



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: October 22, 2020

SUBJECT: Lindsey Nicole Henry Scholarship

Christian Heritage Academy (CHA) requests approval to participate in the Lindsey Nicole Henry (LNH) Scholarship for Students with Disabilities program. They are accredited through the Association of Christian Schools International (ACSI) and recognized by the Oklahoma Private School Accreditation Commission charged by the Oklahoma State Department of Education with overseeing educational quality of accredited private schools in the state.

CHA offers the Genesis Learning Center, a multi-tiered specialized student learning service plan for students with disabilities. Students work individually with their classroom teacher to address areas of concern. Study hall and tutors are available. Small group intervention for reading/math concerns provided by Educational Therapists.

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

- Criteria 1: Fiscal Soundness - Not for profit Internal Revenue Service document and ACSI memo through June 30, 2025
- Criteria 2: Non-Discrimination Statement – CHA website – Admissions and placed in The Daily Oklahoma every spring
- Criteria 3: Health and Safety – Brief Narrative and ACSI report pages 27-30
- Criteria 4: Academic Accountability - Parent/Student Handbook pages 74
- Criteria 5: Teacher Requirements - Faculty/Staff Handbook page 11 and ACSI certification spreadsheet

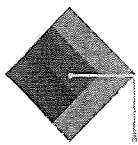


JOY HOFMEISTER

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- Criteria 6: State laws and disciplinary procedures - ACSI report page 14 and discipline policy from Faculty/Staff Handbook page 27-28
- Criteria 7: Accreditation – ACSI renew accreditation memo through June 30, 2025 and OPSAC certificate of membership
- Criteria 8: Services & Support for students with disabilities – The Genesis Learning Center

JH/se



Christian Heritage Academy

Pre-K - 12th Grade

NAME OF PRIVATE SCHOOL

GRADE LEVELS

4400 SE 27th St

Del City

OK

73115

ADDRESS

CITY

STATE

ZIP

405-672-1787

www.cha.org

PHONE NUMBER

WEBSITE ADDRESS

Josh Bullard

SUPERINTENDENT, HEAD-MASTER OR PRINCIPAL NAME

Darcel Small

dsmall@cha.org

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, which incorporates Executive Order 13160 (2000) and prohibits discrimination on the following bases: Race; Sex; Color; National origin; Disability; Religion; Age (except as appropriate in a common education context); Sexual orientation; and Status as a parent. ***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.***
We are accredited through ACSI which is recognized by OPSAC.
Supporting documents are attached.
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.***

The Genesis Learning Center - Support documents are attached.

I verify that Christian Heritage Academy complies with all
NAME OF PRIVATE SCHOOL
the criteria listed 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.

H. Dawn Pruitt
SIGNATURE

9-3-2020

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.

Handwritten: *Handwritten: Fiscal Soundness*

Address any reply to:

1100 Commerce St., Dallas, Tex. 75202

Department of the Treasury

District Director

Internal Revenue Service

Date: NOV 10 1972

In reply refer to:

A:EO:RT:309

DAL(OKC)EO:72-332



► Christian Heritage Academy
1139 S. W. 48th Street
Oklahoma City, Oklahoma 73109

Gentlemen:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

We have further determined you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 170(b)(1)(A)(ii).

You are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. You are not liable for the taxes imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes under sections 2055, 2106, and 2522 of the Code.

If your purposes, character, or method of operation is changed, you must let us know so we can consider the effect of the change on your exempt status. Also, you must inform us of all changes in your name or address.

If your gross receipts each year are normally more than \$5,000, you are required to file Form 990, Return of Organization Exempt From Income Tax, by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of \$10 a day, up to a maximum of \$5,000, for failure to file a return on time.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Please keep this determination letter in your permanent records.

Sincerely yours,

W. T. Copping
District Director

Criteria #1
Fiscal
Soundness



Regional Accreditation Commission

June 4, 2020

Connie Thornton
Chairman

Ed Thomas
Vice Chairman

Dr. Joy Bell

Tim Euler

Katerina Foley

Tim Kuhns

Jan Pride

Terry Roberts

Dr. Tony Ryff

Kim Brucker
Senior Coordinator,
Central Division of
Early Education

Dr. Diane Bunker
South-Central
Accreditation

Dr. Edward Bunn
South-Central
Regional Director

Mr. Josh Bullard
Christian Heritage Academy
4400 SE 27th Street
Del City, OK 73115

Dear Josh:

I am pleased to inform you that the South-Central Regional Accreditation Commission has voted to renew accreditation for **Christian Heritage Academy** (grades K-12) for a full term of five years. This accreditation is effective July 1, 2020 and will continue through June 30, 2025.

Substantial changes initiated subsequent to the 2019-2020 accreditation visit which significantly alter the objective, scope, curriculum, and/or control of your program are not automatically included in this accreditation. A change in the school's leadership (chief school administrator) during the accreditation period must be reported right away to the South-Central Regional Office.

During the accreditation cycle, you will need to send to the regional office every year by October 1:

1. the annual report,
2. an annual Statement of Financial Practice,
3. the school certification spreadsheet, and
4. other forms as required by circumstances.

These forms are available on the ACSI website. Your next annual report is due October 1, 2020.

We will place an order for your accreditation certificate, and it will be mailed to the school.

On behalf of the visiting team members and the commission, we wish to congratulate you, the board of trustees, and your faculty and staff for this achievement. We are pleased to retain **Christian Heritage Academy** on our growing list of ACSI accredited schools.

Sincerely in Christ,

Connie Thornton
Regional Accreditation Commission Chairman
ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL

Copy to Dr. Diane Bunker



Criteria #2
Non-Discrim. Policy
Displayed on the admissions page of
the CHA website.
Public announcement is placed in the
paper for 2 days every spring.

March 20, 2020

OPUBCO
Attention: Classified Manager
The Daily Oklahoman
P. O. Box 25125
Okla. City, OK 73125

Please update this public notice announcement for 2020/2021 and publish it two days in the community section of the *Daily Oklahoman*. We will need to have the Affidavit of Publication sent to us, along with the bill for this service.

