



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: August 22, 2019

SUBJECT: Lindsey Nicole Henry Scholarship

Mingo Valley Christian School 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 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. They are also accredited by AdvanceEd, the regional accreditation authority which any public schools in Oklahoma that have regional accreditation would have that designation through as well.

Included is accreditation standards by which Mingo Valley Christian School has been examined and found approved. These address particular areas of the affirmation in the LNH application.

- Note Standards 2.11, 6.3, and 6.10 addressing compliance with all federal, state, and local laws for safety, health, and student treatment issues as well as compliance with all regulatory agencies. Also attached are copies of their local health department approved status for their food services operation.
- Standard 3.7 requiring evidence for nondiscriminatory compliance. Attached is a copy of the statement of nondiscrimination from their website and their published statement complying with the particular provision of IRS 501 (c) 3 designation and 42 U.S.C. Section 2000d.
- Standard 4.5 requiring all teacher to hold the minimum of a Bachelor's degree from an accredited college or university.



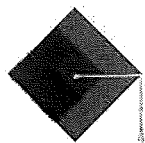
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- Standard 5.6 requiring a system to be in place for assessment of student learning and development and Standard 5.9 by which that student progress is required to be communicated for accountability.

Also attached is a detailed description of their special education services for students with disabilities.

JH/se



Mingo Valley Christian School

PreK 4 - 12th grade

NAME OF PRIVATE SCHOOL

GRADE LEVELS

8304 S 107th E Ave

Tulsa

OK

74133

ADDRESS

CITY

STATE

ZIP

918-294-0404

mingovalley.org

PHONE NUMBER

WEBSITE ADDRESS

Dr. Boyd Chitwood

SUPERINTENDENT, HEAD-MASTER OR PRINCIPAL NAME

Dr. Boyd Chitwood

boydchitwood@mingovalley.org

LNH CONTACT PERSON

CONTACT EMAIL

The Lindsey Nicole Henry (LNH) Scholarship Act requires, in part, that the private school desiring to participate must demonstrate/identify certain criteria prior to being approved. The State Department of Education shall approve a private school as eligible to participate in the scholarship program upon determination that the private school meets the following:

The private school must demonstrate fiscal soundness by having been in operation for one (1) year or providing the State Department of Education 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 Department.

- ☒ **YES** ☐ **NO** Does your school meet the financial requirements stated above?
- ☒ **YES** ☐ **NO** Do you comply with the antidiscrimination provisions of 42 U.S.C., Section 2000d?
- ☒ **YES** ☐ **NO** Do you meet state and local health and safety laws and codes?
- ☒ **YES** ☐ **NO** Will you be academically accountable to the parent or legal guardian for meeting the educational needs of the student?
- ☒ **YES** ☐ **NO** Do you 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?
- ☒ **YES** ☐ **NO** Do you 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?

The private school must meet the accreditation requirements set by the State Board of Education or another accrediting association approved by the State Board of Education.

Please list all accrediting information.

ACSI, AdvancEd, OPSAC


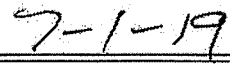
What services and support do you offer students with disabilities?

