state and local requirements. Students will be informed of proper escape routes and meeting locations.



NONDISCRIMINATION POLICY

Keystone Adventure School and Farm is committed to a policy of nondiscrimination in the admission and education of students. This school, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

HARASSMENT

Harassment of students by a member of the Keystone family at school or a school sponsored event, on the basis of race, color, disability, sex, religion or national origin is unacceptable. If a student has any problems with harassment in these areas or feels that he/she is being harassed in any way at school, the student should contact a Director or another teacher so that appropriate action can be taken.

SAFE ENVIRONMENT

Keystone School prohibits the possession, transfer, sale or use of those items generally used for the purpose of injuring or intimidating other people. No such weapon, concealed or not, may be carried on any school property. Keystone School is a tobacco-free and smoke-free environment. More on "Safe Environment" is included in our Parent-Visitor Code of Conduct.

Criteria 3: Health & Safety

record from the DMV and a copy of their current insurance verification. Any parents or guardians attending field trips are responsible for their own expenses.



FIRST AID AND MEDICATION

Staff and teachers are provided first aid kits equipped with band-aids and antiseptic to assist students with the cleansing of cuts and abrasions. The school will dispense over the counter or prescription medication if the parent has given written permission on the health card. Only doctor prescribed medication will be given. Doctor prescribed medication must be sent to school in labeled pharmacy bottle with instructions for dispensing.

MEDICATION CONSENT

Although it may appear convenient to send over-the-counter or prescription medication with your student to be taken at lunchtime, it could be extremely dangerous if another student mistook it for his/her own. To avoid any problem regarding medication, we adhere to national health guidelines and require all prescription medication be kept in the office. Over-the-counter medications will be dispensed by school staff only with written permission on file. School staff will attempt to call guardians to check before dispensing in order to determine time and amount of any earlier dosage. **If guardian(s) cannot be reached, medicine will not be dispensed. No prescription medication will be dispensed without written authorization.** All medication must be in its original container with student's name on and specific directions for administration.

In the case of emergency, emergency protocol will be followed. Keystone Adventure School and Farm emergency protocol is in conjunction with state and national guidelines. We will call 911 and then begin administration of CPR. Keystone Adventure School and Farm staff is CPR certified.



ILLNESS

Sick children (temperatures of 100+ degrees, vomiting, or diarrhea) will be sent home from school. For fevers registering less than 100 degrees, a parent/guardian will be called to discuss the child's symptoms and the proper action to take for the welfare of the child and the other students in the school. Students should be free of fever, vomiting or diarrhea for a minimum of 24 hours before returning to school. Therefore, if the school sends a student home for one of these reasons, they should not return to school the following day.

Please be considerate of the other students and school personnel by not sending a child to school with an infectious condition, fever, or persistent runny nose, green mucus, cough, or sneezing. Parents may also be asked to pick up their child if they are found to have contracted conjunctivitis ("pink eye") or head lice. In case of head lice the child will be readmitted to school **ONLY** after he/she has been treated with the proper lice-killing shampoo. In some cases, a doctor's note may be required before the student returns to school. In the event any student has a communicable disease, the parents are expected to notify the school office and to readmit the student only after a doctor has given written permission for the child to return to school.



SICKNESS PROTOCOLS RELATED TO COVID-19:

- As always, and with increased emphasis, we ask parents to keep their children at home if they are sick, notifying the school that they are sick.
- If your child has a fever unrelated to coronavirus, they absolutely must be fever-free without fever-reducing medications for 24 hours prior to entering the building. This is important for the safety of our faculty and children, and is not a change from our previous sickness protocols.
- If you believe the fever or any sickness might be related to COVID-19, please get a test as soon as possible and do not return to school.
- If you suspect your child has symptoms related to COVID-19, please consult with your doctor to help prevent the spread of virus in our community.
- **If you, your child, or your family member receives a positive diagnosis of COVID-19, you must notify the school immediately so that we can alert the school community and the Oklahoma State Department of Health. The limited sharing of this information is vital as a preventative measure to stop the spread.** This notification will include sharing with the school community that there is a positive case in our building, including the classroom. **Keystone will not share the name of the family diagnosed.**
- If COVID-19 is diagnosed in your family, your child will be required to stay home from school for a minimum of 2 weeks and produce a negative COVID-19 test in order to return. During the time your child is at home, they will be provided with live/recorded broadcasts of their class (if other students are on campus), along with access to online learning.
- In the event of a positive test for COVID-19 in our building or school community, Keystone's campus will close for two weeks. While campus is closed, Keystone will provide online education for all families. If you feel your child may have been exposed to COVID-19, we recommend testing to ensure they do not have COVID-19.
- Keystone faculty will be tested for COVID-19 on a rotating basis to ensure a continued environment of health for all.

SNACK/LUNCH TIME

On full days, the children of Keystone Adventure School and Farm are expected to bring a water bottle and a nutritious snack and lunch with them every day, labeled with their name. Children are encouraged to eat when they are hungry and drink when they are thirsty. At Keystone we believe a well-nourished body = a well-nourished brain. Please send **NO** candy or soda in your student's school lunch/snack. Increased safety protocols related to COVID-19 may mean that water fountains will be turned off, so if your child is on campus all day, consider sending several water bottles for them to refill/drink from.



INCLEMENT WEATHER

It may be necessary to close or delay the start of school because of ice, snow, or other inclement weather. Additionally, school may need to dismiss early due to inclement weather. It is important that you tune in to a radio or TV station when there is a question regarding inclement weather or dangerous road conditions. A Keystone director will send information regarding school closings due to weather through the SchoolDoc Text Alert System and local news stations. It is important to make sure your information is entered correctly when you enroll in SchoolDoc so that you can receive these alerts.



P.D.S. WARNING POLICY

Should the National Weather Service issue a P.D.S. warning for our area, Keystone will cancel school for the day or dismiss early enough to allow all of our families to come pick up their kids in a timely manner and get them home so they are safe before the beginning of the P.D.S. event. Keystone will work to give parents the earliest notification possible of an early dismissal or cancellation in response to a P.D.S. warning so that they can make plans accordingly. Whenever Keystone dismisses early, there will be no Kid Care available. In the event of an early dismissal, we will keep your children safe until you arrive to pick them up, but please remember that we are parents as well and would like to get home in a safe and timely manner. As with snow days, Keystone will not make up P.D.S. dismissal days.



LOCKDOWN PROCEDURE

Keystone takes the safety of each child as the top priority. Keystone has a procedure in the event that a director, teacher, or staff member perceives a threat on campus or in the general area. Should a threat be perceived, we will activate our lockdown procedure. That would include an immediate call to 911; moving all children to a safe, hidden, and quiet location; and ensuring that all doors are locked. When Keystone is in lockdown, **NO PERSON** shall be allowed to enter the campus or building until the area has been deemed clear and safe for our kids. Likewise, the children of Keystone will remain in lockdown

until the school and general area has been deemed safe. In order to prepare our students to respond appropriately during this procedure, we will practice once each year and will notify parents ahead of time.