Thank you for this service!

Dawn Pruitt, Administrative Assistant

Public Notice

Notice is hereby given that **Christian Heritage Academy** will be in session for the 2020/2021 school year, and we will have some space available for the new school year. Enrollment is open in Pre-Kindergarten (age 4) and grades K-12.

Notice of Nondiscriminatory Policy as to Students

Christian Heritage Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, or disability in administration of its educational policies, admissions policies, and athletic and other school-administered programs. Additional information may be obtained by contacting: Mr. Josh Bullard, Headmaster, or Mrs. Darcel Small, Admissions Director, Christian Heritage Academy, 4400 S. E. 27th Street, Del City, Oklahoma 73115, (405) 672-1787.

Standard 6 of our accreditation shows how we meet these laws.
CHA was in compliance or exceeded compliance on all indicators.

Standard 6 Brief Narrative

The administration, faculty, and staff of Christian Heritage Academy consider it a priority to provide a safe, nurturing environment for the students to grow physically, emotionally, and spiritually as they are trained to be American Christian leaders in society today. The school's handbooks communicate most policies and procedures regarding the safety and health of the employees and students. A written plan for dealing with the media during a crisis needs to be written.

Compliance with standard six in the area of crisis planning and safety are met. Crisis plans are well-communicated in the school's emergency handbook. The school's administration reviews local, state, and federal laws concerning safety and health issues. School-wide drills for fire and tornadoes occur several times a year to meet regulations. Procedures are reviewed annually with employees concerning shelter-in-place and school lock-down procedures. CHA has twenty-four percent of full-time employees who carry a first aid/CPR certification to better serve the student body in the case of minor or major emergencies.

The school nurse requires current immunization records from students annually. If records are not turned in at the beginning of the school year, a second contact is made in the fall. Students who do not have current immunization records and do not meet state requirements are notified by the school nurse and are not allowed to return to school after an appointed time.

CHA has implemented a child sexual abuse awareness training from Ministry Safe and administers a quiz for each employee and volunteer. This additional training, along with the school's written policy for reporting suspected child abuse and procedures for carrying out that policy, has made CHA's environment safer for all students. Re-certification is required for all employees and volunteers every two years.

The school's cafeteria and kitchen have been remodeled and are more than sufficient to serve lunches. The cafeteria supervisor does an outstanding job maintaining a clean kitchen in which to safely carry out the reception of deliveries, preparation, handling, and storage of food. Menus are well-balanced.

Health and safety are two essential components in the function of the school. Christian Heritage continually strives to perfect the standards and policies to guarantee a safe and nurturing environment for the students.

The Capital Campaign and the flood of 2012 contributed many campus renovations. These renovations included a much-needed parking lot and drive-through on the north side of the campus, a newly remodeled elementary office and classrooms for lower elementary, an upgraded cafeteria, and a lovely redesigned auditorium.

The 2017 Capital Campaign funds continue to provide much-needed upgrades to our facilities. New transportation vehicles were purchased. Recently, our Genesis Learning Center was relocated and upgraded to add a multi-purpose training room. In 2019, upgrades to the upper

elementary corridor were made along with air conditioning upgrades. In the summer of 2020, the secondary science labs will be remodeled and the middle elementary school grades' corridor and classrooms will be upgraded with Capital Campaign monies.

STANDARD 6: STUDENT CARE

■ Written policies and procedures are in place to ensure students' well-being—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular drills and practices occur to assist in preparation for crisis events. Transportation guidelines for staff and students are developed, and written policies and procedures are in place.

STANDARD JUSTIFICATION

Crisis Planning

Crisis planning is essential to ensure that a safe and nurturing environment is provided for the students, faculty, and staff. School preparedness for potential threats to the environment, natural disasters, and emergency situations must be documented via a well-developed plan that outlines the steps to be taken in the event of a crisis. Evidence of scheduled training and education of all involved is provided and inclusive of evacuation plans, testing and drill exercises, parent notification procedures, and compliance with local, state, federal, or provincial regulations. This plan must be updated regularly to be effective for the current status of the school.

Safety and Health

The health, safety, and welfare of all students are priorities for overall school programming. Consistent enforcement of policies and procedures that promote and ensure compliance with health regulations is imperative. Documentation of faculty and staff training in first aid and CPR, guidelines for the storage and distribution of medication, special medical needs, food allergies, and protocol on handling of communicable diseases and bloodborne pathogens must be evident. There is ongoing documented review of policy and education of faculty in identification of signs and symptoms of possible child abuse or neglect and their role as mandatory reporters. Education of the school population in harassment, intimidation, and

bullying (HIB) laws creates a culture that values each child. Pests and pesticides are handled as governing authorities dictate.

Food/Nutrition Services

Food and nutrition services are a component of school programming. Guidelines regarding the type of services provided must be outlined with attention to foodborne allergies. Compliance with governmental standards for the preparation, handling, storage, and delivery of food is required. Personnel guidelines are posted. Dining facilities must be hygienic and appropriate for the size of the school population and provide a positive atmosphere for peer and staff interactions.

Facilities

The facilities enhance the academic program and foster a positive reputation within the community. Safety and campus security are emphasized. Written documentation validates regular inspection and maintenance. Traffic flow patterns, playgrounds, and buildings are designed in a manner that allows for safe usage by staff and students. The master site plan outlines optimal usage of buildings and grounds for parking, play, and recreation while detailing plans for future expansion. Good stewardship and excellent maintenance of facilities honor God's provision.

Environment

The indoor and outdoor spaces communicate a sense of order, and they are aesthetically pleasing. The environment is clearly designed for the comfort and engagement of children. Space allocations are sufficient and appropriate. As possible, provisions are made to accommodate those who have exceptional physical needs.

Transportation

Safe and effective transport of students to and from school-related activities is a priority. Regular maintenance and inspection of vehicles complies with applicable regulations. Proof of insurance and an appropriate driver's license are documented for all drivers. Policies, procedures, and guidelines outlining behavior standards for students are communicated and rehearsed.

