Minutes of the Regular Meeting of the State Board of Education

October 23, 2025

STATE BOARD OF EDUCATION
OKLAHOMA STATE DEPT. OF EDUCATION
OLIVER HODGE BUILDING
2500 NORTH LINCOLN BOULEVARD
STATE BOARD ROOM, SUITE 1-20
OKLAHOMA CITY, OKLAHOMA

Meeting Minutes
Thursday, October 23, 2025

The State Board of Education met in a regular meeting session on or about 9:30 a.m., Thursday, October 23, 2025, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 9:29 a.m. on Wednesday, October 23, 2025.

The following were present:
Ms. Jacki Phelps, General Counsel to the Oklahoma State Department of Education
Mr. Ryan Leonard, General Counsel to the Oklahoma State Board of Education
Dr. Jennifer Hembree, Interim Executive Secretary

Members of the State Board of Education present:
State Superintendent, Lindel Fields, Chairman of the Board
Mr. Mike Tinney, Norman
Mr. Chris Van Denhende, Tulsa
Ms. Becky Carson, Edmond
Mr. Wes Nofire, Park Hill
Mr. Brian Bobek, Oklahoma City
Mr. Ryan Deatherage, Kingfisher

Others in attendance are shown as an attachment.

1. CALL TO ORDER, ROLL CALL:

State Superintendent Lindel Fields called the State Board of Education regular meeting to order on or about 9:30 a.m. Acting Executive Secretary Jennifer Hembree called the roll and ascertained there was a quorum.

2. PLEDGE OF ALLEGIANCE, OKLAHOMA FLAG SALUTE, MOMENT OF SILENCE:

Superintendent Fields welcomed everyone to the meeting and led Board Members and all present in the Pledge of Allegiance to the American Flag, a salute to the Oklahoma Flag, and a moment of silence.

3. BOARD – ADMINISTRATIVE:

State Board of Education—Administrative (Action) Discussion and possible action on the minutes of the September 25, 2025, Regular Meeting of the State Board of Education.

Board Member Van Dehende moved to approve the September 25, 2025, board meeting minutes. Board Member Carson seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, abstain; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

(Action) Discussion and possible action on the minutes of the October 9, 2025, Special Meeting of the State Board of Education.

Board Member Bobek moved to approve the October 9, 2025, board meeting minutes. Board Member Nofire seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, abstain; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

4. FINANCIAL DIVISION:

Financial Services Discussion and possible action on the proposed fiscal year budget for the State Department of Education.70 O.S. § 3-104(A)(3).
(a) (action) Discussion and possible action on the proposed budget for the State Department of Education for Fiscal Year 2027.

Board Member Bobek moved to approve the request. Board Member Deatherage seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

5. Emergency (Provisional) Teacher Certification Discussion and possible action on requests for exceptions to the State Board of Education teacher certification regulations to permit emergency (provisional) certificates. 70 O.S. § 6-187(G):

Board Member Van Denhende moved to approve the request. Board Member Carson seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

6. Library-Media Specialist Certification Exemption Discussion and possible action on requests for approval for exemption from library media certification requirements pursuant to 70 O.S. § 3-126, for the 2025-2026 school year:

Board Member Carson moved to approve the request. Board Member Van Denhende seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

7. Library-Media Services Waiver Discussion and possible action on requests for library-media services exemptions pursuant to OAC 210:35-5-71; OAC 210:35-7-61; OAC 210-35-9-71 for the 2025- 2026 school year:

Board Member Bobek moved to approve the request for one year only. Board Member Carson seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

8. Petition for a Four-Day School Week Discussion and possible action on requests a waiver from 70 O.S. § 1-105 regarding instructional days and to implement a day-to-hour calendar for the 2025-2026 school year, pursuant to OAC 210:10-1-4(b).

Board Member Bobek moved to approve the request. Board Member Van Denhende seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

9. Cooperative Agreement for Alternative Education Waiver Discussion and possible action on requests for a statutory waiver concerning Cooperative Agreements for Alternative Education pursuant to Title 70 § 1210.568 for the 2025-2026 school year:

Board Member Bobek moved to approve the request. Board Member Van Denhende seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

10. Accreditation Warnings Discussion and possible action on issuing accreditation warnings to the following schools pursuant to OAC 210:35-3-201:

Board Member Carson moved to disapprove the request. Board Member Van Denhende seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

11. Oklahoma Advisory Council on Indian Education (OACIE) Presentation from Jackie White, Program Director for American Indian Education, regarding activities, accomplishments, and goals of OACIE and request for Superintendent to call the first meeting the OACIE Board

Superintendent Fields called for the next meeting of the OACIE on November 18th.

12. Special Education Services Presentation from Sherri Coats, Program Director for Special Education Services, regarding the 50th Anniversary of the Individuals with Disabilities Act (IDEA), and asking the Board to approve a resolution recognizing and commemorating the 50th Anniversary of IDEA.

Board Member Bobek moved to approve and accept the resolution commemorating the 50th anniversary of IDEA. Board Member Tinney seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

13. Discussion and possible action to convene into Executive Session pursuant to 25 O.S. §§ 307(b)(4), (7), and (8) for the purpose of discussing possible action on the following issues:

Board Member Nofire moved to transition into Executive Session. Board Member Carson seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

14. Vote to Acknowledge Return to Open Session

Board Member Deatherage moved to return from Executive Session. Board Member Bobek seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

15. Voluntary Surrenders Consent Order to Accept Voluntary Surrender of the teacher certificates and certificate numbers pursuant to OAC 210:1-5-6(d)(2) of:

Board Member Bobek moved to accept the voluntary surrender of the teaching certificate of (1) Tabitha Brooks. Board Member Tinney seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

16. Dismissals by OSDE (Formal Reprimands Issued) Motions to dismiss the Application for an emergency order summarily suspending the teacher certificates and certificate numbers and applications to revoke and issue formal reprimands pursuant to OAC 210:1-5-6(g)(2) of:

Board Member Nofire moved to issue a formal reprimand and impose a probationary period of 24 months and to dismiss the pending application to revoke and reinstate the teaching certificate and certificate number subject to the terms of the probation in the matter of OSDE v. Akin. In the matters of OSDE v. King and OSDE v. Park the motion was made to formally reprimand and impose probationary period of 12 months and to dismiss the pending application to revoke and reinstate the teaching certificate and certificate number subject to the terms of the probation. Board Member Van Denhende seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

17. Litigation Discussion and possible action regarding the pending litigation in Walke, et. al. v. Superintendent, et. al., No. MA-122592; Randall, et. al., v. Superintendent, et. al., No. MA123237; and Ford, et. al. v. Superintendent, et. al.