DISASTER DRILLS

Training sessions and practice drills will be provided for fire and tornado safety precautions. Fire drill charts are posted in each classroom. Evacuation practices will be conducted and recorded in an orderly fashion. Fire drills will be held throughout the year in conjunction with state and local requirements. Students will be informed of proper escape routes and meeting locations.

NONDISCRIMINATION POLICY

Keystone Adventure School and Farm is committed to a policy of nondiscrimination in the admission and education of students. This school, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

HARASSMENT

Harassment of students by a member of the Keystone family at school or a school sponsored event, on the basis of race, color, disability, sex, religion or national origin is unacceptable. If a student has any problems with harassment in these areas or feels that he/she is being harassed in any way at school, the student should contact a Director or another teacher so that appropriate action can be taken.

SAFE ENVIRONMENT

Keystone School prohibits the possession, transfer, sale or use of those items generally used for the purpose of injuring or intimidating other people. No such weapon, concealed or not, may be carried on any school property. Keystone School is a tobacco-free and smoke-free environment. More on "Safe Environment" is included in our Parent-Visitor Code of Conduct.



DRUG-FREE SCHOOL

The possession or use of any illegal or dangerous substance, including alcohol and tobacco, is prohibited on school property or during any school student function. Substance use includes possession, consumption, distribution, or being under the influence of intoxicants or illegal drugs, including alcohol, medical marijuana, controlled substances and inhalants; being present on school grounds or at a school/student related event after having used a controlled substance or intoxicant; possession or use of "imitation controlled substances"; or possession, use, or distribution of drug paraphernalia designed for use in packaging, storing, concealing, or introducing into the body a controlled, non-prescribed substance or intoxicant. Any student, teacher or employee who has reasonable cause to suspect that a student/parent has consumed or used, may be under the influence of, or is in possession of alcoholic beverages or any dangerous substance at school or at a school-sponsored function shall immediately notify a director.

PHOTO, VIDEO, AND STUDENT WORK RELEASE

Throughout the school year pictures or videos will be taken of the students and/or of their work as they participate in various activities. Some of these photographs or videos may be used in the yearbook, on the website, as a visual record, or for publicity in a brochure or media publication. The pictures or videos will not be used unless there is a signed photography/videography form on file for each individual in the pictures. In addition, for purposes of sharing student work with a wider audience on Keystone Adventure School's website and social media sites, record of student work may be shared publicly. This applies to original written materials, artwork, or other work created by my student. The student work will not be used unless there is signed student work form on file for each individual student. **NOTE:** If consent is denied, such denial shall not apply where the student's material is incorporated into a greater or larger body of work, such as a collaborative art piece.

SCHOOL RECORDS

With the exception of educational records being furnished to schools to which students are transferring, information having to do with performance and evaluation of students obtained in the course of professional service shall remain confidential. Such information shall not be disclosed outside the school system without written parental consent unless required by law, as in cases of potential harm to self, potential harm to others, or suspected child abuse. Parents have the right to request and obtain information contained in their child's records.

COVID-19 PLANS & PROTOCOLS

Keystone Adventure School and Farm, employing due diligence and professional advice from field experts, has developed a plan to navigate the COVID-19 pandemic as it relates to Keystone Adventure School and Farm, its students, families, and faculty. It is always our goal to provide a safe environment for our community while delivering meaningful, progressive, and developmentally appropriate education.

KEYSTONE SAFETY PROTOCOLS FOR ON-CAMPUS LEARNING

1. Cleaning Protocols for Building and Learning Materials:

- All learning materials will be cleaned daily. Keystone will limit daily use of manipulatives, books, and playground toys, by limiting use of individual manipulatives, etc. to a single child/per day to reduce transfer of germs, etc. These resources will be cleaned and sanitized at the end of each day, or between use for each student.
- The Keystone school building will be cleaned by a commercial cleaning service utilizing antibacterial agents that are non-toxic and child/pet safe. All high contact surfaces will be cleaned and sanitized daily to ensure that each surface is sanitized for the start of each day. These surfaces include but are not limited to: doorknobs, desks/chairs, railings, any handle attached to something, door frames and doors, countertops and tables, and any surface with which little hands can come into contact.
- Cleaning by a professional company that will come in on weekends to fog the building and playground equipment with antibacterial, non-toxic, and child/pet safe cleaning agents.
- Installation of new HEPA filters in the HVAC system to increase air quality. These filters will be rated to remove viruses. MERV-13
- FANS

2. Handwashing Protocols:

- Students will be instructed as to how to wash their hands properly and will be required to do so frequently throughout the day, including first thing in the morning after arriving.
- Students will wash hands using social distancing, be assigned to specific classroom washing stations, and use common area washing stations in small groups, mindful of social distancing.
- All sinks will have touchless faucets, touchless soap dispensers, touchless towel dispensers to prevent cross contamination between students.
- We will also build a large outdoor wash station for students to wash their hands after pasture and recess prior to re-entering the building.
- Touchless hand sanitizer dispensers will be found in each classroom and at key points throughout the building.

3. Social Distancing Protocols:

- In order to achieve social distancing in the classroom, Keystone has purchased a desk for each individual student in every classroom, including preschool. These desks will be placed with social distancing in mind and will provide a place for students to store their belongings and personal school supplies. These desks will hold their backpacks, school supplies, lunchboxes, and coats.
- Some classrooms will be relocated in order to accommodate social distancing guidelines.
- Although it has been common practice for students at Keystone to share their school supplies, we will not be doing that this year. Each student will have their own personal supplies.
- Outdoor classrooms will be utilized whenever possible, with students bringing their own camping chairs for sunshine learning.
- Keystone students will be asked to maintain social distancing throughout the day including in classrooms, moving through the halls and at recess. Although students will sometimes fail at this, they will be encouraged with love and compassion to remain socially distanced.

4. Masking/Face Covering Protocols:

At Keystone, we know children. Therefore, we understand the potential challenges of wearing a face covering as a child. We also understand that due to our diverse age groups and sensory ranges, a face covering can be uncomfortable and cumbersome for any child.

In some ways, this is similar to using a seat belt or a car seat. While children may initially resist, as loving parents, we still consistently enforce their use because we believe it to be a best safety practice. Or pasture boots—many children would rather attend pasture without boots, as the boots can cause blisters or are hot or uncomfortable. But, pasture boots are required and, with time, consistency, and practice, kids become accustomed to the fact that they must be worn.

And so, like seat belts in the car and pasture boots at pasture, masks and face shields will be necessary safety measures we take on campus for the protection of our children and our faculty, many of whom are in a vulnerable category.

