



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: April 28, 2022

SUBJECT: Lindsey Nicole Henry Scholarship

Tulsa Hope Academy (THA) request approval to participate in the Lindsey Nicole Henry Scholarship for Students with Disabilities program. They are accredited through The North Central Association Commission on Accreditation and School Improvement (NCA-CASI) 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.

THA recognize they cannot meet the needs of all students of all disability categories. Each student will be screened to ensure that as a school, they are able to meet their needs if in alignment with the school mission and upon acceptance will create a customized learning plan for each student based on the results of their screening and career interest. Staff will support student participation in a CareerTech, career pathway, or concurrent enrollment program based on their individual needs and preferences to help prepare life after graduation. Currently, the school has one location in Tulsa with plans for future locations in the state. Students can receive services during the school day directly from teachers at the school and virtually on a regular basis. THA is a small well-sustained school established in 2005. THA's mission is to focus on supporting students during their high school years to include engagement with student work in the workforce, enrollment in a local career tech, or concurrent enrollment in a local college.

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

- Criteria 1: Fiscal Soundness – Department of the Treasury tax exempt status
- Criteria 2: Non-Discrimination – THA Handbook page 7
- Criteria 3: Health and Safety – THA follows the Oklahoma State Department of Health's "The Good Health Handbook". The entire 539 page handbook is available per request; attached is the table of contents.



JOY HOFMEISTER

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

- Criteria 4: Academic Accountability – THA Handbook page 4, Parent and Student Accountability & Commitment Agreement
- Criteria 5: Teacher Requirements – THA Website Teaching Qualifications, Handbook page 7
- Criteria 6: State laws and disciplinary procedures – THA statement, Student Advocacy and Accountability code of conduct policies and procedures for pages 10-11; the entire 23 page document is available per request.
- Criteria 7: Accreditation – NCA-CASI certificate
- Criteria 8: THA statement

JH/sc



Tulsa Hope Academy

9-12

NAME OF PRIVATE SCHOOL

GRADE LEVELS

1339 E. 55th St.

Tulsa

OK

74105

ADDRESS

CITY

STATE

ZIP

918-398-8192

www.tulsa hope.org

PHONE NUMBER

WEBSITE ADDRESS

Debra Mann

SUPERINTENDENT, HEADMASTER OR PRINCIPAL NAME

Debra Mann

debramann@tulsa hope.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. ***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.***
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.***

I verify that Tulsa Hope Academy complies with all the criteria listed
NAME OF PRIVATE SCHOOL
above and will provide documentation for each as proof. The information I have provided to the SBE is correct and complete to the best of my knowledge.



4-11-2022

SIGNATURE

DATE

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

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

CRITERIA 1

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

DEPARTMENT OF THE TREASURY

Date: **APR 21 2006**

Tulsa Hope Academy
PO Box 3632
Tulsa, OK 74101

Employer Identification Number:
20-2464652
DLN:
406060004
Contact Person: **JULIE CHEN** ID# 31261
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
March 8, 2005
Contribution Deductibility:
Yes

Dear Applicant:

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

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

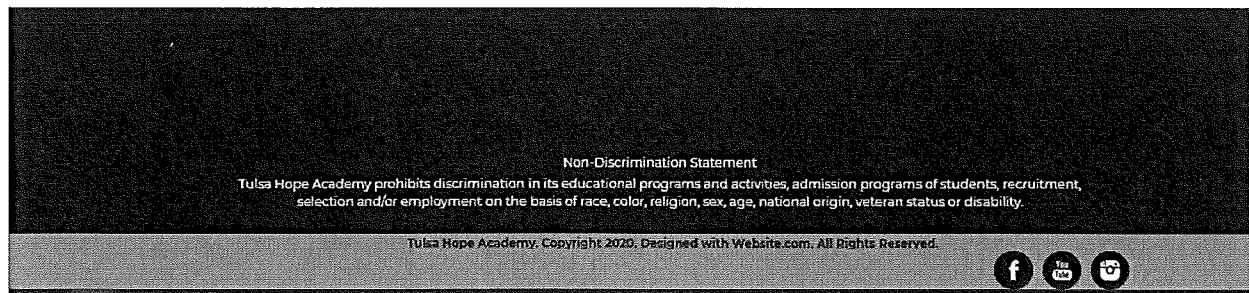
Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

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

CRITERIA 2

Please visit TulsaHope.Org to see our non-discrimination Statement that is posted in line with

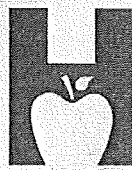
Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.