Board Member Carson moved to retain Mr. Leonard as counsel for the State Board of Education in the maters of all pending litigation. Board Member Deatherage seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr.

Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

Board Member Bobek moved that the board undertake review of the 2025 social studies standards for a period of 60 days and possible further action with respect to the standards. Board Member Nofire seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

18. New Business (Any business not known about which could not have been reasonably foreseen prior to the time of posting of the Agenda pursuant to Title 25 O.S. § 311.)

19. ADJOURNMENT:

Board member Bobek moved to adjourn the meeting. Board member Carson seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

The next regular meeting of the State Board of Education will be held on Thursday, November 20, 2025, at 1:00 p.m.. The meeting will convene at the State Department of Education-State Board Room, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.

_____
Lindel Fields, Chairperson of the Board

_____
Jennifer Hembree, Acting Executive Secretary

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

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Lindel Fields

DATE: November 20, 2025

SUBJECT: Exceptions to the State Board of Education Regulations Concerning Teacher Certification as Presented by the Teacher Certification Section

The Teacher Certification Section presents these exceptions to the State Board of Education. These requests are based on district need.

State Board of Education authority to grant exceptions to the requirements for licensure/certification is provided by 70 O.S. § 6-187.

Attachments

2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
PHONE: (405) 521-4885 • OKLAHOMA.GOV/EDUCATION • LINDEL.FIELDS @SDE.OK.GOV

STATE BOARD OF EDUCATION MEETING

Thursday, November 20, 2025

70 O.S. § 6-187

Nothing in the Oklahoma Teacher Preparation Act shall restrict the right of the State Board of Education to issue an emergency or provisional certificate, as needed. Provided, however, prior to the issuance of an emergency certificate, the district shall document substantial efforts to employ a teacher who holds a provisional or standard certificate or who is licensed in the teaching profession. In the event a district is unable to hire an individual meeting this criteria, the district shall document efforts to employ an individual with a provisional or standard certificate or with a license in another curricular aea with academic preparation in the field of need. Only after these alternatives have been exhausted shall the district be allowed to employ an individual meeting minimum standards as established by the State Board of Education for the issuance of emergency certificates.

Name of Applicant	Area Requested	Degree	Requesting District
Lana Simon	SCHOOL COUNSELOR	Bachelor's Degree - Elementary Education,Master's Degree - Library/Media	ALEX
Jena Burcham	SCHOOL COUNSELOR	Bachelor's Degree - Elementary Education	ARNETT
Kaitlyn King	ELEMENTARY EDUCATION	Bachelor's Degree - Public Relations	BEAVER
Whitney Burton	EARLY CHILDHOOD	Bachelor's Degree - Health Services Management	BOSWELL
Tonya Lakey	ENGLISH	Bachelor's Degree - Human Development and Family Science	BROKEN ARROW
Vilexyana Rios	VOCAL/GENERAL MUSIC	Bachelor's Degree - Music-Vocal Performance	BROKEN ARROW
Charles Atteberry (1)	MID-LEVEL SOCIAL STUDIES	Bachelor's Degree - Occupational Health and Safety	BROKEN BOW
Morgan Atteberry (3)	ELEMENTARY EDUCATION	Bachelor's Degree - Biology	BROKEN BOW
Mikyla Barnett (1)	SCHOOL COUNSELOR	Bachelor's Degree - Secondary Education,Master's Degree - Education Leadership	BROKEN BOW
Blaize Bothe	MID-LEVEL ENGLISH	Bachelor's Degree - English,Master's Degree - Creative Writing	BROKEN BOW
Kimberly Clift (1)	MID-LEVEL MATH FOR HIGH SCHOOL CREDIT	Bachelor's Degree - Liberal Arts/Studies	BROKEN BOW
Lawson Coulter	AGRICULTURAL EDUCATION	Bachelor's Degree - Agriculture Education	BROKEN BOW
Breydan Jackson (4)	PHYSICAL EDUCATION/HEALTH/ SAFETY	Bachelor's Degree - Kinesiology	BROKEN BOW

Name of Applicant	Area Requested	Degree	Requesting District
Misti Lyles	ART	Bachelor's Degree,Master's Degree - Elementary Education	BROKEN BOW
Dawson Magar (1)	READING SPECIALIST	Bachelor's Degree - Early Childhood Development & Ed (Non Cert)	BROKEN BOW
John Nalley (1)	INTERMEDIATE MATHEMATICS	Bachelor's Degree - Occupational Health and Safety	BROKEN BOW
Athena Ogden (1)	VOCAL/GENERAL MUSIC	Bachelor's Degree - Sociology,Master's Degree - Adult Education,Master's Degree - Special Education	BROKEN BOW
Carsen Pratt	US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS	Bachelor's Degree - Natural Resources	BROKEN BOW
Todd Sharp (1)	TRADE/INDUSTRIAL EDUCATION	Bachelor's Degree - Business	BROKEN BOW
Andrea Skelton	INTERMEDIATE MATHEMATICS	Bachelor's Degree - Finance	BROKEN BOW
Lacey Tolison	ART	Bachelor's Degree - Game Development	BROKEN BOW
Elijah Wood	BIOLOGICAL SCIENCES, PHYSICAL SCIENCE	Bachelor's Degree - Science	BROKEN BOW
Lyn Sharp	BIOLOGICAL SCIENCES, EARTH SCIENCE, MID-LEVEL SCIENCE, PHYSICAL SCIENCE	Bachelor's Degree - Humanities	CALERA
Kathryn Armstrong (1)	COMPUTER SCIENCE, ELEMENTARY EDUCATION	Bachelor's Degree - Communications	CAVE SPRINGS
BRANDI PERKINS (1)	SCHOOL COUNSELOR	Bachelor's Degree - Speech Language Pathology,Master's Degree - Psychological Services	CHANDLER
Derrick Jackson	ART	Bachelor's Degree - Art	CHOCTAW-NICOMA PARK
Michael Melton	INTERMEDIATE MATHEMATICS	Bachelor's Degree - Physics	CHOCTAW-NICOMA PARK
Courtney Crane	MID-LEVEL SCIENCE, PHYSICAL SCIENCE	Bachelor's Degree - Health and Human Performance	COALGATE
Alisha Jones	ELEMENTARY EDUCATION	Bachelor's Degree - Music	COLLEGE BOUND of Tulsa
Pete Flippo	CAREER TECH BUSINESS	Bachelor's Degree - Multidisciplinary Studies	COLLINSVILLE
Jessica Smith (1)	SCHOOL COUNSELOR	Bachelor's Degree - Liberal Arts/Studies	COPAN
Briana Gaither	EARLY CHILDHOOD	Bachelor's Degree - Elementary Education	DAVIDSON
Holli Cook (2)	ART	Bachelor's Degree - Business Administration	DIBBLE
TUFF TROTTER	AGRICULTURAL EDUCATION	Bachelor's Degree - Agriculture Education	DICKSON
Kimberley Bush	ENGLISH, INTERMEDIATE MATHEMATICS	Bachelor's Degree - Psychology	DURANT