- Indoors: face shield bucket hat for kids from Preschool through First grade (please see picture.) Keystone will provide these for all preschool - 1st students.
- Indoors: masks for students from 2nd-5th (Keystone is considering providing face coverings for this age group also, although they are welcome to wear their own masks as well, as comfort will be top priority.)
- Students will not be required to wear a mask while outdoors, unless certain games or situations require closer proximity.
- All faculty and staff will be required to wear a mask while indoors and outdoors when working in close proximity to students. This includes one-on-one and small group activities.

To minimize mask discomfort or resistance:

- We will play games that reinforce mask use, making the experience less scary or intimidating for children.
- We will incorporate even more outdoor time for your children to be mask free. This will include more outdoor play time and class/learning time.

- We will create outdoor classrooms in shady spots throughout the campus where children can gather at safe distances and learn.
- Children will use dry erase boards and a sitting surface to keep them from getting itchy and uncomfortable. (We recommend a camping chair for their sitting comfort outside. Chairs must be marked with your child's name and will not be shared with other children.)
- In our outdoor classrooms, kids can work and learn without a mask.
- Children will not be reprimanded if they struggle to adapt. Instead, as you and they expect at Keystone, they will be approached and attended to with compassion and a listening ear, and we will find a solution together.
- Redirection and a positive attitude from staff and families will help us to reinforce the comfort of safe and simple face coverings!

5. Drop Off and Pick Up Carpool Protocols:














- All students will receive temperature and wellness checks from faculty prior to entering the building.
- Parents will be asked a set of health questions concerning their child each and every day.
- Parents and siblings remain in their vehicles during these times and do not enter the building.
- During morning dropoff, children should remain in their cars until a faculty member opens their car door.
- As your child will be entering the building at dropoff, they will be asked to have their mask or face shield on when exiting the vehicle.
- If you need to pick up your child early, please call the office upon arrival at school, and we will bring your child to your car.
- Parents, guests, and visitors will not be allowed in the building without first scheduling with the office and making an appointment.
- In order to maintain social distancing during end of the day pickup, Keystone will stage our pickup times throughout the afternoon to minimize the number of students congregating for pickup. **It is here where the older kids will gain more time for instruction. Keystone will begin pickup times for our youngest students at 3:45pm and our final pick up time will be at 4:15pm.** A schedule for pick up times will be provided in your back to school packets.

6. Sickness Protocols:

- As always, and with increased emphasis, we ask parents to keep their children at home if they are sick, notifying the school that they are sick.
- If your child has a fever unrelated to coronavirus, they absolutely must be fever-free without fever-reducing medications for 24 hours prior to entering the building. This is important for the safety of our faculty and children, and is not a change from our previous sickness protocols.
- If you believe the fever or any sickness might be related to COVID-19, please get a test as soon as possible and do not return to school.

- If you suspect your child has symptoms related to COVID-19, please consult with your doctor to help prevent the spread of virus in our community.
- **If you, your child, or your family member receives a positive diagnosis of COVID-19, you must notify the school immediately so that we can alert the school community and the Oklahoma State Department of Health. The limited sharing of this information is vital as a preventative measure to stop the spread.** This notification will include sharing with the school community that there is a positive case in our building, including the classroom. **Keystone will not share the name of the family diagnosed.**
- If COVID-19 is diagnosed in your family, your child will be required to stay home from school for a minimum of 2 weeks and produce a negative COVID-19 test in order to return. During this time, they will be provided with live/recorded broadcasts of their class (if other students are on campus), along with access to online learning.
- In the event of a positive test for COVID-19 in our building or school community, Keystone's campus will close for two weeks. While campus is closed, Keystone will provide online education for all families. If you feel your child may have been exposed to COVID-19, we recommend testing to ensure they do not have COVID-19.
- Keystone faculty will be tested for COVID-19 as necessary to ensure a continued environment of health for all.

The following chart shows symptoms of COVID-19 for your reference:

Symptoms	Coronavirus (COVID-19) Symptoms appear within 14 days	Cold Onset usually within 1-3 days	Flu Onset usually within 1-4 days	Seasonal Allergies Appear on a regular basis
 Length of symptoms	7-25 days	Less than 14 days	7-14 days	Several weeks
 Cough	Common (usually dry)	Common (mild)	Common (usually dry)	Rare (usually dry unless it triggers asthma)
 Shortness of breath	Sometimes	No**	No**	No**
 Sneezing	No	Common	No	Common
 Runny or stuffy nose	Rare	Common	Sometimes	Common
 Sore throat	Sometimes	Common	Sometimes	Sometimes (usually mild)
 Fever	Common	Short fever period	Common	No
 Feeling tired and weak	Sometimes	Sometimes	Common	Sometimes
 Headaches	Sometimes	Rare	Common	Sometimes (related to sinus pain)
 Body aches and pains	Sometimes	Common	Common	No
 Diarrhea	Sometimes	No	Sometimes for children	No
 Chills/ repeated shaking	Sometimes	No	Sometimes	No
 Loss of taste or smell	Sometimes	Rare	Rare	Rare

Your symptoms may vary. *Information is still evolving. **Allergies, colds and flus can all trigger asthma, which can lead to shortness of breath. COVID-19 is the only one associated with shortness of breath on its own.
Sources: Asthma and Allergy Foundation of America, World Health Organization, Centers for Disease Control and Prevention.
edited 4/29/20 • aafa.org/covid19

THE METRIC:

How Will Keystone Make These Decisions?

We value your investment and dedication to our program and believe that making these opening and closing determinations should be specific to our demographics. Our decisions and policies will be based on **metrics of the spread of COVID-19 within the zip codes of our families and Oklahoma County** as well.

The task force is fully aware that the number of cases represented in the state reporting isn't an accurate representation of the areas in which our students live and could represent outbreaks in communities far from Oklahoma City. *(This was the case in early May when an outbreak occurred in a meat packing facility in the panhandle of Oklahoma. In this instance, Oklahoma's numbers went up drastically over a few days, even though OKC's numbers held steady).* To be able to achieve this kind of specificity, Keystone will be monitoring the daily infection rate and spread of COVID-19 for the 19 zip codes specific to our families' residences. We will also monitor Oklahoma County, as that is where most families spend their days for working and leisure activities.

Our metrics over time will produce for us the most accurate percentage of growth or decline in the spread of COVID-19. **All decisions to open or close will be determined by the 7-day rolling average for our specific community.** Our task force has looked at the metrics historically and determined that by watching the seven-day rolling average of cases diagnosed, we can make the best decision to be closed or open. This year, with the implementation of our protocols for social distancing, masking, and handwashing, we are better prepared to safely confront a mild spread of COVID-19 within our community, similar to the spread we experienced last spring. In fact, if we could retroactively apply these safety protocols and metrics to spring's number of positive cases, Keystone would have been able to be fully open to students. It is our hope that this year's community spread is similar so that Keystone students can gather at school to learn, laugh and play.