INDICATORS

Symbols next to indicators apply as follows:

- (C) Comprehensively applies to every level of a school being accredited (grades EE–12)
- (E/S) Applies only to K–12 schools
- (EE) Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

All indicators in **boldface** are considered critical. Indicators which are marked with an asterisk (*) **must** be met at the “compliance” level or higher for a team visit to occur.

Crisis Planning

- 6.1* A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students. (C)
- 6.2 The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (C)

Safety and Health

- 6.3 The school complies with applicable local, state, and federal laws regarding safety and health issues. (C)
- 6.3a The program does not offer foods that present a risk of choking to children. Food is cut into small pieces no larger than a one-fourth-inch square for infants and a one-half-inch square for toddlers. A written policy is communicated to all staff and parents. (EE)
- 6.4 Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed. (C)
- 6.5 **Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C)**
- 6.5a The program consults with a health care professional to establish specific written policies

that guide the consistent implementation of a wellness and illness management plan as well as staff training in their responsibilities (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

- 6.5b The program has an established plan for sanitizing toys and equipment regularly. Toys that have been contaminated by saliva or other body secretions are washed and sanitized before they are used by another child. (EE)
- 6.6 **Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. Students and families are educated on how to build biblically-based relationships, have caring interaction, and resolve conflicts with peers. (C)**
- 6.7* The school has developed policies and procedures that promote child safety; define conduct expectations for staff and volunteers; and provide training for staff, volunteers, and students. Staff training includes legal reporting responsibilities in cases of alleged or suspected child abuse, neglect, or other areas in which reporting is mandated. (C)

Food/Nutrition Services

- 6.8 The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. The school provides a suitable and hygienic eating space for the staff and students. (C)
- 6.9 Meals and snacks offered by the school are based on sound nutritional standards. (C)
- 6.9a The nutritional needs of children are met and supported by the staff and facilities (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Facilities, Environment, and Transportation

- 6.10* **Required local, state, and federal legal standards for fire protection, sanitation, and transportation are met. (C)**
- 6.11 The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly. (C)
- 6.12 The facilities are secure and suitable for the size of the school; the school environment is monitored and maintained to ensure it is conducive to the instruction and development of the whole child. (C)

- 6.12a The program provides an ongoing maintenance plan that ensures the health and safety of the children (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)
- 6.12b Sinks and toilets are readily accessible to children. (EE)
- 6.12c Developmentally appropriate equipment, including child-sized tables and chairs and adequate furniture in good repair, are provided in each classroom to meet the needs of the children. (EE)
- 6.13 The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students. (E/S)
- 6.13a The early education playground supports the developmental growth of children within a context of safety (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)
- 6.14 Facilities planning is in place to address future programs; enrollment changes; staff, facility, and technology needs; as well as future capital improvements. (C)
- 6.15 Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations. (C)
- 6.16 Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents—including communication with all constituents. (C)
- 6.17 Appropriate health, safety, and supervision practices ensure the specific needs of infants and toddlers are met (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Brief Narrative: In one to two pages, explain how the standard is met or what the barriers, if any, are to compliance. If the school is not found to be in compliance, what needs to occur for it to become compliant? Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies. (Use your indicator ratings, documentation, and other sources to validate your explanation.)

Strengths: State one to three strengths that exemplify compliance in this area.

Areas for Continuous School Improvement:

State one to three goals that reflect continuous school improvement in this area.

Required Documentation and Supporting Evidence:

The Required Documentation must be evaluated as the school rates themselves on the indicators. Provide all required documentation and supporting evidences used by the school in rating the indicators. These will verify compliance with the standard.

Required Documentation

- Crisis management and emergency plan
- Building evacuation plan displayed in classrooms, offices, and other rooms used by students
- Food services guidelines and inspection reports, if applicable
- Schedules and documentation of required drills (e.g., fire or earthquake)
- Health policies, procedures, and guidelines (including medicine distribution and storage)
- Student and faculty health files
- Documentation of known allergies
- Documentation showing compliance with local, state, federal, or provincial regulations, when appropriate
- Reporting procedures, policies, and training for child abuse/neglect/bullying prevention
- Written process describing how facilities are regularly inspected and maintained and data demonstrating the quality of these processes
- Transportation policy/plan
- Documentation showing compliance with all local, state, federal, or provincial regulations, when appropriate
- Master site/security plan
- Crisis plans notification procedures
- Parent notification procedures

Supporting Evidence

- Regular updates to evacuation and crisis management plans
- Guidelines posted in appropriate places for food services
- Sample health forms and immunization records
- Copies of CPR and first aid certification
- Field trip policies, procedures, forms

- Copies of recent menus for meals/snacks
- Student emergency profile forms (follows the students for activities)
- Indication that facilities and vehicles are regularly inspected and maintained
- Indications of a safe and orderly environment
- Vehicular flow and traffic safety
- Surveys
- Budget allocation for maintenance and facility development
- Environmental studies
- Building and/or transportation usage forms
- Evidence of insurance, if appropriate
- Any other documentation to verify compliance with this standard
- Policy for appropriately sized food for infants and toddlers
- Policy for wellness and illness management plan ~~Q~~

**LNHS Application
Question #4**

Ways the school is academically accountable to the parents to meet the educational needs of the students.

1. Facts Family Online – 24-7 Access
2. Google Classroom 4th – 12th grades
3. School Calendar – (example attached)
4. Bi-Weekly progress reports sent to parents (see below)
5. Parent/Teacher Conferences (see below)
6. Late slips and parent notifications
7. Calling D's and F's regularly
8. MAO free tutoring sessions on Thursday mornings

Parent/Student Handbook - Page 74:

Parent-Teacher Conferences

Each semester Christian Heritage Academy sets aside a parent-teacher conference day for conferences initiated by the parent or the teacher. The dates of these conference days are given in the school calendar.

In addition, administrators and teachers are available for conferences at other times by appointment through the school office.