Name of Applicant	Area Requested	Degree	Requesting District
Adina Blackwell	ELEMENTARY EDUCATION	Master's Degree - Curriculum and Instruction	ENID
Anna Gibbens	ELEMENTARY EDUCATION	Bachelor's Degree - Kinesiology	ENID
Misty Mills	MID-LEVEL ENGLISH	Bachelor's Degree - Agribusiness	FOREST GROVE
William King	INSTRUMENTAL/GENERAL MUSIC	Bachelor's Degree - Music	FOYIL
Hannah Burnside	ELEMENTARY EDUCATION	Bachelor's Degree - Cell and Molecular Biology	HASKELL
Joseph Maj (1)	MID-LEVEL SCIENCE	Bachelor's Degree - Police Science	HASKELL
Alicia Mills	SCHOOL COUNSELOR	Bachelor's Degree,Master's Degree	HOLDENVILLE
Evan Wolfe (1)	INSTRUMENTAL/GENERAL MUSIC	Bachelor's Degree - Music	HUGO
Garrett White	US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS, WORLD HISTORY/GEOGRAPHY	Bachelor's Degree - Exercise/ Sports Science	JONES
Taylor Acree	ELEMENTARY EDUCATION	Bachelor's Degree - University Studies	LAWTON
Jenna Barrow	ELEMENTARY EDUCATION	Bachelor's Degree - Public Relations	LAWTON
Edmond Culberson	EARLY CHILDHOOD	Bachelor's Degree - Liberal & Applied Studies	LAWTON
Nolan Ellis	MID-LEVEL SCIENCE	Bachelor's Degree - Business Administration	LAWTON
Tevin Foster	COMPUTER SCIENCE	Bachelor's Degree - Exercise and Sports Science	LAWTON
Lori Gorman	EARLY CHILDHOOD	Bachelor's Degree - Psychology	LAWTON
Daichele Haynes	ELEMENTARY EDUCATION	Bachelor's Degree - Sports and Exercise Science	LAWTON
Ashlie Overby	SPEECH/DRAMA/DEBATE	Bachelor's Degree - Educational Studies	LAWTON
Jaran Reese	ELEMENTARY EDUCATION	Bachelor's Degree - Integrative Studies	LAWTON
Donna Watson	EARLY CHILDHOOD	Bachelor's Degree - Geography	LAWTON
Tiffony Wike-Barbeau	ELEMENTARY EDUCATION	Bachelor's Degree - Art	LAWTON
Meredith Knauss	EARLY CHILDHOOD	Bachelor's Degree - General Studies	LINDSAY
Stephanie Ihbe	ELEMENTARY EDUCATION	Bachelor's Degree - Integrative Studies	LITTLE AXE
KIMBERLY MOTLEY	ELEMENTARY EDUCATION	Bachelor's Degree - Liberal & Applied Studies	MCALESTER
Sidney Whitney	EARLY CHILDHOOD	Bachelor's Degree - Agriculture Communications	MCALESTER
Brianna Harrison	MID-LEVEL SOCIAL STUDIES	Master's Degree - Education	MIDWEST CITY-DEL CITY
Rebecca Kenefick	EARLY CHILDHOOD	Bachelor's Degree - Educational Studies	MIDWEST CITY-DEL CITY

Name of Applicant	Area Requested	Degree	Requesting District
Caleb Rockins	ART	Bachelor's Degree - Business Management	MIDWEST CITY-DEL CITY
Zachary Hayhurst	WORLD HISTORY/GEOGRAPHY	Bachelor's Degree - Integrated Studies	MOORE
Lehyla Heward	ELEMENTARY EDUCATION	Bachelor's Degree - English	MOORE
Phelim Jiang (1)	ELEMENTARY EDUCATION	Bachelor's Degree - Elementary Education	MOORE
Daniel McNeill	CAREER TECH BUSINESS	Bachelor's Degree - History	MOORE
Cassidy Scarbrough	US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS	Bachelor's Degree - History Education	MOORE
Katelyn Scholle	ELEMENTARY EDUCATION	Bachelor's Degree - Health Information Management	MOORE
Elizabeth Smith	EARLY CHILDHOOD	Bachelor's Degree - Elementary Education	MOUNTAIN VIEW-GOTEBO
Ashley Newton (1)	MID-LEVEL SCIENCE	Bachelor's Degree - Natural Resources	MUSKOGEE
MIRIAM THOMPSON-LEE (2)	SCHOOL COUNSELOR	Bachelor's Degree - Business Administration,Master's Degree - Higher Education Leadership	MUSKOGEE
Pamela Williams	EARLY CHILDHOOD	Bachelor's Degree - Elementary Education	MUSKOGEE
Monica Vandeventer	ELEMENTARY EDUCATION	Bachelor's Degree - English	NASHOBA
Megan Goines	ART, SPANISH	Bachelor's Degree - Interdisciplinary Studies	NOBLE
Sade Scott	EARLY CHILDHOOD	Bachelor's Degree - Elementary Education	NORMAN
ASH MARIE VAN NESS	INSTRUMENTAL/GENERAL MUSIC	Bachelor's Degree - Dance	NORMAN
Heather Brown	EARLY CHILDHOOD	Bachelor's Degree - Agriculture Education	NOWATA
Kelsey Parker	SCHOOL COUNSELOR	Bachelor's Degree - Social Sciences	NOWATA
Logan Britt	MID-LEVEL SOCIAL STUDIES	Bachelor's Degree - Public Safety, History,Master's Degree - Leadership	OKEMAH
Leslie Vick	ELEMENTARY EDUCATION	Doctorate Degree - Education	OKEMAH
Jaden Besteda	ART	Bachelor's Degree - Sports Media	OKLAHOMA CITY
Jendayi Douglas	ENGLISH	Bachelor's Degree - Interdisciplinary Studies	OKLAHOMA CITY
ALEXANDRA MAJORS (1)	ADVANCED MATHEMATICS, INTERMEDIATE MATHEMATICS, MID-LEVEL MATH FOR HIGH SCHOOL CREDIT	Bachelor's Degree - General Studies	OKLAHOMA CITY
Victoria Marshall	EARLY CHILDHOOD	Bachelor's Degree - Criminology	OKLAHOMA CITY
Kayla Scott	EARLY CHILDHOOD	Bachelor's Degree - Child Development	OKLAHOMA CITY