Because our plans are based on metrics specific to the Keystone community, **Keystone will operate independently of other private and public schools concerning closures.** This is similar to how Keystone does snow days. Sometimes Edmond will be out for snow because their buses can't get into neighborhoods, but Keystone still has school because the main roads are clear. It is possible that other schools may close and Keystone will remain open, or that Keystone will close and move to online learning while other schools are in session. **In the event that the state of Oklahoma mandates school closures, Keystone will also close.**

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Emerging
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Exceeds Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Exceeds Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	

Effective Learning Environments Observation Tool® (eleot®)

Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	7
Environments	Rating
Equitable Learning Environment	3.93
Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.86

eleot® Observations	
Total Number of eleot® Observations	7
Environments	Rating
Learners have equal access to classroom discussions, activities, resources, technology, and support	4.00
Learners are treated in a fair, clear and consistent manner	4.00
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	3.86
High Expectations Environment	3.71
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.71
Learners engage in activities and learning that are challenging but attainable	4.00
Learners demonstrate and/or are able to describe high quality work	3.71
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.71
Learners take responsibility for and are self-directed in their learning	3.43
Supportive Learning Environment	4.00
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	4.00
Learners take risks in learning (without fear of negative feedback)	4.00
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	4.00
Learners demonstrate a congenial and supportive relationship with their teacher	4.00
Active Learning Environment	3.82
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	4.00
Learners make connections from content to real-life experiences	3.57
Learners are actively engaged in the learning activities	4.00
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	3.71
Progress Monitoring and Feedback Environment	3.29
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.86
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	4.00
Learners demonstrate and/or verbalize understanding of the lesson/content	4.00
Learners understand and/or are able to explain how their work is assessed	2.29
Well-Managed Learning Environment	3.68
Learners speak and interact respectfully with teacher(s) and each other	4.00
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	4.00
Learners transition smoothly and efficiently from one activity to another	3.29
Learners use class time purposefully with minimal wasted time or disruptions	3.43
Digital Learning Environment	1.90
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.00
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.86
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.86

eleot[®] Narrative

The Team conducted observations in each of the school's classrooms, for a total of seven observations, during morning and afternoon sessions. Observations included art, math, music, science, and reading/language arts. The ratings are the mean on a 4.0 scale, but in this first year of the protocol there are no AdvancED Network scores for comparisons yet.

The overall average of all indicators was 3.54. Learning Environment ratings ranged from 1.90 to 4.00, with the highest rating of "very evident" (greater than 3.50) for Supportive Learning Environment (m=4.00), Equitable Learning (m=3.93), Active Learning (m=3.82), High Expectations (m=3.71), and Well-Managed Learning (m=3.68). Progress Monitoring was "evident" (m=3.29). While the lowest rating of 1.90 was assigned to Digital Learning, ratings for this environment tend to run lower across AdvancED institutions. The following paragraphs provide specific information regarding each learning environment.

Supportive: This was an area of genuine strength, with a 4.00 rating. Students demonstrated congenial and supportive relationships with all of the teachers and site directors and were supported to understand concepts and accomplish tasks. The school community was positive, cohesive and purposeful, and learners felt safe to take risks in learning. The children identified strongly as members of the Keystone family, as do their teachers and parents, and they participated in learning tasks observed wholeheartedly and with enthusiasm. Safety for oneself, caring and looking out for others, and taking challenges in learning are thoroughly embedded in the culture, and the adult-student ratio (1:6) provides each child with exemplary supervision and opportunities for differentiated and personalized learning tasks. Whenever and wherever the children were gathered in large group settings all adults, including the Administrative Assistant and the school site directors were observed to be present and working directly with them in learning activities.

Equitable: Students were treated in a fair, consistent manner. They had equal and open access to classroom and whole-group discussions, resources, and activities. Instruction at the school is individualized and was observed to be differentiated with activities that allowed students to progress through individual and group learning tasks appropriately. The whole-group math class observed involved all students, teachers and the site directors, and students were provided with basic assignment information for dice-math instruction. All of the adults were present and worked with pairs, small groups of 3-4, or supervised students who were working independently.

Active: Students were actively engaged in learning activities from the opening of the day throughout to the end. The structure of the schedule and the school is deliberately designed to promote engagement with teachers and peers, and learning tasks observed typically included discussion with the teacher and other students, a high degree of collaboration and creative higher level thinking. Children worked independently, with a peer, and/or in small groups in each class observed, and the ease with which they moved to those learning configurations indicated they were extremely comfortable and accustomed to making determinations about how best to approach tasks.

High Expectations: Students engaged in challenging but attainable learning activities and strove to meet their own expectations and those of their teacher. Part of the direct instruction at the school helps children learn to take responsibility for their learning, and to set challenging goals for the school and for themselves. Using Bloom's taxonomy, lessons and activities were appropriate for each student, and few were observed to be on the application level. In all classes observed, students were provided opportunities for extended learning from application to analysis of what had been done, and creation of an original product or next step, and their movement from application to mastery was supported by the adults working with them and the selection of learning activities.

Well-Managed: Students were observed to speak and interact with teachers, peers and visitors with a great deal of respect and friendliness. They obviously understood and followed community rules and worked well with their peers and adults in all environments observed. The adults knew each child very well and on the two occasions observed when behaviors were beginning to be exhibited, immediately provided support and redirection with positive results. The environment includes content learning in academics and the children also work directly with

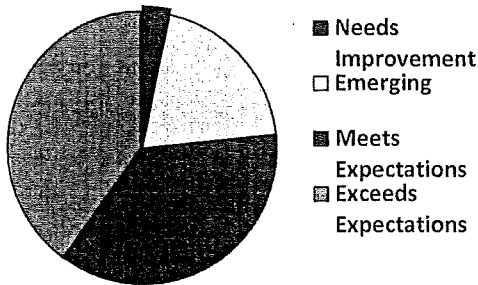
the llamas, calves, horses, goats and chickens resident on the farm. The children were engaged in their work and responsibilities in all of the areas observed and when asked, could articulate why their contribution was important to the community.

Progress Monitoring: Learners responded to feedback from their teachers and older student “mentors” to improve understanding and verbalized understanding of their work. Progress was observed to be primarily monitored in individual and group discussions and individual feedback from teachers supervising learning activities. Students were able to articulate how they knew when to move to the next level of difficulty in a lesson (“it gets too easy,” “I can talk to my friend and know I need to learn more to stay with her,” and “my teacher tells me” are examples). Students were less able to explain how their work was assessed but knew that they would receive a report card showing their progress.

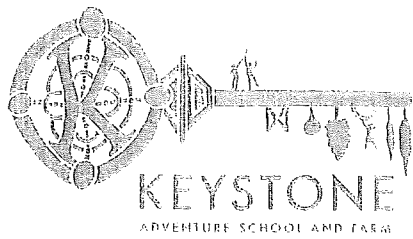
Digital: Digital learning was observed most frequently involving gathering and using information for learning, notably in the art class and in the whole group reading activity. Students and teachers reported they often used technology to communicate and for research; however, this was not observed by the Team. Learners have access to laptops, robotics, smart TVs and the internet.