EMPLOYEE HANDBOOK PAGE 7

The Good Health Handbook:

A Guide for Those Caring for Children



Oklahoma State
Department of Health
Creating a State of Health



GOOD HEALTH HANDBOOK

Table of Contents

Introduction	p. 1
Common Health Myths	p. 2
Chapter 1: The Successful Caregiver	p. 7
Code of Ethical Conduct	p. 9
Cultural Considerations & Valuing Diversity	p. 11
Professional Development	p. 13
- Values and Ideals	p. 15
Taking Care of Yourself	p. 17
Working with and Including Families	p. 19
 Chapter 2: Healthy Living and Health Promotion	p. 23
Importance of Healthy Living	p. 25
Environmental Health	p. 25
• Air quality	p. 25
• Art supplies	p. 26
• Cleaning products	p. 26
• E-cigarettes/vapor products	p. 26
• Lead	p. 27
• Mold	p. 28
• Pest prevention and pesticide use	p. 28
• Pet allergies	p. 29
• Plastic	p. 29
• Radon	p. 29
• Recycling and garbage storage	p. 29
• Education and awareness	p. 30
Immunization Information	p. 31
• Compliance with state law	p. 31
• Where to access current immunization schedule	p. 31
• Vaccine-preventable diseases	p. 33
• Importance of adult immunizations	p. 36
• The FLU SHOT	p. 36
Nutrition for Young Children	p. 37
• Breastfeeding and infant nutrition	p. 37
• Child nutrition	p. 41
• Child and Adult Care Food Program (CACFP) information	p. 44
• Family style dining	p. 44
• Healthy menu planning	p. 45

• Menu planning checklist	p. 46
• Nutrition checklist	p. 46
Oral Health	p. 49
• Developmental stages and concerns	p. 49
• Early childhood caries (baby bottle tooth decay)	p. 51
• Eruption chart for primary (baby) teeth	p. 52
• Helpful links	p. 53
• Provide oral health care in early childhood settings	p. 55
• Teething	p. 57
Physical Fitness	p. 59
• <i>Let's Move!</i> – Importance of physical activity	p. 60
• Outside play	p. 61
• Weather	p. 62
• Safety	p. 62
• Screen time	p. 63
Physical activity guidelines	p. 65
• Ideas for physical activities inside and outdoors	p. 65
• Importance of outdoor time	p. 66
Social Emotional Health	p. 69
• Healthy Social-Emotional Development in Infants & Toddlers	p. 69
• Promoting Social-Emotional Health in Children	p. 71
Chapter 3: Policies & Procedures	p. 75
Establishing written policies for your program	p. 77
Privacy and confidentiality	p. 79
Sample policies and procedures	p. 81
Chapter 4: Child Development & Guiding Children's Behavior	p. 93
Biting in the Toddler Years	p. 95
Bully Awareness and Prevention	p. 97
Child Development – Important Milestones	p. 103
Children and Stress	p. 115
• Divorce	p. 117
• Emergencies	p. 120
• Grief and Loss	p. 121
• Separation Anxiety	p. 123
Communication is the Key	p. 125
Infant Crying	p. 131

Positive Guidance and Setting Limits	p. 133
• Guiding Children’s Behavior	p. 133
• Managing Challenging Behavior	p. 133
• Preventing Expulsions & Suspensions	p. 135
• Time In – Comfort Corner	p. 137
Supporting Children and Families in the Military	p. 139
Toilet Learning in Child Care	p. 141
- Constipation in Young Children	p. 143
Understanding Early Sexual Development	p. 145
 Chapter 5: Injury Prevention and Infection Control	p. 147
Childhood Injury Prevention	p. 149
• Bicycle safety	p. 150
• Burn prevention	p. 150
• Choking hazard safety	p. 151
• Emergency preparedness	p. 152
• Emergency supplies list	p. 154
First aid kit list	p. 154
• Fall prevention	p. 155
• Infant safe sleep	p. 156
• Motor vehicle safety	p. 158
Car safety seats	p. 158
Kids in hot cars	p. 159
• Poison prevention	p. 160
• Suffocation & strangulation prevention	p. 160
• Sun safety	p. 161
• Water safety	p. 161
• Weapons and ammunition safety	p. 162
 Infection Control	p. 163
• Appropriate antibiotic use	p. 164
• Communicable disease	p. 165
• Cover Your Cough	p. 165
• Decrease the spread of disease	p. 166
• Outbreaks of illness	p. 166
• Proper diapering procedures	p. 167
Diaper rash	p. 168
• Proper hand washing procedures	p. 169
• Universal (Standard) precautions	p. 169
• Updated bleach /water concentration information	p. 171