Name of Applicant	Area Requested	Degree	Requesting District
Anna Barros (3)	EARLY CHILDHOOD	Bachelor's Degree - Criminology,Master's Degree - Secretarial Administration,Master's Degree - Secondary Education	PIEDMONT
Tanya Caraballo	ELEMENTARY EDUCATION	Bachelor's Degree - Sport Management,Master's Degree - Administration of Special Education	PIEDMONT
Blaire Dallis	BIOLOGICAL SCIENCES	Bachelor's Degree - Elementary Education	PIEDMONT
Matthew Goucher	PHYSICAL EDUCATION/HEALTH/ SAFETY	Master's Degree - Business Administration	PRAGUE
Sherri Nottnagel (1)	ELEMENTARY EDUCATION	Bachelor's Degree - Business	PRAGUE
Rachel Rumsey (2)	AGRICULTURAL EDUCATION	Bachelor's Degree - Agricultural Leadership	PRAGUE
Stacy Slough	EARLY CHILDHOOD	Bachelor's Degree - Educational Studies	PRAGUE
JAMES THOMAS (2)	MID-LEVEL SOCIAL STUDIES	Bachelor's Degree - Organizational Leadership	PRAGUE
Hannah Ash	MID-LEVEL MATH FOR HIGH SCHOOL CREDIT, PHYSICAL SCIENCE	Bachelor's Degree - Women's Studies,Master's Degree - History	PUTNAM CITY
Sidney Carolina	PHYSICAL EDUCATION/HEALTH/ SAFETY	Bachelor's Degree - Psychology	PUTNAM CITY
Robert Merchant	PHYSICAL SCIENCE	Bachelor's Degree - General Studies	PUTNAM CITY
Jacob Poff	US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS	Bachelor's Degree - History	PUTNAM CITY
Christi Robinson	ELEMENTARY EDUCATION	Bachelor's Degree - Organizational Management	PUTNAM CITY
Kaylee Vaughn	EARLY CHILDHOOD, ELEMENTARY EDUCATION	Bachelor's Degree - Exercise and Sports Science	PUTNAM CITY
Andria Wood (2)	ELEMENTARY EDUCATION	Bachelor's Degree - Art	PUTNAM CITY
JUSTYCE BOYETT	COMPUTER SCIENCE	Bachelor's Degree - Interdisciplinary Studies, Criminal Justice	REYDON
Stefanie Robison (7)	ELEMENTARY EDUCATION	Bachelor's Degree - Family Studies & Gerontology	RYAL
Gillian Wicker (1)	EARLY CHILDHOOD	Bachelor's Degree - Psychology	SAND SPRINGS
Brittany Allen (1)	ELEMENTARY EDUCATION	Bachelor's Degree - Agriculture Communications	SEMINOLE
Stacy Battige	ELEMENTARY EDUCATION	Bachelor's Degree - Organizational Leadership	SHAWNEE
Jaden Wiley	US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS	Bachelor's Degree - Kinesiology	SHAWNEE
Amee Brummett	EARLY CHILDHOOD	Bachelor's Degree - Criminal Justice,Master's Degree - Special Education	SKIATOOK

Name of Applicant	Area Requested	Degree	Requesting District
Angela Codd	EARLY CHILDHOOD	Bachelor's Degree - Management	SKIATOOK
Whitney Davis	SCHOOL COUNSELOR	Bachelor's Degree - Biblical Studies, Psychology,Master's Degree - Counseling	SKIATOOK
Amy Howard	EARLY CHILDHOOD	Associate's Degree - Child Development,Bachelor's Degree - Interdisciplinary Studies	STIGLER
Justin Bowen	AGRICULTURAL EDUCATION	Bachelor's Degree - Recreation	STRINGTOWN
Melanie Oliva	ELEMENTARY EDUCATION	Bachelor's Degree - Elementary Education	SULPHUR
Chelsie Mccarter	EARLY CHILDHOOD	Bachelor's Degree - Criminal Justice	TAHLEQUAH
EASTON MARRS (2)	WORLD HISTORY/GEOGRAPHY	Bachelor's Degree - Interdisciplinary Studies	TECUMSEH
Alisa Sparks (2)	PHYSICAL SCIENCE	Bachelor's Degree - Biology, Forensic Science	TECUMSEH
Abigail Taylor	ELEMENTARY EDUCATION	Bachelor's Degree - Early Childhood Education	TECUMSEH
Emmanuel Toney	PSYCHOLOGY/SOCIOLOGY	Bachelor's Degree - Psychology	TECUMSEH
Ntiyani Alex	PHYSICAL EDUCATION/HEALTH/SAFETY	Bachelor's Degree - Public Health	TULSA
Daniel Coroama	ELEMENTARY EDUCATION	Bachelor's Degree - Christian Studies	TULSA
Jada Ford (1)	EARLY CHILDHOOD	Bachelor's Degree - Sport Management,Master's Degree - Sports Administration	TULSA
Fares Ghassoub	FRENCH	Master's Degree - Business Administration	TULSA
Emily Heinz (1)	SCHOOL COUNSELOR	Bachelor's Degree - Secondary Education	TULSA
Deshonna Henry (1)	ELEMENTARY EDUCATION	Bachelor's Degree - Business Administration	TULSA
Nautica Janis (2)	ENGLISH	Bachelor's Degree - Psychology	TULSA
Maria Leal-Loaiza	EARLY CHILDHOOD	Bachelor's Degree - Industrial Engineering	TULSA
LEMIKA MCGILL (1)	ELEMENTARY EDUCATION	Bachelor's Degree - Sociology	TULSA
Mohammad Paiman	INTERMEDIATE MATHEMATICS	Bachelor's Degree - Economics,Master's Degree - Business Administration	TULSA
Taron Pounds	INSTRUMENTAL/GENERAL MUSIC	Bachelor's Degree - Instrumental Music	TULSA
AMARIS POWELL	SCHOOL COUNSELOR	Bachelor's Degree - Mass Communications	TULSA
James Sell (1)	BIOLOGICAL SCIENCES	Bachelor's Degree - University Studies	TULSA
Morgan Shelley (1)	ENGLISH AS A SECOND LANGUAGE	Bachelor's Degree - Psychology	TULSA