CHA also sponsors parent meetings in which the school's philosophy, curriculum, and methodology are explained. The dates of these meetings are posted on Facts Family Online and put on the school calendar.

Report Cards/Progress Reports

The purpose of the progress report is to keep students and parents aware of academic achievement on an on-going basis throughout the year. Progress reports are e-mailed home at least three times each nine weeks and will have all grades recorded for each class listed on the student's schedule. Progress report days are listed on the school calendar.

A report card indicating the mid-term and semester grades will be e-mailed home at the end of each quarter. (This report card will also report on various aspects of student character.) The last report card of the year will be mailed to the parent. Report cards or other school records will not be issued when any tuition or fees are owed to the school. The work for which an incomplete (I) is given on the report card will automatically change to an "O" at the end of three weeks or when the teacher directs and the grade in the class will then be figured. It is the responsibility of the student to make arrangements on all incompletes.

School - October, 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1 Campus Preview V / JV / 9 Volleyball vs. Shawnee @ CHA	2	3 Cross Country @ Gordon Cooper (Shawnee) V Volleyball OSSAA Regional Tournament JH Volleyball @ Longfellow MS	4 V Football - Bye Week	5
6	7 JH Volleyball @ Whittier MS JV / JH Football vs. OCA @ CHA	8 V / JV / 9 Volleyball vs. Edmond Memorial @ CHA	9 Progress Reports Sent	10 School Pictures (Pre- K - 11th Grade) V Volleyball OSSAA State Tournament	11 V Volleyball OSSAA State Tournament V Football @ Crossings Christian	12 Cross Country vs. OBA @ Chisholm Park (Enid) V Volleyball OSSAA State Tournament
13	14 Freshman Retreat JH Football vs. OKC Patriots @ CHA	15 Freshman Retreat	16 NO SCHOOL - Fall Break	17 NO SCHOOL - Fall Break V Football vs. OCA @ CHA	18 NO SCHOOL - Fall Break	19 Cross Country @ OSSAA Regionals
20	21	22 JH Football @ Crooked Oak	23 Junior PreGAME Rally	24	25 V Football @ Minco	26 Cross Country @ OSSAA State (Gordon Cooper, Shawnee)
27	28 JV / JH Football @ Casady	29 Discovery Graduation	30 OSF Appreciation Luncheon	31 OSF Informational Meeting S&L JFA Training	1	2

Section 2- GENERAL SCHOOL POLICY

ACSI Certification

CHA requires 100% certification of all faculty members. Some materials were taken from the ACSI website www.acsi.org

Types of Certificates

<https://www.acsi.org/professional-development/certification>

There are four levels of certification: Temporary, Standard, Professional, and Lifetime.

1. **Temporary:** The teacher receiving temporary certification has a space of 2 years to meet certain requirements to receive a renewal. Requirements are a valid BS or BA degree (with a transcript). The first temporary certification is given so that a teacher may meet the ACSI philosophy requirement (see below). Subsequent temporary certificates are granted based on the fulfillment of this requirement and any other requirements (such as Bible CEU's or college course work required by ACSI). These requirements are listed on the lower half of the ACSI certificate. When the teacher accumulates 18 Bible CEU's or equivalent (1 hour of Bible in an ACSI recognized college is equivalent to 3 Bible CEU's) and has met all other course requirements, the teacher can then receive the next level of certification.
2. **Standard:** The teacher holding a standard certificate has a space of 5 years to meet the requirements for renewal. These qualifications are 5 Bible CEU's (or college equivalent) and 5 Educational CEU's. Because of CHA's ACSI provider's status, a teacher can gain both kinds of CEU's through the school, but Bible CEU's may be gained through other ministries. Education CEU's may be gained by participation in CHA's Professional Development. The school cannot provide CEU's for courses or seminars conducted by some other institution, such as a local church.
3. **Professional:** A teacher holding an advanced degree may further receive a professional certificate that qualifies him on completion of Bible course work.
4. **Lifetime Certificate:** A teacher who has a professional certificate and has taught at a Christian school for 5 years is eligible for a lifetime certificate.

Other Certification Requirements

<https://www.acsi.org/professional-development/certification/certification-application-and-christian-philosophy-of-education-faqs>

1. CHA's 1st-2nd year teacher training program has been approved as an alternative to the philosophy requirement through ACSI. Student Teaching Requirement: This may be met by having it recorded on a college transcript. If not there, or if the ACSI office is unable to discern that the teacher has met this requirement, then the teacher may obtain a letter from the Headmaster stating that that teacher has taught at the same level for 2 years. This letter is sufficient to meet the requirement.

Not Being ACSI Certified

Teacher certification is a contractual responsibility.



SCHOOL CERTIFICATION SPREADSHEET (Accreditation & Annual Reports)

As Of Date: 9/27/2019

School: Christian Heritage Academy

City: Del City

State: OK

Person Completing Form: Dawn Pruitt

Best Contact Email: dpruitt@cha.org

DIRECTIONS - All current faculty and administrators must be listed on this spreadsheet.