Findings

The chart below provides an overview of the institution ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	1
Emerging	6
Meets Expectations	11
Exceeds Expectations	12



2019-2020 5th Grade Report Card

Name: _____

Keystone Adventure School and Farm recognizes and values the inherent curiosity of each child, nurtures compassion, inspires the love of learning and allows children the time and experiences necessary to embrace their intellectual, creative and social selves.

Purpose of Report Card: Recognizing that children are individuals who naturally exhibit differences in their rates of growth and development, this report is designed to summarize and communicate the unique social, emotional, and academic progress specific to your child. Research proves that children acquire skills in **developmental stages** -- innate steps that represent the gradual acquisition and general unfolding of knowledge through experience in a child's learning environment. Children construct their knowledge through an intrinsic desire to learn and grow. **AGE DOES NOT REPRESENT AN ABSOLUTE BENCHMARK FOR COGNITIVE ABILITY.** This evaluation reflects one process through which we assess a child's development. This is an end of year report (E.O.Y.).

Assessment Key:

- (1) **Emerging** – Child is developmentally at the beginning stages of understanding this skill or concept.
- (2) **Progressing** – Child is showing understanding of this skill or concept, but still needs help.
- (3) **Independence** – Child has enough understanding of this skill or concept to work independently in this area.
- (4) **Mastery** – Independently and flexibly demonstrates the ability to appropriately apply this skill or concept at or above grade level.
- (N) **Not Assessed** – Not introduced or evaluated because the child is not developmentally ready.

CHILDREN'S SKILLS – SOCIAL/EMOTIONAL/BEHAVIORAL/OTHER	SCORE
LEARNING	
Actively Participates	4
Shows Enthusiasm	4
LEARNING	
Finishes whatever he or she begins	4
Tries very hard even after experiencing failure	4
Works independently with focus	4
LEARNING SKILLS – SCHOOL W/IT	
Pays attention	4
Remembers and follows directions	4



2019-2020 5th Grade Report Card

LEARNING STANDARDS	SCORE
SELF-MANAGEMENT AND PERSONAL	
Is polite to peers	4
Is polite to adults	4
Remains calm even when criticized or provoked	4
PERFORMANCE	
Gets over frustrations and setbacks quickly	4
Believes that effort will improve their future	4
COMMUNITY	
Recognizes and shows appreciation for others	4
SOCIAL INTERACTIONS	
Is able to find solutions during conflicts with others	4
Demonstrates respect for feelings of others	4
Knows when and how to include others	4
EDUCATION	
Is eager to explore new things	4
Asks and answers questions to deepen understanding	4
Actively listens to others	4
ACTIVITIES	
Takes care of personal needs	4
Participates in large and small group activities	4
Completes an activity most of the time	4
Takes care of personal and classroom materials	4
Participates in pasture and job time	4

LEARNING STANDARDS	SCORE
READING	
Reads with fluency and comprehension	4
Reads fluently for increasing amounts of time throughout the year	4
HANDWRITING	
Correct formation of letters in cursive and in print	4



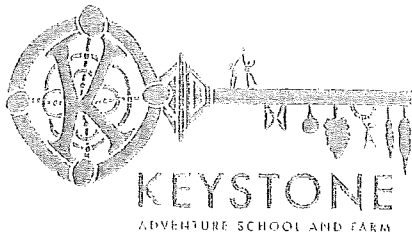
2019-2020 5th Grade Report Card

LEARNING OBJECTIVE	LEVEL
WRITING PROCESS	
Can develop drafts and develop organized paragraphs	3
Revises drafts and edits for spelling and grammar	3
Can produce writing to be published and share with the class	4
Follows the rules of grammar when creating written work	3
Can write independently for increasing amounts of time throughout the year	4

LEARNING OBJECTIVE	LEVEL
NUMBERS AND OPERATIONS	
Can read and write fractions and decimals	4
Can compare fractions and decimals	3
Can add fractions	4
Can subtract fractions	3
Uses effective strategies to solve multi-digit multiplication equations	3
Uses effective strategies to solve multi-digit division equations	3
Accurately calculates elapsed time	4

LEARNING OBJECTIVE	LEVEL
MEASUREMENT	
Identifies 3D geometric shapes	4
MONEY	
Can identify the amount of coins and bills	4
Determines the value of groups of coins and bills	4
Can count back change when exchanging money	3

SUBJECT	PROFICIENCY	STRENGTHS
Math	4.8	5.5
Reading	4.8	5.9
Language	5.4	5.6
Phonics and Spelling Rules	5.0	5.6
Writing	n/a	n/a
Science	5.0	6.0
Social Studies/Technology	5.0	6.0



2019-2020 5th Grade Report Card

ART	SCORE
Participates in art activities	4
Shows interest in art activities	4
Applies art concepts to their art	4

MUSIC	SCORE
Participates in music	4

PE/ADPE	SCORE
Participates in PE	4
Works as part of the team in PE	4
Respectful of the COG environment	4
Participates in COG activities	4

SPANISH	SCORE
Participates in Spanish	4
Attempts to speak some words in Spanish	4

PROJECT	SCORE
Respectful of the process and accepts other's ideas	4
Demonstrates curiosity	4
Cooperates as a member of the project team	4

COMMENTS

Criteria 5: Teacher Requirements



Keystone Adventure School and Farm, located in northwest Edmond, is looking for qualified and experienced teachers for several classrooms beginning August 2021. Keystone is a small, accredited private elementary school whose focus is on whole-child learning and individualized instruction. We believe in strengthening children socially, emotionally, physically, and academically. Our school has a working 15-acre farm and animals with whom the kids interact daily. We also have a spring-fed creek, pond, and ample outdoor play and learning spaces. In addition to individualized and group instruction in math, literature, science, and social studies, students enjoy art, pasture, music, teamwork-based physical education, hands-on projects, our cognitive sensory classroom, Spanish, Take Flight Literacy, and more throughout the day and week.

Keystone believes that children must be socially, emotionally and physically safe in order to be ready to learn new academics and master them. We prioritize individualized instruction, where a teacher engages some children to work independently while the teacher works one-on-one throughout the day. Our classrooms, intentionally small and between 12-18 students, are full of busy, interactive learning. Children are nurtured and loved, known and included by all staff and students, and a family feel is abundant through the school.

A Keystone teacher must first love children, approach them with empathy, and treat them with respect. They must be good question-askers to help children guide themselves through the learning process. They must be a team player with the faculty as they work together throughout each day. They must be truthful, kind, and respected by their peers.

If you are looking for a school that truly respects students and faculty, then we would love to connect with you. Qualified applicants may submit their cover letters and resumes for consideration to office@keystoneadventureschool.com. You can find out more about Keystone, including our philosophy, mission, classrooms, and COVID-19 plans, on our website, www.keystoneadventureschoolandfarm.com.