Name of Applicant	Area Requested	Degree	Requesting District
Amar Shrestha	ADVANCED MATHEMATICS	Bachelor's Degree - Civil Engineering	TULSA
Regina Terherst	EARLY CHILDHOOD	Bachelor's Degree - Organizational Leadership	TULSA
Christina Thompson	PHYSICAL EDUCATION/HEALTH/ SAFETY	Bachelor's Degree - Design, Housing and Merchandising	TULSA
Robin Vreeland (2)	MID-LEVEL SOCIAL STUDIES	Bachelor's Degree - General Studies	TULSA
Kiara Waddell	EARLY CHILDHOOD	Bachelor's Degree - Human Development and Family Science	TULSA
Sherry Wartluft	INTERMEDIATE MATHEMATICS	Bachelor's Degree - Accounting	TULSA
Macy McAdoo	WORLD HISTORY/GEOGRAPHY	Bachelor's Degree - Communications	TUTTLE
Samuel Bennett	ELEMENTARY EDUCATION	Bachelor's Degree - Marketing	UNION
Morgan Choat	PHYSICAL EDUCATION/HEALTH/ SAFETY	Bachelor's Degree - Sport Management	UNION
Luz Hernandez	ENGLISH AS A SECOND LANGUAGE	Bachelor's Degree - Educational Studies	UNION
Lashandia Philips	EARLY CHILDHOOD	Bachelor's Degree - Information Technology	VINITA
Katelyn Hobbie (1)	SCHOOL COUNSELOR	Bachelor's Degree - Psychology,Master's Degree - Business Administration	WAPANUCKA
Easton Batt	PHYSICAL EDUCATION/HEALTH/ SAFETY	Bachelor's Degree - Health & Physical Education	WATONGA
Laura Heck (2)	SCHOOL COUNSELOR	Bachelor's Degree - Psychology	WESTVILLE
Treyson Wier	SPEECH/DRAMA/DEBATE	Bachelor's Degree - Theater Arts	WEWOKA
Audrah Carney	ELEMENTARY EDUCATION	Bachelor's Degree - Elementary Education	WICKLIFFE
Taylor Collins (2)	WORLD HISTORY/GEOGRAPHY	Bachelor's Degree - Criminal Justice	WISTER
Koby Midgley (2)	PHYSICAL EDUCATION/HEALTH/ SAFETY	Bachelor's Degree - Kinesiology	WISTER
Kyla Bean	ELEMENTARY EDUCATION	Bachelor's Degree - Applied Behavioral Studies	WRIGHT CITY
Kathryn Wilcox	SCHOOL COUNSELOR	Other/Non Degreed - Educational Administration,Bachelor's Degree - Psychology,Master's Degree - Educational Administration	YUKON

Total: 151

*Renewals: 0

School Year to Date Summary Information

Summary Information	Total
YTD Total Educators Requesting Emergency	3590
YTD Total Educators With Prior Certificates	628
YTD Total Educators Renewing Emergency	1053

School Year to Date Summary by Area

Area Description	Total
ELEMENTARY EDUCATION	978
EARLY CHILDHOOD	454
SCHOOL COUNSELOR	276
PHYSICAL EDUCATION/HEALTH/SAFETY	266
INTERMEDIATE MATHEMATICS	212
ENGLISH	210
US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS	154
MID-LEVEL SCIENCE	151
BIOLOGICAL SCIENCES	147
PHYSICAL SCIENCE	126
WORLD HISTORY/GEOGRAPHY	92
ART	87
MID-LEVEL SOCIAL STUDIES	84
ENGLISH AS A SECOND LANGUAGE	78
MID-LEVEL MATH FOR HIGH SCHOOL CREDIT	72
MID-LEVEL ENGLISH	65
LIBRARY MEDIA SPECIALIST	63
ADVANCED MATHEMATICS	54
CHEMISTRY	50
COMPUTER SCIENCE	48
BUSINESS EDUCATION	42
SPANISH	39
VOCAL/GENERAL MUSIC	30

Area Description	Total
INSTRUMENTAL/GENERAL MUSIC	28
CAREER TECH BUSINESS	27
SPEECH/DRAMA/DEBATE	24
AGRICULTURAL EDUCATION	18
EARTH SCIENCE	18
ELEMENTARY PRINCIPAL	15
SCHOOL PSYCHOLOGIST	15
PSYCHOLOGY/SOCIOLOGY	13
CAREER TECH FAMILY/CONSUMER SCIENCE	12
FAMILY AND CONSUMER SCIENCES	12
PHYSICS	7
SECONDARY PRINCIPAL	7
TECHNOLOGY ENGINEERING	7
CHEROKEE	5
FRENCH	5
JOURNALISM	5
TRADE/INDUSTRIAL EDUCATION	4
DANCE	2
READING SPECIALIST	2
LATIN	1
MARKETING EDUCATION	1

School Year to Date Summary by District

District Name	Total
OKLAHOMA CITY (55-I089)	409
TULSA (72-I001)	313
PUTNAM CITY (55-I001)	217
LAWTON (16-I008)	132
BROKEN ARROW (72-I003)	118
MOORE (14-I002)	110
MIDWEST CITY-DEL CITY (55-I052)	102
UNION (72-I009)	90

District Name	Total
ENID (24-I057)	89
MUSTANG (09-I069)	84
BARTLESVILLE (74-I030)	67
NORMAN (14-I029)	58
PONCA CITY (36-I071)	51
OWASSO (72-I011)	50
WESTERN HEIGHTS (55-I041)	50
ARDMORE (10-I019)	47
JENKS (72-I005)	40
YUKON (09-I027)	39
EL RENO (09-I034)	36
MUSKOGEE (51-I020)	36
SHAWNEE (63-I093)	34
EDMOND (55-I012)	33
CHOCTAW-NICOMA PARK (55-I004)	32
ALTUS (33-I018)	31
GUYMON (70-I008)	31
DUNCAN (69-I001)	30
BIXBY (72-I004)	29
CLAREMORE (66-I001)	29
NEWCASTLE (47-I001)	29
TAHLEQUAH (11-I035)	28
MCALESTER (61-I080)	25
DURANT (07-I072)	24
GUTHRIE (42-I001)	24
STILWELL (01-I025)	24
SAPULPA (19-I033)	23
ADA (62-I019)	20
CHICKASHA (26-I001)	20
TECUMSEH (63-I092)	20
JAY (21-I001)	19
SAND SPRINGS (72-I002)	17
BROKEN BOW (48-I074)	16
COWETA (73-I017)	15