Criteria 3: Health & Safety

Table of Contents

Chapter 6: Guidelines for Childhood Injuries	p. 173
About the Guidelines	p. 175
When to Call Emergency Services	p. 177
Allergic Reaction	p. 179
Bites (Human & Animal)	p. 180
Bites (Insect & Spider)	p. 181
Bleeding	p. 182
Blisters	p. 183
Bruises	p. 184
Burns	p. 185
Cardiopulmonary Resuscitation (CPR)	p. 186
Choking	p. 190
Cuts, Scratches, & Scrapes	p. 191
Ears	p. 192
Electric Shock	p. 193
Eyes	p. 194
Fainting	p. 196
Finger/Toenail Injury	p. 197
Fractures, Dislocations, Sprains, or Strains	p. 198
Frostbite	p. 199
Head Injuries	p. 200
Heat Stroke – Heat Exhaustion	p. 201
Hypothermia (Exposure to Cold)	p. 202
Mouth and Jaw Injuries	p. 203
Neck and Back Pain	p. 204
Nose	p. 205
Object in Nose	p. 206
Poisoning & Overdose	p. 207
Puncture Wounds	p. 208
Shock	p. 209
Snake Bite	p. 210
Splinters	p. 211
Stings	p. 212
Teeth	p. 213
Ticks	p. 215
Unconsciousness	p. 216
Emergency Phone Numbers Form	p. 217
 Chapter 7: Managing Childhood Illnesses and Infestations	 p. 219
Daily Health Check	p. 221
Recommendations for Exclusion	p. 222
Caring for Sick Children	p. 225
Medication Administration	p. 228

Alphabetical Listing of Illnesses and Infestations

Bed bugs	p. 233
Campylobacter	p. 235
Chickenpox	p. 237
Common Cold	p. 239
Conjunctivitis (Pink Eye)	p. 241
Cradle Cap (Seborrhea)	p. 243
Cytomegalovirus (CMV)	p. 245
Diarrhea	p. 247
Diphtheria	p. 249
Ear Infection (Otitis Media)	p. 251
Ebola	p. 253
E-coli	p. 257
Fever	p. 259
Fifth Disease	p. 261
Flu (Influenza)	p. 263
Giardiasis	p. 265
<i>Haemophilus Influenzae</i> Type b (Hib Disease)	p. 267
Hand-Foot-and-Mouth Disease	p. 269
Head Lice	p. 271
Headache	p. 275
Hepatitis A	p. 279
Hepatitis B	p. 281
Hepatitis C	p. 283
Herpes Simplex	p. 285
Human Papillomavirus (HPV)	p. 287
Impetigo – see <i>Skin Infections</i>	
Measles	p. 289
Meningitis	p. 291
Molluscum Contagiosum	p. 293
Mononucleosis	p. 295
MRSA (Methicillin-resistant staphylococcus “Staph” aureus) – see <i>Skin Infections</i>	
Mumps	p. 297
Norovirus	p. 299
Pinworms	p. 301
Pneumonia	p. 303
Respiratory Syncytial Virus (RSV)	p. 305
Ringworm	p. 307
Roseola	p. 309
Rotavirus	p. 311
Roundworms	p. 313
Rubella (German Measles)	p. 315
Salmonella	p. 317
Scabies	p. 319
Shigella	p. 321
Shingles (Herpes Zoster)	p. 323