Requirements:

- * • Bachelors degree with teaching certificate or degree in Education
- Experience in the classroom

Equal Employment Opportunities Statement

It is the continuing policy of Keystone Adventure School and Farm to afford equal opportunities for all qualified persons, regardless of their race, creed, color, age, sex, gender, sexual orientation, national origin, religion, disability, medical condition, marital status, or veteran status. No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination on the basis of these factors. Keystone Adventure School & Farm, Inc. is an equal opportunity employer.

Criteria 6: State Laws & Disciplinary Procedures

for pickup. It is here where the older kids will gain more time for instruction.

Keystone will begin pickup times for our youngest students at 3:45pm and our final pick up time will be at 4:15pm. A schedule for pick up times will be provided in your back to school packets.

FULL DAY STUDENTS

When on campus in Mission Control or Space Colony, Keystone's school day is from 8:15am to 3:45pm-4:15pm, and teachers are ready to welcome your children at 8:00am. Please do not bring children to school before 8:00am. **Teachers are not available to children before 8:00am.**

We believe every part of our day at Keystone is important for whole child development, from pasture time to housecleaning at the day's end. We ask families to do their best to arrive between 8:00am and 8:15am so that your children can have the full benefit of the school day. In the morning, teachers will be on the front porch to greet your children and take attendance between 8:00am and 8:30am. Children arriving after 8:30 am will need to be checked in with the front office by a parent/guardian. Parents must check children in & out. All parents and visitors must wait in their car and call at the School Office if they need to pick up or drop off their child outside of normal hours.

At dismissal, please form the carpool line by pulling all the way up to the end of the front walkway on the driveway and keeping the left lane clear for moving cars. Wait for a teacher to bring your child to your car. Please do not drive across the Keystone yard or on the sidewalk.

HALF-DAY PRESCHOOL

Children in the half-day Preschool program may arrive from 8:00am-8:15am. Pick-up time is at 1:15pm; please do not arrive for normal pick-up earlier than 1:05pm so that our kids are in from recess before cars pull through the front. Please form a carpool line next to the building in the front by pulling all the way up to the end of the front walkway. Please do not drive across the Keystone yard or on the sidewalk and keep the left lane of the driveway open for moving traffic. A staff member will bring your child to your car, assisting with his/her seat belt when necessary. Another teacher will attend to the other children waiting.

DISCIPLINARY PROCEDURES

Keystone Policies are provided for safety and to encourage proper habits, enabling each student to become self-disciplined. Keystone Adventure School and Farm provides an atmosphere of individual freedom. In order for Keystone to fulfill its mission statement, we have a no tolerance policy when dealing with students who endanger themselves or others. The safety and emotional well being of each student as well as securing a productive learning environment will be considered when disciplining students on an individual basis. Keystone acknowledges the inherent worth in every child and allows children to learn and practice self-control and self-discipline. It is the responsibility of the classroom teacher to define

behavioral boundaries and determine the appropriate action when students act irresponsibly or inappropriately. *Parents will be contacted if inappropriate behavior continues.* A primary goal at Keystone is helping students to take responsibility for examining and solving their own problems. This goal is reached as adults model and guide children to self-control, responsibility and how to make thoughtful choices. Keystone strives to preserve children's self esteem and dignity in every situation, positive or negative. The following steps will be followed to ensure each student's developmental growth in making responsible, thoughtful choices.

1. Reflect on the situation: Let the student reflect on what he/she is doing through discussion and questioning until the child realizes that his/her actions are hurtful or disrupting the learning environment. Depending on the gravity of the situation, a written account may be added to the student's file and a copy will be given to parents.
2. A plan will be devised to correct the behavior, as well as to provide time and assistance to follow the plan. Behavior modifications may include, but are not limited to, isolating students from classmates, discussions with a director or teacher, sacrificing recess, or reflective writing regarding the incident.
3. If behavior continues and the student is not capable of changing the unacceptable behavior, the student is isolated from the classroom or suspended. At this point, parents will be informed each time the action occurs.
4. If the student is unable to modify behavior consistently, he or she may be permanently removed from the school.

DRESS CODE

ATTENTION! Students should arrive at Keystone Adventure School and Farm dressed to play outside where they will garden, fish, climb trees, and work in the barn. In other words, parents should dress these kids to come home dirty! Children should also dress accordingly to the changing seasons. Children should always have an extra change of clothes in their backpack when they are on campus.

FIELD TRIPS

Due to COVID-19 and the restrictions of social distancing, it is unlikely that Keystone will have field trips in our traditional manner. If we can find a way for Keystone to have either a class or whole school field trip, special instructions will be sent to all participating families.

Keystone's standard field trip policy is below:

Field trips will be taken during the school year. They are learning experiences, primarily designed to enrich the curriculum of Keystone Adventure School and Farm. The Parent Release Form, which must be on file before your child begins school, releases the school from any liability. Field trips are fun and informative experiences for your children. All drivers are required to provide a current copy of their driving

Criteria 7: Accreditation



7665 South Research Drive
Tempe, AZ 85284

advanc-ed.org
888.41 EDNOW (888.413.3669)
480.773.6900
480.773.6846 fax

July 18, 2018

Keystone Adventure School and Farm
19201 N. Western
Edmond, Oklahoma 73012

Dear Administrator:

Keystone Adventure School and Farm 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 Commission 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. Congratulations on this significant recognition.

The accreditation action was ratified by the Accreditation Commission at its meeting on June 18, 2018. A certificate that indicates the term of your institution's accreditation is enclosed. Throughout this term of accreditation, Keystone Adventure School and Farm must continue to engage in the responsibilities required of all institutions to maintain accredited status as outlined in the *AdvancED Accreditation Policies and Procedures* available on our website at www.advanc-ed.org/services/policies-and-procedures.

As an accredited institution, you are part of the AdvancED global network of over 34,000 schools and systems in more than 70 countries that are committed to continuous improvement through accreditation. Our state, national, and global offices offer a wide range of products and services dedicated to institutional improvement and accreditation: state-of-the-art technology solutions including learning environment observations, surveys, and diagnostic applications; targeted improvement services; workshops and conferences. Please check the Improvement Services and Professional Learning sections at www.advanc-ed.org for a full list of services and upcoming events.

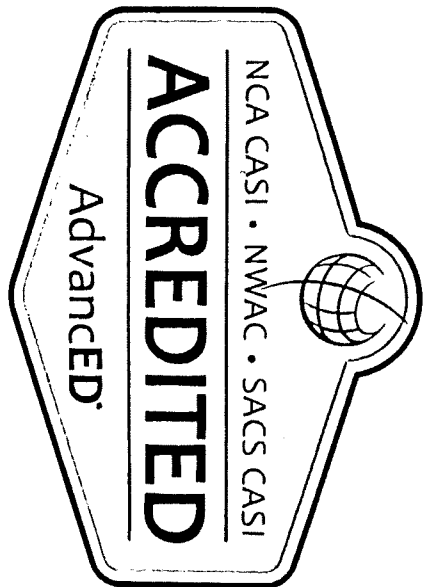
Finally, promoting your accreditation is one of the easiest things that you can do to raise awareness of the importance of continuous improvement of education in your community. To help you celebrate your accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting www.advanc-ed.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.