1. **FTE**—Use Full Time Equivalency decimal. '1' for full-time staff; '0.5'=1/2-time staff; etc.
2. **Highest Degree Held**—Highest degree held from an accredited or ACSI-recognized college: BA, BS, MEd, EdD, etc.
3. **Level of ACSI Certification**—Interim, Temporary, Standard, Professional, or Lifetime. Interim are non-renewable.
4. **Type and Areas of ACSI Cert**—Examples: Elem Tchr - 3rd Grade, Sec Tchr - Math, All-Levels - PE, Princ, Head of School, Athletic Dir, Specialist (e.g., Guidance, Media, Bible).
5. **ACSI Cert Expire Date**—MM/DD/YYYY format. For Lifetime certificates, type "Lifetime." Certificates that expire before the due date of the report will be considered expired, regardless of what date it is submitted. Report dates vary by region, and this may be used for an annual report or an accreditation. **"In Process" on the due date is considered NOT certified.**
6. **Comments**—For waivers or certifications "In Process" (both not certified), note the date associated with the action. If there is a progress report due for a waiver, type "Progress Report Attached." Items that require dates or plans will be considered incomplete without those. If a teacher has a gap in employment, either for extended leave or for departure and rehire, note this in the comments cell.
7. **State Credentials**—Faculty and administrators who hold a state certificate/license/credential and NOT an ACSI certificate should be listed in the appropriate section for state credentialed faculty or administrators, detailing the completion of the Christian Philosophy of Education (CPoE) and approved Bible CEUs.
8. **CPoE and Bible CEUs**—List the number of completed Bible CEUs in the past calendar year. The total number of Bible CEUs should be at least 1 per calendar year. If the individual has not completed at least 1 Bible CEU per calendar year, they should be listed in the NOT Certified section or if in their first academic year, listed in the Newly Hired section. If the individual has not completed the CPoE by the end of their 3rd year of employment, they should be listed in the NOT Certified section or if in their first academic year, listed in the Newly Hired section.
9. **Administrators**—If a K-12 principal or HOS teaches part-time, include his/her name in both the 'Faculty' and 'Administrator' sections, noting the FTE decimal for each, not to exceed 1.00. This individual must hold an administrator certificate, but is not required to hold a teacher certificate. Assistant principals and professional staff (e.g., academic dean, director of curriculum and instruction, athletic director, etc.) should have the appropriate certification for their position and may be placed in the Faculty section.
10. Need an extra row for additional staff? Right click in the middle of a section where you want to insert the new row, then select 'insert'. A blank row will be inserted above the row selected and formulas will automatically adjust. Do not use the first or last row of a section for copying, as the formulas may not work correctly.

FACULTY AND NON-ADMINISTRATIVE PROFESSIONAL STAFF ACSI CERTIFIED - Only include those with certificates current at the date the report is due. If a teacher holds both an ACSI certificate and a state credential, list only in this section, not both. This section may include athletic directors, guidance counselors, library/media specialist, etc.

Last Name, First Name	FTE% #1 above	Degree Held #2 above	Total Yrs Tch	Hire Date (Mo/Yr)	Major Teaching Responsibilities	Grade or Level Teaching	Level of ACSI Cert #3 above	Type and Area of ACSI Cert #4 above	ACSI Cert Expire Date #5 above	Comments #6 above
Anderson, Keli	1.00	BA	12	11/2011	2nd Grade	2nd	Standard	Elem. Teacher	1/15/2020	
Bean, April	1.00	BA	7	08/2012	Spanish	9th-12th	Temporary	Sec. Teacher	8/20/2020	
Blasi, Isabelle	1.00	BA	5	08/2017	Kindergarten	Kinder	Temporary	Elem. Teacher	9/12/2020	
Bower, Cheryl	1.00	MA	35	08/1985	English	10th-12th	Lifetime	Sec. Teacher	Lifetime	
Bullard, Troop	1.00	BS	26	08/1993	Sec. Math/Counselor	9th-12th	Standard	Sec. Teacher	2/22/2024	
Cargill, Amber	1.00	BS	9	08/2010	Secondary English	9th-12th	Temporary	Sec. Teacher	7/27/2020	
Champion, Kathy	1.00	MA	21	08/2005	3rd Grde	3rd	Standard	Elem. Teacher	5/2/2024	
Clay, Jack	1.00	BS	43	08/1979	Music/Bible	9th-12th	Standard	Sec. Teacher	2/25/2021	
Cochran, Kyra	1.00	BA	4	08/2016	Speech/Drama/Debate	8th-12th	Temporary	Sec. Teacher	3/10/2021	
Copeland, Brad	1.00	MA	3	08/2016	Sec. Science	9th-12th	Temporary	Sec. Teacher	1/17/2021	