Skin Infections – includes Impetigo, MRSA, & Staphylococcus	p. 325
Staphylococcus – see <i>Skin Infections</i>	
Strep Throat and Scarlet Fever (Group A Streptococci)	p. 327
Styes and Eyelid Conditions	p. 329
Thrush	p. 331
Tuberculosis (TB)	p. 333
Urinary Tract Infections (UTIs)	p. 335
Vomiting	p. 337
Warts	p. 339
Whooping Cough (Pertussis)	p. 341
 Chapter 8: Managing Chronic Medical Conditions and Special Health Care Needs	 p. 343
Introduction	p. 345
• Definition	p. 345
• Americans with Disabilities Act (ADA)	p. 345
• Benefits of Inclusion	p. 346
Allergies	p. 349
- Managing Food Allergies	p. 351
Anemia	p. 353
Asthma	p. 355
Attention Deficit Hyperactivity Disorder (ADHD)	p. 357
Autism Spectrum Disorder (ASD)	p. 359
Diabetes	p. 361
Diabetes and Developmental Issues	p. 365
Eczema	p. 368
Hearing Loss	p. 369
HIV/AIDS	p. 371
Juvenile Rheumatoid Arthritis	p. 373
Seizure Disorders	p. 375
Sickle Cell Disease	p. 377
Visual Impairment	p. 379
Special Needs Rate and Certification Process	p. 381
Training & Other Resources	p. 382
 Chapter 9: Child Abuse	 p. 383
What is the Law?	p. 385
When and How to Report	p. 385
When a Child Tells You about Abuse	p. 386
Types of Abuse	p. 388
• Child Neglect	p. 388
• Emotional Abuse	p. 389

Criteria 3: Health & Safety

Table of Contents

• Physical Abuse	p. 389
• Sexual Abuse	p. 391
Caring for Children Who Have Been Abused/Neglected	p. 395
Child Abuse Prevention	p. 397
• When the baby won't stop crying – the Period of Purple Crying	p. 397
• Working with families – the Strengthening Families protective factors	p. 399
Appendices: Handouts, Resources, and Sample Forms	p. 401
Handouts	
Biting Fact Sheet	p. 403
Carbon Monoxide Fact Sheet	p. 405
Child Care Meal Pattern	p. 407
Children and Divorce	p. 411
Cleaning, Sanitizing & Disinfecting	p. 413
New Bleach Solution Guidelines	p. 415
Cover Your Cough	p. 417
Daily Health Check	p. 419
Diapering Procedures	p. 421
Exclusion Criteria for Children Who Are Ill	
“Keep me home if...”	p. 423
Healthy Eating and Daily Food Plan/ChooseMyPlate poster	p. 425
Never Shake a Baby	p. 427
Reportable Diseases/Conditions in Oklahoma	p. 429
Toothbrush Storage	p. 431
Sexual Development & Behavior in Children	p. 433
Summer Heat Safety	p. 441
Sun Safety Action Steps	p. 443
Wash Hands Properly	p. 445
When to Wash	p. 447
Resources	
Child Care Warmline	p. 449
Child Care Warmline Phone Codes	p. 450
County Health Department List	p. 455
Developmental and Behavioral Resources	p. 459
Health and Safety Resources	p. 461
Sample Forms	
Anaphylaxis Emergency Action Plan	p. 465
Food Allergy and Anaphylaxis Emergency Care Plan	p. 467
Asthma Action Plan for Children 0 – 5 Years	p. 469
Asthma Action Plan for Children 6 Years or Older	p. 471

Criteria 3: Health & Safety

Table of Contents

Cleaning Schedule	p. 473
Consent for Release Confidential Information	p. 475
Consent for Release of Staff Health Records	p. 477
Diabetes Medical Management Plan	p. 479
Diabetes Hyperglycemia Management	p. 481
Diabetes Hypoglycemia Management	p. 483
Diabetes Management Log	p. 485
Eco-Healthy Child Care Checklist	p. 487
Emergency Drill Log	p. 491
Health & Safety Checklist	p. 493
Incident Report Form	p. 509
<i>Let's Move!</i> Child Care Checklist	p. 511
Medication Administration Form and Log	p. 513
Medication Incident Report	p. 517
Permission to Apply Sunscreen	p. 519
Permission to Photograph	p. 521
Permission to Transport	p. 523
Safe Sleep Policy for Infants in Child Care	p. 525
Seizure Activity Log	p. 527
Seizure Care Plan	p. 529
Special Health Care Plan	p. 531
Symptom Record	p. 535
References	p. 537
Index	p. 539

CRITERIA 4

HANDBOOK PAGE 4

FOREWORD

(H.O.P.E. Academy ("Hope" or "School") provides a unique opportunity for students to partner together with us educationally to realize each student's individual potential and grow as a young adult with the view to success beyond the school doors. Hope was started with the vision of filling a void that exists in our public education system. The goal of the school is to work in partnership with students and parents to ensure each child's success, not just in the school but in adult life skills and the workforce upon graduation. Hope practices consistent, positive, and two-way communication so students and parents will always know the status of the education process.