District Name	Total
STILLWATER (60-I016)	14
CHECOTAH (49-I019)	13
HARRAH (55-I007)	13
HOLDENVILLE (32-I035)	13
HUGO (12-I039)	13
PIEDMONT (09-I022)	13
DEER CREEK (55-I006)	12
GLENPOOL (72-I013)	12
PRYOR (46-I001)	12
WEWOKA (67-I002)	12
BLACKWELL (36-I045)	11
ANTLERS (64-I013)	10
PERKINS-TRYON (60-I056)	10
STIGLER (31-I020)	10
TISHOMINGO (35-I020)	10
QUAPAW (58-I014)	9
WOODWARD (77-I001)	9
ANADARKO (08-I020)	8
CROOKED OAK (55-I053)	8
DEWEY (74-I007)	8
GROVE (21-I002)	8
HILLDALE (51-I029)	8
KANSAS (21-I003)	8
PRAGUE (41-I103)	8
WYNNEWOOD (25-I038)	8
BLANCHARD (47-I029)	7
CHANDLER (41-I001)	7
COALGATE (15-I001)	7
CRUTCHO (55-C074)	7
DAVIS (50-I010)	7
DICKSON (10-I077)	7
HASKELL (51-I002)	7
IDABEL (48-I005)	7
KINGFISHER (37-I007)	7

District Name	Total
LITTLE AXE (14-I070)	7
MARIETTA (43-I016)	7
MIAMI (58-I023)	7
OKEMAH (54-I026)	7
PAWHUSKA (57-I002)	7
ADAIR (46-I002)	6
ATOKA (03-I015)	6
BRISTOW (19-I002)	6
CATOOSA (66-I002)	6
COLLINSVILLE (72-I006)	6
COMANCHE (69-I002)	6
CUSHING (60-I067)	6
ELK CITY (05-I006)	6
HEALDTON (10-I055)	6
NORTH ROCK CREEK (63-I010)	6
PERRY (52-I001)	6
ROLAND (68-I005)	6
VALLIANT (48-I011)	6
WARNER (51-I074)	6
BISHOP (16-C049)	5
BOSWELL (12-I001)	5
CLINTON (20-I099)	5
EUFAULA (49-I001)	5
LOCUST GROVE (46-I017)	5
MADILL (45-I002)	5
MCCURTAIN (31-I037)	5
MCLOUD (63-I001)	5
NOBLE (14-I040)	5
PADEN (54-I014)	5
PLAINVIEW (10-I027)	5
RIVERSIDE INDIAN SCHOOL (08-B001)	5
SKIATOOK (72-I007)	5
WELCH (18-I017)	5
WILSON (10-I043)	5

District Name	Total
WILSON (56-I007)	5
CHOUTEAU-MAZIE (46-I032)	4
CLEVELAND (59-I006)	4
COLEMAN (35-I035)	4
FAIRLAND (58-I031)	4
FREDERICK (71-I158)	4
HARTSHORNE (61-I001)	4
HOLLIS (29-I066)	4
KELLYVILLE (19-I031)	4
LINDSAY (25-I009)	4
MERRITT (05-I002)	4
OKLAHOMA SCHOOL FOR THE DEAF (50-H000)	4
OLUSTEE-ELDORADO (33-I040)	4
PAULS VALLEY (25-I018)	4
POTEAU (40-I029)	4
TEXHOMA (70-I061)	4
TURPIN (04-I128)	4
TUTTLE (26-I097)	4
VERDIGRIS (66-I008)	4
ALVA (76-I001)	3
ANDERSON (57-C052)	3
BOISE CITY (13-I002)	3
BRIGGS (11-C044)	3
CACHE (16-I001)	3
CALVIN (32-I048)	3
CANADIAN (61-I002)	3
COLBERT (07-I004)	3
COLCORD (21-I004)	3
COMMERCE (58-I018)	3
DRUMRIGHT (19-I039)	3
FOYIL (66-I007)	3
GEARY (06-I080)	3
GRANITE (28-I003)	3
HENNESSEY (37-I016)	3

District Name	Total
HULBERT (11-I016)	3
JONES (55-I009)	3
JUSTICE (67-C054)	3
KINGSTON (45-I003)	3
MANGUM (28-I001)	3
MANNFORD (19-I003)	3
MARYETTA (01-C022)	3
MILLWOOD (55-I037)	3
MORRIS (56-I003)	3
NEW LIMA (67-I006)	3
OKLAHOMA UNION (53-I003)	3
OKLAHOMA YOUTH ACADEMY (55-J001)	3
OKMULGEE (56-I001)	3
OOLOGAH-TALALA (66-I004)	3
RAVIA (35-C010)	3
RIVERSIDE (09-C029)	3
SALLISAW (68-I001)	3
SENTINEL (75-I001)	3
SEQUOYAH (66-I006)	3
SPIRO (40-I002)	3
STRATFORD (25-I002)	3
SULPHUR (50-I001)	3
TEMPLE (17-I101)	3
VINITA (18-I065)	3
WALTERS (17-I001)	3
WAUKOMIS (24-I001)	3
WAYNOKA (76-I003)	3
WEATHERFORD (20-I026)	3
WRIGHT CITY (48-I039)	3
AFTON (58-I026)	2
ALEX (26-I056)	2
BEAVER (04-I022)	2
BERRYHILL (72-I010)	2
BLAIR (33-I054)	2