Crabb, Amber	1.00	BA	12	08/2008	1st Grade	1st	Standard	Elem. Teacher	7/29/2024	
Davis, Nick	1.00	BS	0	05/2010	Physical Education	7th-12th	Temporary	Specialist	8/15/2021	
DeMoss, Susan	1.00	PhD	26	08/2006	Pre-Calc/Calc	11th-12th	Lifetime	Math	Lifetime	
Ferguson, Aaron	1.00	BA	25	06/1994	Sec. History/Government	11th-12th	Standard	Sec. Teacher	9/12/2023	
Ferguson, A.J.	1.00	BA	2	08/2017	Secondary English	7th-12th	Temporary	Sec. Teacher	9/19/2020	
Flanders, Dalton	1.00	BS	0	06/2019	Sec. Science	7th-8th	Temporary	Sec. Teacher	8/5/2021	
French, Amy	1.00	BS	6	08/2016	4th Grade	4th	Temporary	Elem. Teacher	9/15/2020	
Garcia, Jamie	1.00	BS	5	08/2007	6th Grade	6th	Temporary	Elem. Teacher	3/21/2021	
Garner, Laura	1.00	BS	32	08/1992	Kindergarten	Kinder	Standard	Elem. Teacher	4/16/2024	
Gentry, Crystal	1.00	BS	10	08/2017	Pre-K	Pre-K	Temporary	Elem. Teacher	9/6/2020	
Gramling, Scott	1.00	MA	8	08/2011	Sec. Bible	7th-12th	Lifetime	Bible Specialist	Lifetime	
Hanes, Jonna	1.00	BA	24	08/1995	GLC Therapist	All	Standard	Elem. Teacher	9/12/2023	
Hansel, Lindsay	1.00	BS	12	08/2013	Sec. English/Lit	7th-8th	Temporary	Elem. Teacher	9/12/2020	
Harden, Michelle	1.00	BS	25	08/2009	3rd Grade	3rd	Standard	Elem. Teacher	2/17/2022	
Hartman, Stephen	1.00	BME	3	07/2019	Sec. Computer	7th-12th	Temporary	Sec. Teacher	8/26/2021	
Hazelrigg, Allyson	1.00	BA	0	07/2019	Sec. Art	8th-12th	Temporary	Sec. Teacher	8/7/2021	
Holmes, Sarah	1.00	BA	5	08/2016	GLC Therapist	All	Standard	Specialist	12/8/2023	
Huff, Deanna	1.00	M/Div	9	08/2011	Bible/History	8th-12th	Lifetime	Bible Specialist	Lifetime	
Kemery, Kim	1.00	BA	14	03/2009	6th Grade	6th	Standard	Elem. Teacher	1/4/2021	
Kufahl, Heath	1.00	BA	20	08/1999	Bible/Econ	10th-12th	Standard	Sec. Teacher	2/26/2023	
Littlejim, Clint	1.00	BA	24	08/2001	Athletic Director	7th-12th	Standard	Elem. Teacher	2/5/2020	
Littlejim, Lisa	1.00	BS	30	08/2001	Sec. Science	9th-12th	Standard	Sec. Teacher	8/28/2022	
Merrill, Tony	1.00	BS	11	08/2008	Social Sciences	7th-9th	Temporary	Sec. Teacher	11/30/2020	
Newsome, Linda	0.17	BA	18	08/2013	Psychology Prep	9th-12th	Temporary	Sec. Teacher	9/11/2020	
Newton, Dawna	1.00	BA	21	08/2017	4th Grade	4th	Temporary	Elem. Teacher	9/18/2020	
Phillips, Levi	1.00	BS	2	08/2017	Elem. P.E./Se. Coach	All	Temporary	Specialist	9/19/2020	
Poulin, Matt	1.00	BS	0	06/2019	Sec. Math	7th-9th	Temporary	Sec. Teacher	8/5/2021	
Renegar, Laresa	1.00	BA	8	07/2019	Kindergarten	Kinder	Temporary	Elem. Teacher	8/9/2021	
Roberts, Johna	1.00	BME	7	08/2016	Elem. Music	Pre-K-6th	Standard	All Levels Music	2/13/2024	
Scholes, Lanny	1.00	BA	41	08/2014	Band	5th-12th	Standard	Band	3/3/2022	
Sherrer, Joni	1.00	BS/MA	1	05/2019	GLC Therapist	All	Temporary	School Counselor	8/6/2021	
Smith, Ken	1.00	BA	12	08/1998	Bible/Philosophy	11th-12th	Standard	Bible Specialist	9/11/2023	
Spencer, Blaine	1.00	BA	2	08/2017	Social Studies/Coach	7th-12th	Temporary	Sec. Teacher	8/28/2020	
Talley, Shari	1.00	BA	8	09/2011	5th Grade	5th	Temporary	Elem. Teacher	8/22/2020	
Tinker, Taylor	1.00	BA	3	04/2018	5th Grade	5th	Temporary	Elem. Teacher	9/10/2020	
Unruh, Jessica	1.00	BA/MA	10	08/2017	1st Grade	1st	Temporary	Elem. Teacher	9/10/2020	
Wells, Jill	1.00	BA	5	08/2014	Elementary Art	1st-6th	Standard	Art	12/12/2023	
Whitten, Tabitha	1.00	BA	17	08/2003	2nd Grade	2nd	Standard	Elem. Teacher	9/10/2023	

NEWLY HIRED FACULTY/PROF STAFF WITHOUT CERTIFICATES - Individuals listed will NOT be counted in the % for the FTE. Staff listed must be in their FIRST year at the school.									
Last Name, First Name	FTE% #1 above	Degree Held #2 above	Total Yrs Tch	Hire Date (Mo/Yr)	Major Teaching Responsibilities	Grade or Level Teaching	Comments #6 above		
New Fac/Prof Staff Totals		0.00							

ADMINISTRATORS ACSI CERTIFIED - FTE of K-12 principals, head of school, and/or executive director must be at 100% to meet standard. If an administrator holds both an ACSI certificate and a state credential, list only in this section, not both.

Last Name, First Name	FTE% #1 above	Degree Held #2 above	Total Yrs Admin	Hire Date (Mo/Yr)	Major Responsibilities	Grades or Level	Level of ACSI Cert #3 above	Type of ACSI Cert #4 above	ACSI Cert Expire Date #5 above	Comments #6 above
Bullard, Josh	1.00	BS, MA	13	08/1984	Headmaster	Prek-12th	Standard	Administration	10/8/2020	
DeMoss, Susan	1.00	PhD	16.5	08/2006	Professional Development	Prek-12th	Lifetime	Sec. Principal	Lifetime	
Holmes, David	1.00	BS	33	08/1975	Sec. Headmaster	7th-12th	Standard	Sec. Principal	8/20/2023	
Low, Tami	1.00	BSed	5	08/2003	Elem. Headmaster	Prek-6th	Standard	Elem. Principal	8/1/2024	
Administrators Cert Totals		4.00								

ADMINISTRATORS STATE CERTIFIED/LICENSED/CREDENTIAL - FTE of K-12 principals, head of school, and/or executive director WITHOUT an ACSI certificate, #7 above.												
Last Name, First Name	FTE% #1 above	Degree Held #2 above	Total Yrs Adm	Hire Date (Mo/Yr)	Major Adm. Responsibilities	Grade or Level Adm.	Issuing State	State Certification Area/Grade Level	State Certification Expiration Date	Date of CPoE Completion #8 above	Total Approved Bible CEUs Completed (past calendar year) #8 above	Comments #6 above
Administrators NOT Cert Totals												0.00

NEWLY HIRED ADMINISTRATOR WITHOUT AN ADMINISTRATIVE CERTIFICATE - Individuals listed will NOT be counted in the % for the FTE. Must be in their first year at the school.									
Last Name, First Name	FTE% #1 above	Degree Held #2 above	Total Yrs Adm	Hire Date (Mo/Yr)	Major Responsibilities	Grades or Level	Comments #6 above		
New Admin Totals		0.00							

ADMINISTRATORS NOT CERTIFIED – List administrators who have neither ACSI certification (includes expired/in process) nor a state credential.