We serve grade 9-12 (ages 14 and up) and offer online curriculum. To facilitate gaining a high school diploma while focusing on gaining needed life skills for success upon graduation such as obtaining gainful employment in student's area of interest.

Certified teachers are on staff to support the online curriculum. Other staff members are here to support the student with their Career Tech, Technical School, concurrent enrollment, or work outside the school.

School Philosophy:

Our educational philosophy is simple. Every student has the right to be presented with opportunities to build their confidence and ability to become a productive supporting member of our worldwide community. We will constantly strive to measure the effectiveness of our School so that every one of our students will succeed. The purpose of our school is to ready our students for success not just in the academic arena but in our community at large. Our program is designed to offer opportunities to learn how to live in our community and provide a value for humanity at large by being contributing members to our society at large. Through the curriculum, interaction with the teachers and the workforce educational experience we will provide a well-rounded holistic educational experience for each student.

Mission Statement:

The Hope Academy mission embraces holistically connecting academics, essential life skills, and real-world experience to lay the foundation for student success in life, the community and the workforce.



PARENT ACCOUNTABILITY & COMMITMENT AGREEMENT

I understand that for my student to be successful at Tulsa Hope Academy, it will require my consistent involvement in his/her education process. I have initialed each item and signed below to indicate that I have made a commitment to meet the following requirements:

___ I will stay current on all tuition/school expenses, ensuring that my tuition payment is received no later than the 5th of the month of every month from September through June. If payment is not received by the due date, I understand that my student will not be allowed to remain in attendance and will not be readmitted until payment is received. (I understand that this could jeopardize my student's placement at Tulsa Hope Academy.)

___ I will respond to all teacher/staff concerns and questions in a timely manner and attend all parent/guardian/teacher meetings and conferences (once per quarter).

___ I agree to call the school office to report any student absences and/or tardies.

___ I will support my student at home with their homework and/or give permission for my student to participate in after school study tables.

___ I will make sure that all requested school forms given throughout the school year (ie: permission slips) are turned in to school in a timely manner.

___ If my student chooses not to abide by the Tulsa Hope Academy "Non Negotiables" (as outlined in the handbook) he/she will be responsible for meeting with his/her advisor and may result in suspension and/or expulsion.

___ I will ensure that my student has transportation to and from school.

___ I will ensure that my student has all the necessary supplies for school (ie; bus money, paper, pens, sports attire, etc.)

___ I will participate in parent support groups and counseling sessions if requested.

___ I agree to let my student meet regularly with an advocate or guidance counselor as part of their commitment to Tulsa Hope Academy.

___ I understand that my student will be given a drug/alcohol assessment and based on needs identified in that assessment will commit to a recovery plan (including attend substance abuse and recovery programs).

___ I agree to let my student participate in Tulsa Hope Academy's mentoring program.

Mother/Guardian Signature: _____ Date: _____

Father/Guardian Signature: _____ Date: _____



STUDENT COMMITMENT AND ACCOUNTABILITY AGREEMENT

Welcome to Tulsa Hope Academy. We believe for you to be successful at Tulsa Hope Academy you must commit to embracing growth. Outlined below are items that will lead to healthy growth during your time at Tulsa Hope Academy. Please read and consider each item carefully and decide if you are willing to commit.

I, _____ am committed to the following:
(Student's Name)

Please initial each statement in the space provided.

Student Parent/Guardian (initial each item)

_____ 1. I will participate actively in the THA community and take advantage of opportunities to grow.

_____ 2. I will abstain from the use of alcohol, drugs, tobacco and firearms on campus and at school-related events.

_____ 3. I will show respect for others (students, volunteers and staff members) and their personal property and the school's property.

_____ 4. I will participate by cooperating in field trips, service days, retreats and all other activities that are a part of the school curriculum.

_____ 5. As part of Tulsa Hope Academy, I realize I will be assigned a teacher-advocate to meet with regularly. I agree to work with this advocate in a positive manner.