District Name	Total
BOKOSHE (40-I026)	2
CALERA (07-I048)	2
CANTON (06-I105)	2
CENTRAL HIGH (69-I034)	2
CHATTANOOGA (16-I132)	2
CHISHOLM (24-I042)	2
COLLEGE BOUND of Tulsa (72-E017)	2
CROWDER (61-I028)	2
DIBBLE (47-I002)	2
EPIC Charter School (55-Z014)	2
FORGAN (04-I123)	2
FORT GIBSON (51-I003)	2
GORDON COOPER TECHNOLOGY CTR (63-V005)	2
HAILEYVILLE (61-I011)	2
HOBART (38-I001)	2
KINTA (31-I013)	2
KONAWA (67-I004)	2
LIBERTY (72-I014)	2
MORRISON (52-I006)	2
MOUNDS (19-I005)	2
NOWATA (53-I040)	2
OAK GROVE (60-C104)	2
OKAY (73-I001)	2
PIONEER (26-C131)	2
PLEASANT GROVE (63-C029)	2
PURCELL (47-I015)	2
RINGWOOD (44-I001)	2
RIPLEY (60-I003)	2
SNYDER (38-I004)	2
SOUTH ROCK CREEK (63-C032)	2
SPRINGER (10-I021)	2
TALIHINA (40-I052)	2
VIAN (68-I002)	2
WATONGA (06-I042)	2

District Name	Total
WELEETKA (54-I031)	2
WESTVILLE (01-I011)	2
WHITE ROCK (41-C005)	2
WILBURTON (39-I001)	2
WISTER (40-I049)	2
(ILC) OSAGE COUNTY (57-K001)	1
ACHILLE (07-I003)	1
ALLEN (62-I001)	1
ARNETT (23-I003)	1
ASHER (63-I112)	1
BALKO (04-I075)	1
BEARDEN (54-C029)	1
BIG PASTURE (17-I333)	1
BINGER-ONEY (08-I168)	1
BUFFALO VALLEY (39-I003)	1
BURNS FLAT-DILL CITY (75-I010)	1
BYNG (62-I016)	1
CARNEY (41-I105)	1
CAVE SPRINGS (01-I030)	1
CEMENT (08-I160)	1
CENTRAL TECH (19-V003)	1
CHEROKEE (02-I046)	1
CIMARRON (44-I092)	1
CLAYTON (64-I010)	1
COPAN (74-I004)	1
COYLE (42-I014)	1
CRESCENT (42-I002)	1
DAHLONEGAH (01-C029)	1
DAVIDSON (71-C009)	1
DEER CREEK-LAMONT (27-I095)	1
DRUMMOND (24-I085)	1
EARLSBORO (63-I005)	1
ELMORE CITY-PERNELL (25-I072)	1
ERICK (05-I051)	1

District Name	Total
FAIRVIEW (44-I084)	1
FOREST GROVE (48-C001)	1
FORT SUPPLY (77-I005)	1
FRIEND (26-C037)	1
GANS (68-I004)	1
GARBER (24-I047)	1
GERONIMO (16-I004)	1
GRAND VIEW (11-C034)	1
GRANDFIELD (71-I249)	1
HARDESTY (70-I015)	1
HODGEN (40-C014)	1
HUPFELD/W VILLAGE (55-E003)	1
HYDRO-EAKLY (08-I011)	1
INDIANOLA (61-I025)	1
KEOTA (31-I043)	1
KEYS (11-I006)	1
KIEFER (19-I018)	1
KILDARE (36-C050)	1
KIOWA (61-I014)	1
LEEDEY (65-I003)	1
LIBERTY (68-C001)	1
LONE GROVE (10-I032)	1
LUTHER (55-I003)	1
MARLOW (69-I003)	1
MIDDLEBERG (26-C096)	1
MILBURN (35-I029)	1
MOSS (32-I001)	1
MOUNTAIN VIEW-GOTEBO (38-I003)	1
MULDROW (68-I003)	1
NASHOBA (64-C015)	1
NAVAJO (33-I001)	1
NORWOOD (11-C014)	1
OKEENE (06-I009)	1
OKTAHA (51-I008)	1

District Name	Total
PEAVINE (01-C019)	1
PORTER CONSOLIDATED (73-I365)	1
REYDON (65-I006)	1
ROBIN HILL (14-C016)	1
ROCK CREEK (07-I002)	1
ROFF (62-I037)	1
RYAL (49-C003)	1
SCHULTER (56-I006)	1
SEILING (22-I008)	1
SEMINOLE (67-I001)	1
SHADY POINT (40-C004)	1
SILO (07-I001)	1
SOUTHERN OKLA. TECHNOLOGY CTR (10-V020)	1
SPERRY (72-I008)	1
STIDHAM (49-C016)	1
STONEWALL (62-I030)	1
STRINGTOWN (03-I007)	1
TANNEHILL (61-C056)	1
TIMBERLAKE (02-I093)	1
TOWN AND COUNTRY SCHOOL (72-P009)	1
TRI-COUNTY TECHNOLOGY CENTER (74-V001)	1
TURNER (43-I005)	1
TUSKAHOMA (64-C004)	1
VICI (22-I005)	1
WAINWRIGHT (51-C009)	1
WAPANUCKA (35-I037)	1
WAURIKA (34-I023)	1
WAYNE (47-I010)	1
WEBBERS FALLS (51-I006)	1
WELLSTON (41-I004)	1
WHITE OAK (18-C001)	1
WICKLIFFE (46-C035)	1
WOODALL (11-C021)	1
YALE (60-I103)	1

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

M E M O R A N D U M

TO: The Honorable Members of the State Board of Education

FROM: Lindel Fields

DATE: November 20, 2025

SUBJECT: Teacher Certification Production Report

Attached is a production report of the number of certificates issued, fingerprints and documents received and processed in the Teacher Certification Section for the month of October, 2025.

Individuals served on-site by Teacher Certification during this time totaled 22, primarily for fingerprinting. The total number of fingerprints processed in October 2025 was 2,240.

js

Attachment

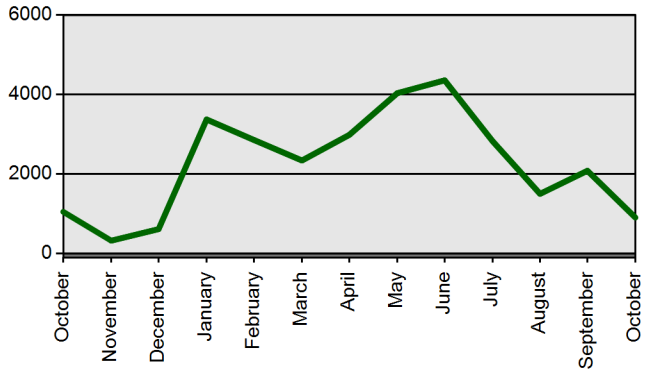
2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
PHONE: (405) 521-4885 • OKLAHOMA.GOV/EDUCATION • LINDEL.FIELDS @SDE.OK.GOV