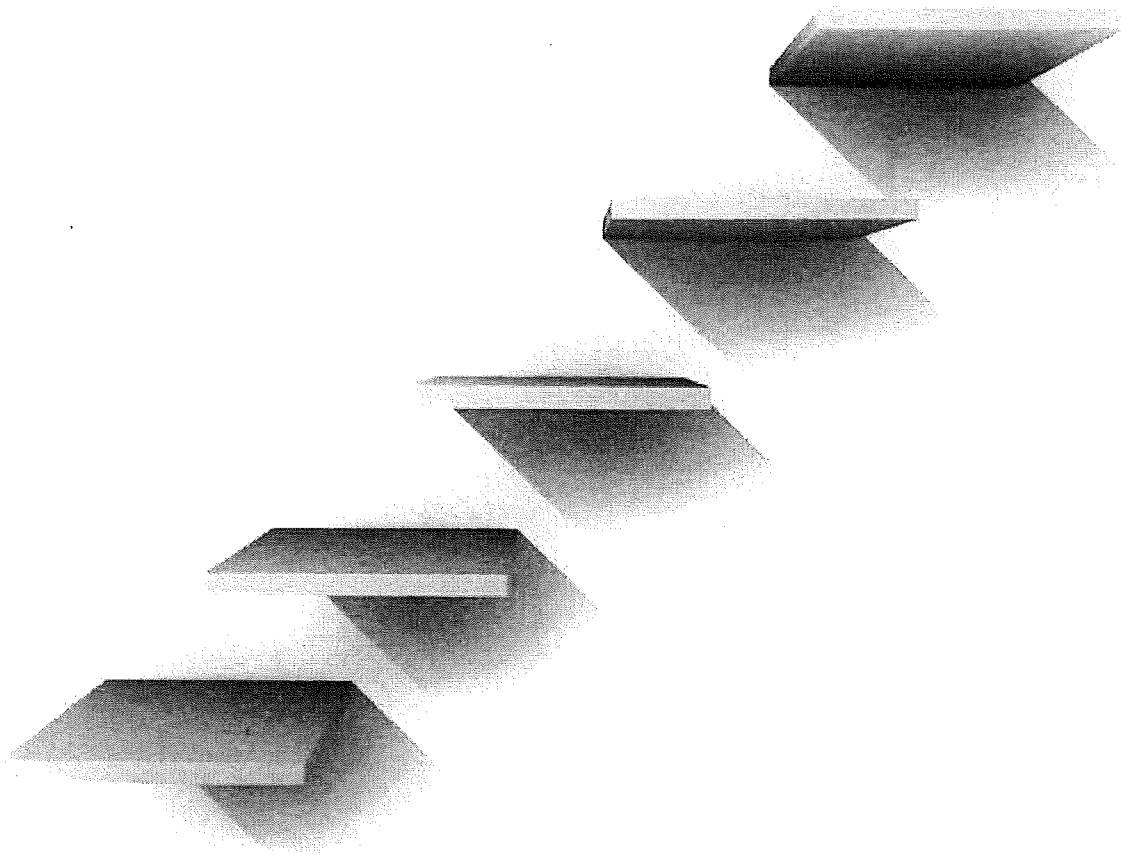
All faculty broadly committed to Personalized Learning. Second line of support to classroom teachers for meeting student learning needs by provision of staff teaching positions at both the Lower School and Upper School levels tasked specifically to address special educational learning needs of students.

Please list below any additional information you would like the State Board of Education to consider for adding your school to the list of approved private schools for the Lindsey Nicole Henry Scholarship.

We are committed to meeting the unique learning needs of each of our students and to a broad range of students considering application to our school. We do not discriminate on the basis of disability (among other characteristics) for admission to our school nor participation in our school programs.

The information I have provided the State Board of Education is correct and complete to the best of my knowledge.

	
SIGNATURE	DATE



REACH 2019 Edition

Standards Manual for Accreditation

for EE–12 North American and International Schools

Reaching for **E**xcellence Through **A**ccreditation and **C**ontinuous Improvement for **H**igher Achievement

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.)

- 3.3 The length of the school day and year, as well as the number of instructional hours and days, complies with applicable laws. (E/S)
- 3.4 Regular, established, and effective two-way communication occurs between the school and its constituents. (C)
- 3.4a The program has a plan for collaboration and communication with the families regarding the child's developmental milestones, individual learning goals, and classroom experiences, while developing effective strategies to support learning at home. (EE)
- 3.5 The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (C)
- 3.6 The school systematically seeks input/feedback from parents, staff, and current and past students in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction. (See Appendix E) (C)
- 3.7* The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school. (C)**

Guidance and Support Services

- 3.8 Guidance services are provided at age-appropriate levels and communicated to families. High school guidance services provide academic course selection along with college and career planning. (E/S)
- 3.9 The school has a process to identify the unique learning needs of individual students, and support is provided in order for them to meet the expected student outcomes. (C)
- 3.10 Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location. (C)**
- 3.11 The school has a written plan in place for the transfer of student records to an appropriate accredited school, association, or local school district in the event of closure. (C)

Student Activities

- 3.12 Student activities are consistent with the mission

of the school, are a balanced variety, and are reflective of the needs of all students. (E/S)