_____ 6. I will commit to regular attendance of, full participation in and completing all assignments in my classes at Tulsa Hope Academy.

_____ 7. I agree to find peaceful solutions to any conflict involving staff/administration.

_____ 8. I agree to comply with all requests for U.A.s from the staff of Tulsa Hope Academy.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



Standards of Excellence in Teaching and Instruction

QUALIFICATIONS



An Employee of Tulsa Hope Academy involved in providing teaching and instruction will be required to hold a bachelor's degree or higher in the instructional subject area or have at least three years of teaching experience in subjects taught.

An Employee of Tulsa Hope Academy will exhibit the following standards of excellence:

- Stays current in the teaching field through reading professional journals and magazines, attending teacher and education related conferences, and pursuing further studies including graduate level course work
- Participates actively in faculty in-service and staff development activities
- Engages in idea/information exchanges with colleagues regarding better ways to teach students and is interested in sharing ideas with fellow teachers
- Takes an active role in overall school improvement efforts
- Understands school policies and procedures as they relate to the faculty and faithfully follows the stated guidelines in seeking to address problems that arise.

PREPARATION FOR INSTRUCTION

- Makes provision for individual student needs in the preparation for instruction through diagnosis of student needs and careful monitoring of student progress
- Plans lessons so that instruction is sequential, developmentally appropriate, and consistent with the school's curriculum mapping, stated curriculum goals and objectives, and curriculum guide. Accounts for learning differences in the development of an instruction plan (lesson plan) including time allocation and skill needs
- Makes provision for the effective use of available resources for all learners in the classroom

MANAGEMENT OF THE LEARNING ENVIRONMENT

- Maintains accurate and discernable records regarding the academic progress of each student in the classroom
- Returns homework assignments, test results, and projects to the student in a timely manner
- Follow standards for posting grades and lesson plans on Google Classroom
- Establishes routines for the classroom that are understood by the students and consistently followed
- Establishes guidelines for student deportment in the classroom that maximizes learning opportunities, teaches character and provides for the safety and well-being of everyone
- Maintains a neat and orderly classroom that matches instructional objectives, provides for student safety and recognizes student work

INTERACTION WITH STUDENTS

- Responds appropriately and positively to student questions and answers
- Uses a variety of questions in dealing with student responses
- Motivates learning in the classroom by using a variety of techniques
- Employs a variety of instructional methods to enhance more effective interaction with the students and therefore, improve the teaching-learning process

INTERACTION WITH PARENTS AND THE COMMUNITY

- Is available to meet with parents at times other than scheduled conferences
- Plans for conferences with parents
- Maintains confidentiality regarding matters discussed with parents
- Encourages parental involvement in the classroom including classroom visits
- Seeks ways to involve others from the school as well as the community in the classroom

CRITERIA 5

HANDBOOK PAGE 7

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Statement

Hope is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act "FEHA");
- Genetic information;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation, and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Hope then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Hope will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

CRITERIA 6

Tulsa Hope Academy sets its goal to help every student fulfill his or her intellectual, social, physical, and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment. All staff work towards not allowing misbehavior during school, on school property, or at or during any school-sponsored activities.

School staff will develop a plan of action with the family for a student that consistently has been documented displaying hostile, aggressive behaviors that are dangerous to self or others and cannot be effectively managed in the classroom.

SEE TULSAHOPE.ORG for the SSA code of conduct policies and procedures for students.



Criteria 6: Disciplinary Procedures

- B. The SAA Advisor may proceed without the Charged/Student in attendance. If Administrator or designee determines that the failure to appear is due to compelling circumstances, Administrator may reschedule the SAA Advisor.

6.5 Rights of a Complainant

- A. All rights extended to a Charged Student under Section 6.1 are extended to a complainant in cases of physical violence, sexual harassment, sexual misconduct, or stalking.
- B. To the extent allowed by law, the complainant of any act of violence or harassment may be notified of the Outcome of the hearing.
- C. When participating in an Accountability Meeting or SAA Advisor, the complainant may use conference call, written statement, video recording, closed-circuit television, privacy screen or other measure for the complainant's safety or wellness. Administrator may require that the complainant respond to reasonable questions requested by the Charged/Student in a format determined by Administrator.
- D. The complainant is entitled to submit an Impact Statement for consideration by the SAA Official and SAA Advisor during the Accountability Outcome phase of the SAA Advisor.