If you have questions regarding the enclosed certificate, e-mail us at accreditation-certificates@advanc-ed.org. Our AdvancED Accreditation Office is available to answer any questions you may have as well and can be reached at 888.41 EDNOW (1.888.413.3669) or 678.392.2285. We look forward to serving you now and in the future.

Sincerely,

A handwritten signature in cursive script that reads "Annette Bohling".

Annette Bohling, J.D.
AdvancED Chief Accreditation Officer



This is to certify that

Keystone Adventure School and Farm

has met the criteria for educational quality established by the
Advanced® Accreditation Commission and is hereby presented this

Certificate of Accreditation

by the NCA Commission on Accreditation and School Improvement,
the Northwest Accreditation Commission, and the
SACS Commission on Accreditation and School Improvement.

Valid Through Date

6/30/2023

**Creating a world
of opportunities for
every learner.**

Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, Advanced®

Oklahoma Private School Accreditation Commission

CERTIFICATE OF MEMBERSHIP

This certificate is issued to

KEYSTONE ADVENTURE SCHOOL AND FARM

Edmond, Oklahoma

Pre-kindergarten - 5th Grade

By the Members of the Oklahoma Private School Accreditation Commission
upon the recommendation of the Commission.

The issuance of this certificate acknowledges the fulfillment of
requirements, provisions, and standards prescribed by OPSAC for member accrediting agencies.

Effective 2019 - 2020

Chairman

Dr. David Madison

Executive Director

Dr. Donnie Peal



Criteria 8 : SERVICES, PROGRAMS & SUPPORT OFFERED TO STUDENTS WITH DISABILITIES.



Narrative for Lindsey Nicole Henry Scholarship application 3/8/21

Keystone Adventure School and Farm is a working farm and multi-aged elementary school that provides individualized whole child learning through experiences that are democratic, play-based, art-based, project-oriented, engineering-based, and process driven. We are located on the boundary of northwest Oklahoma City and Edmond, Oklahoma on 16+ acres with a pond, an active creek, large pastures filled with llamas, sheep, chickens, goat, pigeons, a barn that houses the animals and has an animal husbandry classroom, and especially our two-legged Wild Things, ages 3 years old through 5th grade.

Our family demographic is different from a typical private school, bringing us families whose families did not historically attend private schools. These families recognize that Keystone's unique approach of embracing the whole child exactly as they are and celebrates the diversity and challenges of each learner. Every learner is knee deep in the wonder of childhood. At Keystone, we daily emphasize play and hard work, care for large farm animals, providing individualized learning plans for each child, and focus on social and emotional learning as foundations for cognitive and academic mastery.

Keystone's home-like atmosphere welcomes the outdoors as a vitally important classroom. Outside learning engages the cerebellum, reduces stress, allows for learning to be "sticky," meaningful, purposeful. Animal care fosters hard work, self-esteem, and a respect for life beyond self. Whole child education is the basis of authentic learning; all components of the child are equally important; attending the social/emotional selves before the cognitive self is authorized.

Co-Founders/Directors John Duhon and Jenny Dunning believe that a home-like atmosphere where the outdoors is an important classroom, creates a safe learning environment for all learners, no matter their diversity. Keystone kids are a diverse group of happy learners. Keystone believes that the care of, and relationships with, animals fosters hard work, self-esteem, and a respect for life beyond self. Keystone embraces the reality that multiple intelligences create the need for diverse approaches to individualized learning and further believe that the education of the whole child is the basis of authentic learning; that all components of the child are equally important and that the social and emotional selves must be attended before the cognitive self can be authorized.

At Keystone, we hold childhood and children sacred, believing that the safety of the whole child~ socially, emotionally, spiritually, physically, and academically~ is inherent to that child's ability to accomplish true learning. We believe that each child learns differently and has the right to learn in a safe environment, which honors individual internal timetables and diverse learning styles. We accomplish this safe learning environment by creating a space where children are facilitated as they learn to direct their own learning.

"The Magic in the Mix" refers to our careful combinations of these learning styles within the classrooms and multi-aged projects. In this way, we are able to provide safe learning environments for all of our children, regardless of their approach to learning and specific learning needs. We are blessed to learn alongside myriad learners including the more traditional audio-visual learners, kinesthetic learners, children on all ranges of the autism spectrum, children with ADD, ADHD, Dyslexia, Dysgraphia, Dyscalculia, delays in development, visual and auditory challenges, children with all kinds of sensory integration challenges, and more.

We have several science-based programs that attend to many of these challenges; for example, Take Flight Literacy, Bare Bones Grammar, and Roots to Reading. Further, we seek curriculae that attends to the individual child's learning needs. We spend time with the child before we choose the best curriculum for that child. We write much of our own curriculum, referring to the experts in residence (the children) to guide us as to what piques interest, challenge and opportunities for success. We individualize for each student, ensuring their singular learning journey is supported. Our teachers are all trained in Trust Based Relational Intervention (TBRI) which helps all of us assist with any challenging moments of loss, confusion, and big



emotions. We always approach each situation with empathy first, allowing the child to guide us through their experience and how and why they are making choices and feeling how they do.

Academics are truly developmental, ensuring the secure infrastructure that allows children the opportunity to take important risks in learning. In order to create an environment in which children feel secure enough to take those risks and find the problems that need to be solved, unstructured, yet supported time is a necessity. Life application of everyday problems, daily chores with the animals, and school maintenance create opportunities for self-respect and accountability.

All children spend lots of time weekly in Art, PE, music, and team building. Children need the space and unstructured time to self express and feel great about the process of getting lost in the Art or Music zone, or finding ways to partner with friends to solve problems through team building. Our one-of-a kind Cognitive Sensory Classroom (The Cog) is a physically active classroom where children spin, climb, swing, fall and slide to reorganize their neuro selves. This is where the proprioceptive, neurological, and vestibular components are reset and strengthened. This is vital for every child and especially any child facing sensory input/processing challenges or focusing challenges. Some children need these times daily, while others are involved 2-3 times a week. These classes bring the restoration needed to rebuild and reboot the kids on a whole child level.

Children learn very quickly that they can learn from anyone, that every member of our community brings value and contribution. The children are a lovely mix of all learners for the most part, working and playing together. (If a child benefits from one-on-one guidance in any area, we provide that, but the large groups learnings are all learners together). Through hard work in the pasture, project time, and daily team housecleaning, the children partner in multi-aged groups, individually and collectively recognizing they are valued members of a functioning community. They learn the realities of freedom of decisions and the responsibilities and consequences that partner with those freedoms. We mentor and model respect for self, others and our planet.