Personal Care, Support, and Advocacy for Children

- 3.13 The director ensures that daily transitions and regrouping of children are minimized through organization, written policies, and staffing. (EE)
- 3.14 Each group of children has one primary teacher/caregiver to help ensure that the individual child is cared for and nurtured. (EE)
- 3.15 Staff members receive professional development on how to intentionally prepare and maintain an emotionally healthy environment (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)**
- 3.16 The program utilizes a research-based developmental screening tool within three months of enrollment and has a written early intervention plan for helping children who exhibit varying developmental delays or challenges in the learning environment. Staff are trained annually in implementing the plan. (EE)
- 3.17 The program has an established plan offering a variety of engagement opportunities for families supporting their participation in the education of their child while promoting the inclusion of multicultural and linguistic diversity. (EE)
- 3.18 Families are provided with information, materials, and resources from local or state agencies or services to assist with the health, developmental, and educational needs of their children. (EE)
- 3.19 Families are provided with an annually updated handbook outlining policies and procedures of the program, and parents/guardians sign acknowledgement indicating agreement with the information. (EE)
- 3.20 The program has a marketing and recruitment plan to attract families to their distinct mission and vision for high quality care and early education. (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.)

- 4.4a The director of the early education program has professional training as evidenced by having obtained, at minimum: 1) a bachelor's degree in early childhood education/child development or related field from an accredited institution; or, 2) a bachelor's degree in a nonrelated field and a CDA; or, 3) a bachelor's degree in a nonrelated field and nine credit hours of college coursework in early childhood education/child development or related field.
- The director also has a working understanding of business practices as evidenced by nine credit hours of college coursework in administration, business, leadership development, or supervision of adults, or ongoing professional development and administration, business, or leadership experience (as verified in a letter from the board, resume, etc.). Refer to *Request for EE Staff Waiver*, if applicable. (EE)
- 4.5 All K–12 teachers hold, at minimum, a bachelor's degree from an accredited college/university or an institution recognized by ACSI. Contact the ACSI Certification Department for information regarding recognized institutions. (E/S)**
- 4.5a At least sixty percent of early education teachers have obtained: 1) an associate's degree (AA) in early childhood education/child development or related field from an accredited institution; or, 2) an AA degree out-of-field AND six credit hours of early childhood/child development in college coursework; or, 3) an AA degree out-of-field AND either a CDA or 120 clock hours of professional development in early childhood. See the Rubrics Manual and Request for EE Staff Waiver. (EE)
- 4.5b Early education teacher assistants have obtained: 1) CDA or equivalent; or, 2) college coursework in early childhood education above state minimum requirements; or, 3) state teacher assistant credential; or, 4) 60 clock hours of professional development in early childhood. (EE)
- 4.6 A minimum of 80 percent of K–12 faculty, which includes professional positions such as guidance counselors, athletic directors, library/media specialist, etc., based on full-time equivalents (FTEs), hold current ACSI certification (or current state, national, provincial certificate, plus Christian philosophy and Bible requirements). (See *Guidelines for Outside Contracted Teachers*.) (E/S)**
- 4.7 Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education. (E/S)
- 4.7a All EE staff who are responsible for the care and education of the children in the program participate annually in a minimum of 12 documented clock hours (state requirements for additional clock hour training must also be met) of continuing education or professional development relating to topics specific to early education. All professional development clock hours must align with one or more of the ACSI Core Competencies. Refer to the *EE Yearly Professional Development Report* and the *EE Core Competencies* document. (EE)
- 4.7b A minimum of four clock hours annually of biblical studies (a formal group or individual Bible study) is accepted with documentation of completion. See *EE Biblical Studies Form*. (EE)
- 4.7c Eighty percent of all early educators, including program leaders/directors, teachers, and teacher assistants, complete ACSI's *Principles and Practices of Christian Early Education* course. (EE)
- 4.8 Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed. (C)
- 4.9 Executive leadership supports the implementation of effective instructional practices of faculty/staff through annual observation, evaluation, and goal setting to more effectively achieve desired student outcomes. (C)
- 4.9a The director ensures that a formal evaluation of new employees takes place no later than six months after the start date. (EE)
- 4.10 The number and professional preparation of instructional and support staff is sufficient for the scope of the school. (C)
- 4.11 Teachers and administrators work collaboratively with each other to positively affect school culture, encourage student learning, and promote organizational effectiveness. (C)
- 4.12 The program policy provides a schedule for teaching staff that includes compensated planning time. (EE)
- 4.13 Breaks are reflected in the staff work schedule as per federal/state labor laws. (EE)

instructional resources, and 7) evaluation and assessment strategies (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Instructional Strategies