6.6 Role of Advisor

The Advisor's only function shall only be to assist and consult with the Student regarding an Accountability meeting or SAA Advisor. The Advisor may not act as a spokesperson for the student and may not directly address the SAA Official, any SAA Advisor member, or any Material Observer. The Advisor may be an attorney, but participation shall be limited as stated above.

SAA can assist in partnering a Student with an Advisor to assist through the Accountability process. Advisors recommended by SAA are faculty and staff who have been trained to assist students through the Accountability process.

7.0 ACCOUNTABILITY PROCEDURES

7.1 Non-Discriminatory Application of Accountability Procedures

Application of this Code shall be based on the principle of equitable treatment without regard to race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, disability, genetic information, or veteran status.

7.2 Initiation of Accountability Process

- A. Accountability Referral. Any person who has a reasonable basis to believe that a Student may have committed a violation of this Code shall submit all such information to SAA. This submission may be in writing or communicated orally.
- B. Investigation by a SAA Official. An SAA Official may investigate any alleged or potential misconduct. This investigation can include meetings with a complainant,



Criteria 6: Disciplinary Procedures

interviews of other persons with knowledge pertaining to the facts and circumstances, and other types of information collection. The investigation can begin before or after a Notification Letter is issued.

- C. Disqualification of SAA Official. In the event an SAA Official may be a Material Observer in an Accountability proceeding or for any reason cannot perform official duties under these Accountability Procedures, Administrator shall appoint another person to perform such duties.

7.3 Requiring a student to Meet

The SAA Official may require a student to attend a meeting or other proceeding in connection with an alleged or potential violation by sending a Written Notification. The SAA Official may prohibit or cancel the enrollment of, place a hold on the student's records, or proceed to an Accountability Meeting or a SAA Advisor when a student fails, without good cause, to comply with a directive made under this Code. The modification to the student's enrollment status may be lifted at the discretion of the SAA Official when the student complies with the directive.