Children are most successful when they are directly and democratically involved, taking responsibility for their own learning. When children are socially safe, facilitators introduce failure as a key component to success. Here, they risk to learn, and teachers facilitate the development of intrinsically motivated learners, fostering a lifelong love of learning. Critical thinking skills develop: great problem solvers emerge. The child constructs her own truth, accepts her self-sufficiency, and is empowered to go beyond herself.

Our graduates leave with a tool belt packed with confidence, kindness, and a keen sense of how to develop their own resources. No matter the diversity of the learner, each child arrives at self actualization through the challenges of the day at Keystone and builds a strong sense of self, respect for others, and a true confidence to be a valued member of their community.

Thank you for your consideration of Keystone Adventure School and Farm as a candidate to offer enrolling children the Lindsey Nicole Henry Scholarship. We feel we do an excellent job meeting the needs of every learner who comes to Keystone. We have attached several documents that expand on these programs that attend to our learners.

Gratefully,

*Jenny Dunning
405-625-5599
Co-Founder/Co-Director*

***Take Flight* Literacy Program at Keystone Adventure School and Farm 2018-2019**

We are excited to announce that we will be implementing a science-based literacy program school wide for 2018-2019. The *Take Flight* program will be implemented as developmentally appropriate and as needs are identified by Keystone faculty. *Take Flight* will partner with and build on the foundational programs already in place in 3YO Preschool and Pre-K. Although *Take Flight* was initially developed to attend to the fluency challenges in the areas of literacy (reading, spelling, writing), the science shows that it is an excellent program for all learners, building literacy skills, fluency, and confidence.

What will *Take Flight* look like at Keystone for my child?

We are blessed to have 4 teachers at Keystone who are able to work with our kids as language therapists. Marsha Pattison (2/3 grade) is a Certified Academic Language Therapist (CALT), Jenny Dunning, Hannah Sharp, and our new 4/5 grade teacher, Sharon Kinzie, are training to sit for the CALT exam. This year, Hannah and Jenny will be working with several children one-on-one or in small groups to help build fluency and then visiting classrooms

Pre-K – 5th grade to work with our children focusing on literacy needs. Marsha will continue her literacy magic in her classroom, and Sharon will apply these approaches with her students, preparing them to grow and be ready to transition to middle school.

All of our classroom teachers and aides will attend a workshop that will strengthen our classroom approaches to grammar, spelling, reading, and love of learning. We will have more information for all of you on the website and at Parents' night. Feel free to email Jenny at jennymaci@gmail.com with any specific questions or needs for your kiddos.

What will *Take Flight* do for my child?

Take Flight was designed by the staff at the Texas Scottish Rite Hospital for Children (TSRHC) to help children with dyslexia, the most common specific learning disability affecting at least 15 percent of school age children. Since it was developed, *Take Flight* has been found to be effective for all students, not just ones struggling with dyslexia. *Take Flight* uses scientific evidence that supports the importance of each of the five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

- Students that completed *Take Flight* instruction show significant growth in all areas of reading skill.
- Follow-up research on children who completed *Take Flight* indicates that students maintain the benefits of instruction on word reading skills and continue to improve in reading comprehension after one year.

- Students with the lowest reading skills acquired stronger gains from *Take Flight* instruction.

We are looking forward to the myriad ways this learning program will benefit our Wild Things as they learn to love reading and do it well!

Literacy Programs at Keystone

Keystone is committed to finding the best way for each child to learn. This means that the teachers at Keystone will work hard to discern how your child learns best and then build a program for your child. This will include myriad curricula, methods, and timetables to give your child the tools to be the best learner and human being possible.

Take Flight and Bare Bones Grammar

- Both are foundational literacy curriculums.
- Both are science-based and proven to simplify the accessing, learning and applying of the English language for reading, spelling, and writing.
- Take Flight was initially developed to help children with dyslexia, but ten years of research proves it helps all learners build the layers needed to understand language, both written and spoken.
- Bare Bones Grammar simplifies children's absorption and application of how to build sentences, create paragraphs, and write fluently.

What does this mean for my child at Keystone?

Preschool and Pre-K: Marilyn and Missy have always taught using *Alphabet Phonics*, *Navigate*, and *Energizing Readiness*, which are the precursors and early iterations of *Take Flight*, which is an Orton-Gillingham curriculum.

This year, Jenny Dunning and Hannah Sharp will begin ***Pre-Take Flight*** with Marilyn's and Missy's classes twice a week. This will include games, discoveries and alphabet lessons building on the foundations that Marilyn and Missy already have in place.

Kindergarten and 1st Grade: Jenny and Hannah will launch Take Flight curriculum in K-1 by working with the entire class three times a week. By the time these kiddos are through 3rd grade, if not before, they will have completed the entire series of 6-7 books of *Take Flight*. Going forward, we will start all Kindergarteners in *Take Flight* and continue with the classes as they rise through Keystone. Keysha will also be implementing Bare Bones Grammar to her Language Arts curricula.

2nd – 5th Grades: Marsha continues to use Orton-Gillingham methods to strengthen the 2nd and 3rd grade fluency, usage, spelling and reading. Marsha and Sharon will build their reading, vocabulary, writing, and spelling skills with Bare Bones Grammar. As always, each step is developmentally considered and appropriate.

Jenny and Hannah will assess the literacy fluency needs of individual students, determine where the gaps are, and begin to bridge them using *Take Flight* in small groups and one-on-one lessons several times a week.

What are the methods used for Take Flight instruction?

Take Flight uses inquiry-based, multi-sensory, process-oriented, meaning-based and discovery methods that are systemic, sequential and cumulative. Just as children develop spoken language, we are putting “drops in their buckets” as we help them construct their read and written language. The drops in the bucket will ultimately achieve mastery but we do not focus on mastery. Consistency, duration, and repetition are all key in achieving the plasticity of the brain allowing the learning of language to be sticky. Handwriting begins with manuscript but quickly moves to cursive for fluency.

What approaches make this real for my child?

1. Isolating and manipulation of sounds using oral segmenting and blending helps kids’ memory of the letter names and shapes.
2. We build systemic relationships between letters (graphemes) and sounds (phonemes) using key words and phonic-based activities, “sky-writing” letters.
3. We strengthen fluency and comprehension by guided oral reading, reading to children and removing stress from the experience.
4. The children build vocabulary through exposure in rich contexts, partnering with comprehension, oral reading, art, writing and active learning.
5. Comprehension strategies are discovered, practiced and played with hands-on activities and question-based inquiries.

What are the areas attended by Take Flight?

- Alphabet skills
- Decoding
- Fluency
- Phonemic Awareness
- Spelling
- Comprehension
- Handwriting and Midline