5.3 Bible content and instruction are required in the core curriculum. *(ACSI will accept alternative and innovative ways of meeting the Bible content and instruction requirement. The school's method can be approved for meeting (or exceeding) compliance in advance of an accreditation visit by submitting a description of the process the school uses to the team chairperson and ACSI regional office. The plan must include: goals, objectives and outcomes; assessment; how it meets the spirit of the indicator and rubric.)* (E/S)

5.3a There is age-appropriate biblical instruction integrated into the core curriculum. (EE)

5.4 The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring they are research-based and reflect sound educational practice. (C)

5.5 Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)

5.5a Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include Bible, language, math, and science/discovery (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

5.5b Teachers incorporate appropriate instructional strategies and learning activities in the lesson plans that reflect the goals of the program and connect with the overall expected child outcomes (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

5.5c The daily schedule provides for stability, security, and flexibility to meet the group's needs, capitalizing on the children's interest and attention span. The classroom schedule includes a balance of activities that are age appropriate in length (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Assessment

5.6 There is a systematic process in place for the assessment of student learning and development

that includes multiple assessment measures over time to accomplish the expected student outcomes. (See Appendix F.) (E/S)

5.6a Developmentally appropriate child assessments such as portfolios, work samples, and observation data are collected at least twice per year and shared with parents. (EE)

5.7 The school analyzes student performance data including: 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students; 3) disaggregation of data by gender, ethnicity, and other factors important to the school; and 4) comparison to outside groups. Teachers are trained in data assessment and analysis for program improvement. (See Appendix F.) (E/S)

5.8 The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes. (E/S)

5.9 The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: 1) major tests used; 2) schoolwide trends in achievement; 3) accomplishment of schoolwide expected student outcomes; and 4) annual progress of individual students. (C)

Instructional Resources

5.10 Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school. (C)

5.11 Information resources are readily accessible to students and staff. Training for students and staff on the use of information resources is supported by specially trained staff. (C)

5.11a Passive media (television, DVDs, CDs), when used, meet the following requirements: 1) are appropriate to the age and the attention span; 2) enhance the effectiveness and values of the program; 3) are previewed by the staff for overall content and age appropriateness; 4) serve as an occasional supplement to daily activities rather than a significant part; and 5) include appropriate teacher involvement in introducing and following up the viewing with questions and activities that elicit children's active involvement. (EE)

5.11b If the program includes screen time for children, program guidelines have been developed for

INDICATORS

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- (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)**



*The Commission on Accreditation of the
Association of Christian Schools International attests that accredited status
has been granted and thus affirms that this school is committed to the pursuit
of excellence in education, to meet the established accreditation standards,
and to follow an ongoing school improvement plan.*

Mingo Valley Christian School

*Grades Accredited: K-12
Term of Accreditation: 7/1/2016-6/30/2021
Initial Accreditation: 7/1/2003
School ID: 1250*

Daniel J. Egeler

DANIEL J. EGELER, EDD
PRESIDENT

Dr. Diane Bunker

DIANE BUNKER, PHD
REGIONAL DIRECTOR



Steve P. Dill

STEVE DILL, EDD
SENIOR VICE PRESIDENT, ACSI USA

Derek Keenan

DEREK KEENAN, EDD, EXECUTIVE DIRECTOR
COMMISSION ON ACCREDITATION

ACSI accredited member schools receive affiliate member status with the Association for Biblical Higher Education (ABHE),
a United States Department of Education recognized accreditation agency.