Last Name, First Name	FTE% #1 above	Degree Held #2 above	Total Yrs Admin	Hire Date (Mo/Yr)	Major Responsibilities	Grades or Level	Level of ACSI Cert #3 above	Type of ACSI Cert #4 above	ACSI Cert Expire Date #5 above	Comments #6 above
Administrators NOT Cert Totals	0.00									

Faculty/Non Administrator Waiver Totals

Total FTE for Faculty/Prof Staff at this school	47.17
Total Faculty/Prof granted waivers (by FTE)	0.00
Total % of waivers to total FTE staff	0.00%

REACH Indicator 4.6 states schools must have 80% of Faculty/Prof Staff ACSI/State certified. Accreditation Guidelines allow first year Faculty/Prof Staff/Admin to NOT be counted in the 80% but they must be listed. Waivers must be approved by the Regional Office or ACSI HQ, not to exceed 10% of staff. Any applications "In Process" are listed as NOT certified.

School:

City:

State:

Faculty/Non Administrator Totals

Total FTE for Faculty/Professional Staff at this school	47.17	not including new or waivers
Total FTE for certified Faculty/Professional Staff	47.17	not including new, not certified, or waivers
% of ACSI certified Fac/Prof FTE	100.00%	≥ 80% is ACSI Standard

Administrator Totals

Total FTE of administrators at this school	4.00	not including new
Total FTE of certified administrators	4.00	not including new
% of ACSI certified administrators FTE	100.00%	100% is ACSI Standard

INDICATORS

Symbols next to indicators apply as follows:

- (C) Comprehensively applies to every level of a school being accredited (grades EE–12)
- (E/S) Applies only to K–12 schools
- (EE) Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

All indicators in **boldface** are considered critical. Indicators which are marked with an asterisk (*) **must** be met at the “compliance” level or higher for a team visit to occur.

- 2.1 A governing body has been established, and its primary responsibilities include: developing general school governance policy; hiring the head of school; providing direction and strategic planning; ensuring the financial stability, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school, and conducting systematic board self-evaluation and training. (C)
- 2.2 **The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership.** (C)
- 2.3 The governing body supports the head of school's prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school. (C)
- 2.4 Constituents and stakeholders are given opportunities to provide feedback to leadership regarding decisions of the school, a practice that promotes a culture of participation and transparency. (C)
- 2.5 **Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review.** (C)
- 2.6 **Established written policies are in place to see that the educational and developmental needs**

of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (C)

- 2.7 **Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school.** (C)
- 2.8 The budget is constructed carefully—using input from program heads—and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment of the cost of educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed. (C)
- 2.9 **A review of the school's finances is conducted by an external CPA, who has no vested interest in the school, at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See *Options for Meeting Indicator 2.9* for details.)** (C)
- 2.9a Stand-alone early education programs, with an annual budget of \$250,000 or less, may choose to have an annual examination of their finances in lieu of a financial statement review. The examination must be completed by a qualified accountant who is independent of the program and its sponsoring church, school, or board. (EE)
- 2.10 Just compensation packages are documented for all employees and are commensurate with the training and services rendered. (C)
- 2.11* **The school ensures compliance with applicable local, state, and federal laws, and it is in good standing with all regulatory agencies.** (C)

Brief Narrative: In one to two pages, explain how the standard is met or what the barriers, if any, are to compliance. If the school is not found to be in compliance, what needs to occur for it to become compliant? Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies. (Use your indicator ratings, documentation, and other sources to validate your explanation.)

CHA Discipline Policy

(Excerpt from pages 27 and 28 of the 2019-20 Faculty/Staff Handbook)

General School Discipline

CHA's discipline procedures are established to promote an environment that is conducive to learning and leading a Christ-like life. We believe that parents are the God-ordained authorities in each child's life and we desire to partner with parents to support them in their efforts to raise children with Christ-like character. In general, each teacher will have their own set of classroom rules that will be communicated clearly to the students at the beginning of the year. Students who choose to disobey these policies may lose privileges and or receive consequences to their behavior. If the behavior becomes repetitive or severe, the teacher will contact the parent and possibly send the student to the appropriate administrator. The administration reserves the right to take any disciplinary action needed to ensure an environment conducive for learning.

5 Step Discipline Plan

1. The teacher, most often, is the first point of contact in the disciplinary process. After the negative action, the teacher will speak to the student and document the behavior.
2. If the problem persists, the teacher will contact the parent to gain assistance in correcting the behavior and will document the behavior.
3. If partnering with the parent and a consequence from the teacher do not correct the behavior, the teacher will fill out a "discipline report" and send the student to the appropriate administrator.
4. The student will receive a consequence from the administrator, documentation will be done and the parent and sending teacher will be notified.
5. The administrator will deal with each situation in a timely and effective fashion. Each situation will be dealt with on an individual basis and consequences assigned that will fit the offense. Possible consequences include, but are not limited to, detention, suspension, and expulsion.

As part of the Discipline Policy, CHA can use the "Detention System." The "Discipline Policy" is our method of discipline, however, referrals and detentions may be used by teachers or administrators as consequences for inappropriate behavior.



Regional Accreditation Commission

June 4, 2020

Connie Thornton
Chairman

Ed Thomas
Vice Chairman

Dr. Joy Bell

Tim Euler

Katerina Foley

Tim Kuhns

Jan Pride

Terry Roberts

Dr. Tony Ryff

Kim Brucker
Senior Coordinator,
Central Division of
Early Education

Dr. Diane Bunker
South-Central
Accreditation

Dr. Edward Bunn
South-Central
Regional Director

Mr. Josh Bullard
Christian Heritage Academy
4400 SE 27th Street
Del City, OK 73115

Dear Josh:

I am pleased to inform you that the South-Central Regional Accreditation Commission has voted to renew accreditation for **Christian Heritage Academy** (grades K-12) for a full term of five years. This accreditation is effective July 1, 2020 and will continue through June 30, 2025.

Substantial changes initiated subsequent to the 2019-2020 accreditation visit which significantly alter the objective, scope, curriculum, and/or control of your program are not automatically included in this accreditation. A change in the school's leadership (chief school administrator) during the accreditation period must be reported right away to the South-Central Regional Office.