7.4 Administration of Charges

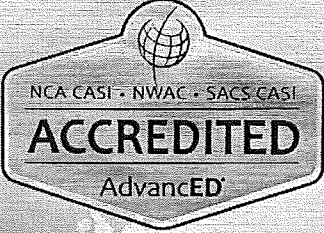
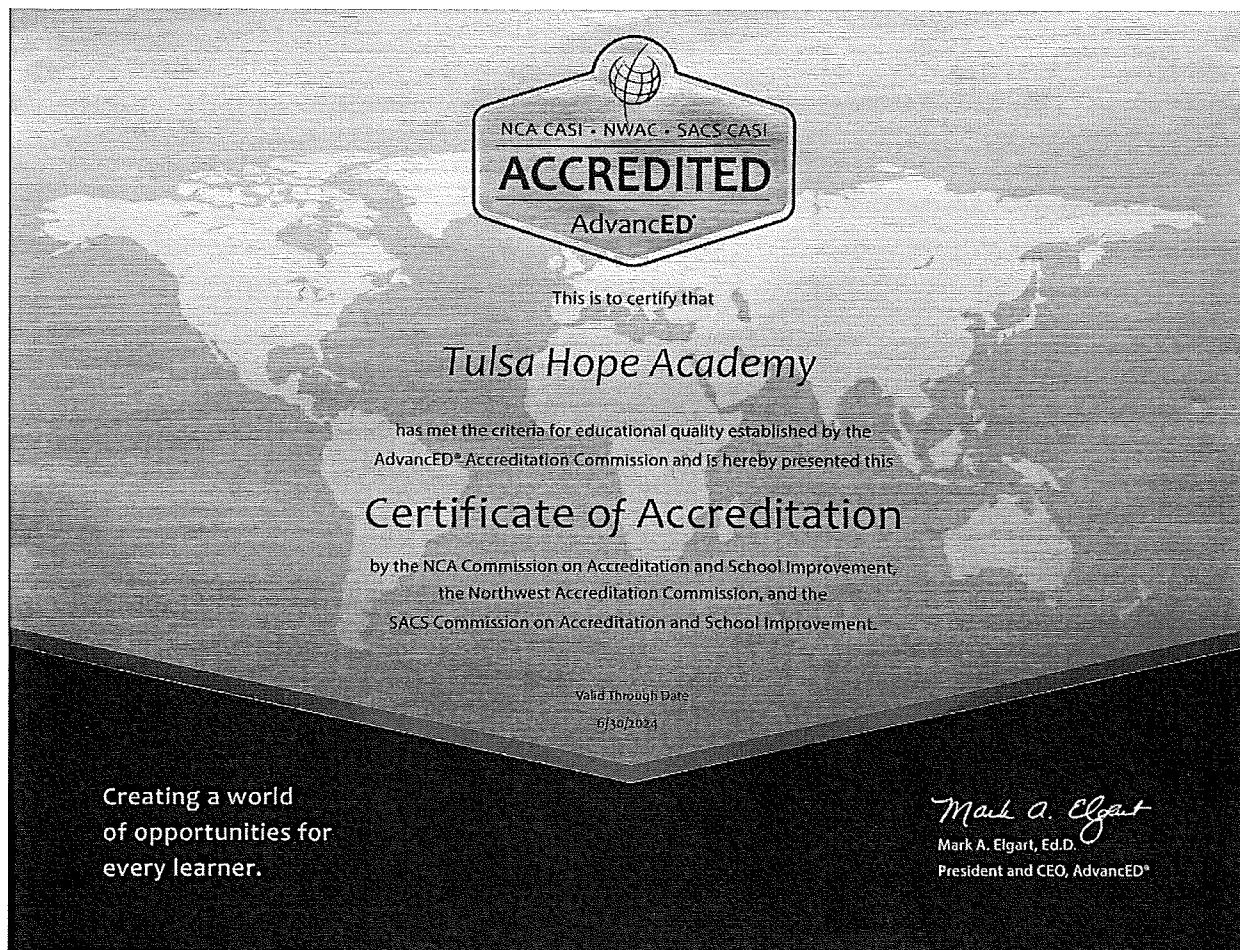
- A. The SAA Official shall review each Referral. Based on the review, the SAA Official may decide on an appropriate course of action including, but not limited to:
 - 1. Take no action.
 - 2. Request to meet the Charged/Student through an Accountability Meeting, and, if found Responsible, issue an Accountability Outcome.
 - 3. Refer the Charge to a SAA Advisor.
 - 4. Hold the Referral for further inquiry.
- B. If SAA decides to take no action, this does not preclude the SAA Official from revisiting the Referral later.

8.0 ACCOUNTABILITY MEETINGS

8.1 Accountability Meeting with an SAA Official

- A. Most Student cases begin with an Accountability Meeting between a SAA Official and the Charged Student.

CRITERIA 7



This is to certify that

Tulsa Hope Academy

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

Certificate of Accreditation

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

Valid Through Date
6/30/2024

Creating a world
of opportunities for
every learner.

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



[Home](#) [About](#) [Associations](#) [Member Schools](#) [Links](#)

[Legal & Legislation](#) [Member Login](#)

Cornerstone Christian Academy
ACTS
Ron Yocum

Mercy School Institute
NCA_CASI
Buthian Jwayyed

OCCSAA
Jay Luetkemeyer
1519 S. Quincy Ave.
Tulsa OK 74120
Phone 918.584.4631
Grade Levels P-8

Special Care, Inc
NCA_CASI
Pam Newby
12201 N Western Ave
Oklahoma City OK 73114
Phone 405.752.5112

Yukon OK 73099
Phone 405.354.0772
Grade Levels P-12

Tulsa Hope Academy
NCA_CASI
Debra Mann
1007 S Main St
Tulsa, OK 74119
Phone 918.398.6192
Grade Levels 9-12

Tulsa Job Corps Center

CRITERIA 8

As a school, we recognize that we cannot meet the needs of all students of all disability categories. Each student will be screened to ensure that as a school, we are able to meet their needs if in alignment with the school mission and upon acceptance will create a customized learning plan for each student based on the results of their screening and career interest. Staff will support student participation in a CareerTech, career pathway, or concurrent enrollment program based on their individual needs and preferences to help prepare them for life after graduation. Family support to encourage the development of life skills and career opportunities will be a part of the student plan. Services that will be offered will include screening, the creation of an individualized learning plan, and necessary related services. Our program will leverage CareerTech, Career Pathways, or concurrent enrollment. Students and families will receive support from staff as they successfully navigate the program.