Oklahoma Private School Accreditation Commission

CERTIFICATE OF MEMBERSHIP

This certificate is issued to

MINGO VALLEY CHRISTIAN SCHOOL

Tulsa, 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 2018 - 2019

Chairman

Dr. David Madison

Executive Director

Dr. Donnie Peal



Environmental Public Health
Food Protection Services - Food Inspection Report
OSDH State Code OAC 310:257



Inspection Date 02/05/2019	Inspection Time 8:35 AM	THD Estab # 18842139	Certified Manager & # CYNTHIA FOSTER (24103)	State License # & Expiration 104287 08/18/2019	Class E3-School	Priority H
Purpose of Inspection: Routine		Inspection Results: Compliant		Reinspection Required On or Before:		
Establishment: MINGO VALLEY CHRISTIAN SCHOOL 8304 S 107TH E AVE TULSA OK 74133			Enforcement: None		ACTIVITIES:	
Owner: MINGO VALLEY CHRISTIAN SCHOOL, INC.			Compliance Conference Request: No		# Tickets Issued: 0	
			Warnings Issued: No		# of Repeat Violations: 1	
					Self Inspection Issued: No	
					Follow-up Notice Issued: No	

PRIORITY & PRIORITY FOUNDATION VIOLATIONS

Priority items are proven measures that are directly linked to the elimination, prevention or reduction of hazards associated with foodborne illness.
Priority Foundation items incorporate specific actions, equipment or procedures to control risk factors that contribute to foodborne illness.
NOTE: Items 1-35 Require Immediate Action or date noted on Pg 2 - Not to exceed 10 days from date of inspection.

IN = In Compliance OT = Not In Compliance NO = Not Observed NA = Not Applicable

• CDC Risk Factors & Food Code Interventions					• CDC Risk Factors & Food Code Interventions				
	I	O	N	A		I	O	N	A
Supervision/Licensees					Time/Temperature Control for Safety (TCS)				
1	✓				17	✓			
Valid license to operate; non-transferable/renewable					Cooking time & temperatures; Plant food cooking				
2	✓				18	✓			
PIC present; demonstration of knowledge; performs duties					Reheating procedures for hot holding				
3			✓		19	✓			
Special processes (Variance, ROP, shellfish tanks, HACCP)					Cooling time & temp; cooling methods				
Employee Health					20				
4	✓				Hot holding temps; received at proper temp				
Ill workers? PIC & EMP responsibilities; Report symptoms & diagnosis; Restrict/Exclude (removal, retain or adjust)					21				
					Cold holding temps; received at proper temp				
Control of Hands as a Vehicle of Contamination					22				
5	✓				Date marking and disposition				
Hands clean, washed, maintained; Hand antiseptics					23				
6	✓				Time as public health control, procedures/records				
No Bare Hand Contact with Ready-to-Eat foods Or alternate methods; Glove limitations					24				
7	✓				Non-continuous cooking process / partial cook				
Adequate hand wash facilities: supplied, accessible; Toilet properly supplied					25				
					Adequate facilities/equipment to maintain food temps				
Approved Source					26				
8	✓				Probe thermometers provided & accurate				
Food, water, ice: obtained from approved source					Consumer Advisory, Highly Susceptible Populations				
9	✓				27				
Food in good condition, safe, unadulterated, segregated					Consumer advisory, Child menu, Allergen label				
10			✓		28				
Required records (shellstock tags, parasite destruction)					Pasteurized food used; Prohibited food not offered; Pasteurized eggs used where required				
Protection from Contamination					Chemicals				
11	✓				29				
Food separated/protected; Proper tasting procedures; Self-serve operations; Single service use when required					Food additives; approved, properly used				
12	✓				30				
Disposition of returns, previously served, Reconditioned, unsafe food					Toxic substances properly identified, stored, used				
13	✓				Warewashing, Food Contact Surfaces				
Prohibited animals; Prohibited food operation locations					31				
14	✓				Warewashing, sanitize equipment: Design, supplies, operated; Test strips; Temp gauges; Alarms				
Sinks used for intended purposes					32				
15	✓				Warewashing; Sanitize at ppm/temp				
Food equipment; Improper use, operation (Materials, design)					33				
16	✓				Food contact surfaces of equipment & utensils clean				
Insects, rodents, & other pests control					Plumbing				
					34				
					Water: adequate pressure, sufficient capacity				
					35				
					Plumbing sewage system: design, approved, installed				
					Cross-connection prohibited, air gaps, disposal				

CORE VIOLATIONS

Core items relate to general sanitation & maintenance, equipment design & maintenance, and physical facilities & structures.
NOTE: Items 36-58 must be corrected within 90 days or by date noted on Pg. 2.