During the accreditation cycle, you will need to send to the regional office every year by October 1:

1. the annual report,
2. an annual Statement of Financial Practice,
3. the school certification spreadsheet, and
4. other forms as required by circumstances.

These forms are available on the ACSI website. Your next annual report is due October 1, 2020.

We will place an order for your accreditation certificate, and it will be mailed to the school.

On behalf of the visiting team members and the commission, we wish to congratulate you, the board of trustees, and your faculty and staff for this achievement. We are pleased to retain **Christian Heritage Academy** on our growing list of ACSI accredited schools.

Sincerely in Christ,

Connie Thornton
Regional Accreditation Commission Chairman
ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL

Copy to Dr. Diane Bunker



Criteria #7 - Proof of Accreditation

Oklahoma Private School Accreditation Commission

CERTIFICATE OF MEMBERSHIP

This certificate is issued to

CHRISTIAN HERITAGE ACADEMY

Del City, Oklahoma

Kindergarten - 12th 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 2020 - 2021

Dr. David Madison

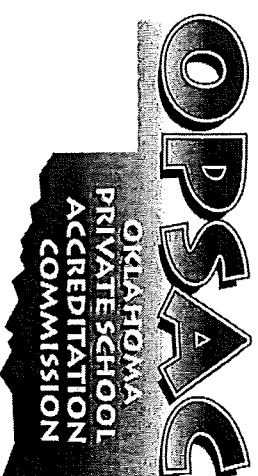
Chairman

Dr. David Madison

Dr. Donnie Peal

Executive Director

Dr. Donnie Peal



Genesis Learning Center

Multi-Tiered Specialized Student Learning Services

"Be TRANSFORMED by the RENEWAL of your MIND, that you may PROVE what is the acceptable will of God." Romans 12:2

Generally, it is recommended that a student move through the tiers when an academic need becomes apparent with the goal being to provide the least amount of intervention, leading a student to become a successful, independent learner.

Aspects of Tiers	Tier I Educational Assistance (EA)	Tier II Educational Intervention (EI)	Tier III Educational Therapy (ET)
Enrollment Requirements and Role of Genesis Learning Center Therapists	<ul style="list-style-type: none"> Does not require enrollment in Genesis Learning Center services. Genesis Learning Center therapists serve as consultants to tutor and classroom teacher Classroom observations 	<ul style="list-style-type: none"> Requires enrollment in Genesis Learning Center services. Genesis Learning Center therapists serve as facilitators and consultants to specialized tutor and classroom teacher Classroom observations 	<ul style="list-style-type: none"> Requires enrollment in Discovery Program Educational Therapists provide therapy and serve as consultants to the classroom teacher.
Description of Services	<ul style="list-style-type: none"> Classroom teacher works with the student individually to address areas of concern List of available tutors for parents to secure services from Peer tutors (NHS, S&L, Mu Alpha, Theta) 	<ul style="list-style-type: none"> Small group intervention for reading/math concerns provided by Educational Therapists <ul style="list-style-type: none"> Executive Function Coaching Reading Intervention Math Intervention One-on-one specialized tutoring 	<ul style="list-style-type: none"> Discovery Program - 2nd-12th grades Search and Teach - K-1st grade
Identification of Needs	<ul style="list-style-type: none"> Previous achievement data from prior years Standardized testing data Evident struggling in the classroom Informal testing Classroom observations Teacher checklists 	<p><i>Possible additional testing:</i></p> <ul style="list-style-type: none"> Standardized testing data using protocols from Discovery Program <ul style="list-style-type: none"> WISC - IV Woodcock-Johnson Tests of Achievement - IV Detroit Test of Learning Aptitudes - 4 Informal Tests Classroom observations Teacher checklists 	<ul style="list-style-type: none"> Discovery Program Testing Protocol <ul style="list-style-type: none"> WISC - IV Roe Burns Informal Reading Inventory Woodcock-Johnson Tests of Achievement - IV Woodcock-Johnson Tests of Oral Language Goodenough Harris Draw-A-Person Beery Developmental Test of Visual-Motor Integration Detroit Test of Learning Aptitudes - 4 Informal Tests Teacher checklists Classroom observations
Time Involved	<ul style="list-style-type: none"> Before/after school Study hall based on teacher/tutor availability 	<ul style="list-style-type: none"> During the school day Small group therapy: 1 - 2 session per week for 50 minutes each session Specialized tutoring: before or after school; study hall based on tutor's availability 	<ul style="list-style-type: none"> During the school day <ul style="list-style-type: none"> ET 1: 160-minutes per week; generally two sessions per week for elementary/JH students; 3-4 sessions per week for High school students ET 2: One 80-minute session or two 40 minute sessions per week Teach: Two 40-minute sessions per week

Genesis Learning Center

Multi-Tiered Specialized Student Learning Services

"Be TRANSFORMED by the RENEWAL of your MIND, that you may PROVE what is the acceptable will of God." Romans 12:2

Possible Accommodations and Modifications	<p>On occasional basis:</p> <ul style="list-style-type: none">• Additional time for assignments• Additional time for tests• Seat at the front of the room• Allow student to get a copy of notes to compare to personal notes.• No curricular modifications	<ul style="list-style-type: none">• Possible accommodations:<ul style="list-style-type: none">◦ Additional time for assignments◦ Additional time for tests◦ Take tests in parts◦ Seat at the front of the room◦ Share overview with tutor◦ Allow student to get a copy of the notes to compare to personal notes.◦ Oral administration of tests by therapist/tutor• No curricular modifications	<ul style="list-style-type: none">• Routine accommodations per Discovery Program:• Routine curricular modifications per Discovery Program
Cost	<ul style="list-style-type: none">• Parents pay for tutoring directly to the tutor	<ul style="list-style-type: none">• Fee for testing• Fee - hourly rate depending on services provided	<ul style="list-style-type: none">• Fee for testing• Discovery Program tuition