Food Temperature Control		Physical Facilities	
36	Approved thaw methods; Active cool containers stored properly	48	Plumbing sys: maintained, backflow device installed, inspected
37	Thermometers provided, accurate, conspicuous	49	Toilet facilities: accessible; properly constructed, cleaned; Self closures
Food Identification		50	
38	Food properly labeled, original container, honestly presented	Break/flocker areas: used, provided, maintained; Living areas separated; Laundry facilities	
Prevention of Food Contamination		51	
39	Contamination prevented during food preparation, storage & display; Washing fruits/vegetables	Hand wash sinks: designed, clean, used; Proper signage;	
40	Personnel: clean, jewelry, hair restraints, FH Permits	52	
41	Eating, drink, tobacco use; No discharge from eyes, nose, mouth	Floors, walls, ceilings (premises): clean, free of litter; Removal of pests	
42	Wiping cloths: properly used & stored; Sponges prohibited	53	
Proper Use of Utensils		Floors, walls, ceilings (physical facilities): design, maintained, good repair; Outer openings protected	
43	In-use utensils proper storage, cleaning frequency; Utensils, equip & linens: properly stored, dried, handled; Linens clean	54	
44	Single-use, single-service articles: properly stored, used	Service Sinks; Maintenance & cleaning tools: use, storage	
Utensils, Equipment and Vending		55	
45	X Food & non-food contact surfaces cleanable, design	Outdoor areas: constructed, maintained clean	
46	Manual/Mechanical warewashing facilities: maintained, operated; Pressure gauges, data plates; Use limitation, pre-cleaning	56	
47	Non-food contact surfaces clean; Cleaning frequency	Garbage/refuse: properly disposed, fac constr, maintained	
		57	
		Ventilation; Installed, maintained; Lighting: adequate, shielded	
		58	
		Other	
Any one of the following 3 requires a Follow-up Re-Inspection:			
1. Five (5) or more marked of any items flagged with a "a".			
2. Eleven (11) or more marked of any items 1 - 35.			
3. Six (6) or more marked of any items 1-35 Plus eight (8) or more of any items 36-58			

Non-discrimination statement (website):

Mingo Valley Christian admits students of any race, color, nationality, and ethnic origin to all rights, privileges, programs, and activities generally afforded or made available to students at the school. It does not discriminate on the basis of race, color, nationality, ethnic origin, and/or disability in the administration of its educational policies, admissions policies, and athletic and other school-administered programs.

Notice of Nondiscriminatory Policy as to Students (Ad):

Mingo Valley Christian 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 in administration of its educational policies, admissions policies, scholarship, athletic and other school-administered programs.

Provision of Learning Support Services for Students with Disabilities

Specially tasked and qualified personnel at Lower School and Upper School; Educated, trained and experienced in special education, learning support, and learning disabilities

Preparation of Learning Profiles for all students with special needs identifying specific disabilities, unique learning needs, and appropriate accommodations in classroom activity

One on one or small ratio special education teacher instructional contact for students with disabilities; Varies from weekly to daily depending on student needs

Learning support staff communication between student, parents, and teachers planning for, implementing, assessing and revising needed services for students; Assessment also with all stakeholders of student experiences and outcomes

Training of all faculty members in personalized learning and the unique instructional needs of students with disabilities, students with experience in particular life traumas, or specific learning disabilities

Special provision of testing conditions appropriate to student needs

Collaboration with classroom teachers on appropriateness and effectiveness for student learning of different classroom instruction, assignment types and volume, and assessment measures

Training of students in effective adaptive strategies for learning success with their disability

Shared evaluation with students of their success and challenges in the experiences of their education

Remedial and Out of level instruction for students as needed

Communication with parents about helpful supports to learning needs of students with disabilities