TEACHER CERTIFICATION PRODUCTION REPORT

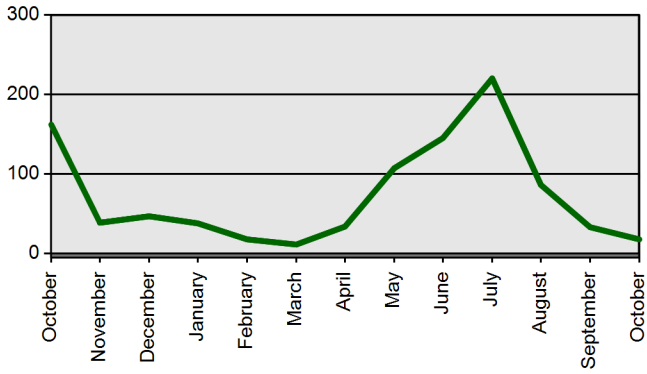
State Board of Education Meeting Thursday, November 20, 2025

	Current Total Oct 1 2025-Oct 31 2025	Previous Total Oct 1 2024-Oct 31 2024
Certificates Printed	981	1123
Applications Received	2224	2492
Advisement Letters	2017	3254
Scanned Documents	5539	5762
Fingerprints	2240	2533
Walk-ins	22	166

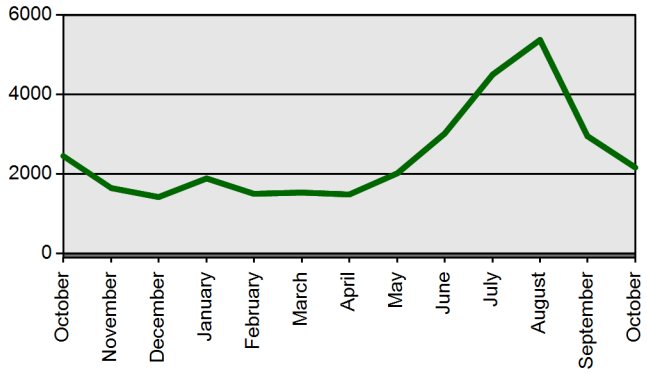
Certificates Printed



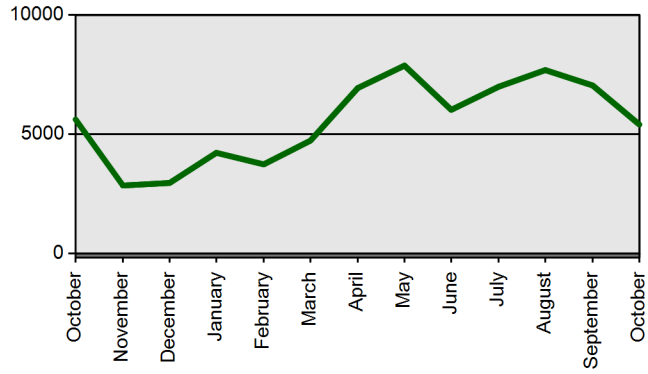
Walk-ins



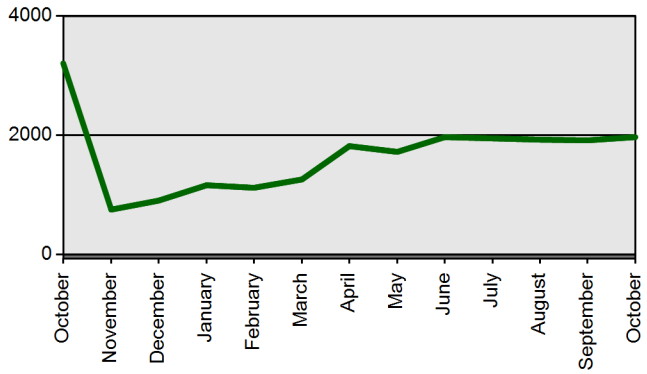
Fingerprints



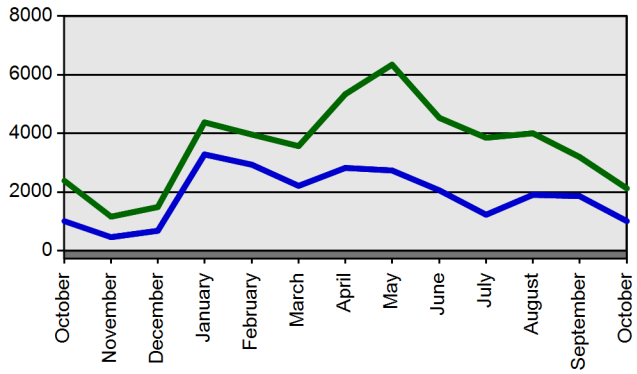
Scanned Documents



Advisement Letters



Applications Received (Online & Total)



OKLAHOMA STATE
DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Lindel Fields

DATE: November 20, 2025

SUBJECT: Waiver for Library Media Specialist Certificate Exemption

The following school is requesting exemption from Library Media Teacher Certification requirements pursuant to 70 O.S. § 3-126 for the 2025-2026 school year. A certified teacher will be used as the librarian while pursuing library media certification. Approval is recommended.

District	County	Requested Years
Catoosa	Rogers	2025-2026

AY/sh
Attachments

2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OKLAHOMA 73105-4599
(405)521-3301 PHONE • (405)521-6205 FAX • WWW.OK.GOV/SDE

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION
for 20 25 – 20 26 school year

ROGERS
COUNTY

CATOOSA PUBLIC SCHOOLS
SCHOOL DISTRICT

2000 S Cherokee Street
SCHOOL DISTRICT MAILING ADDRESS

Catoosa
CITY

74015
ZIP CODE

Cherokee Elementary
NAME OF SITE

Kelsey Barber
PRINCIPAL SIGNATURE*

09/15/2025
DATE

PRINCIPAL SIGNATURE*

DATE

PRINCIPAL SIGNATURE*

DATE

Robert Schornick
SUPERINTENDENT NAME (PLEASE PRINT)

rschornick@catoosa.k12.ok.us
SUPERINTENDENT E-MAIL ADDRESS

SUPERINTENDENT SIGNATURE*

09/15/2025
DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on September 15 , 20 25

BOARD PRESIDENT SIGNATURE

NOTARY SEAL →

MAUDIE L. ACHE NOTARY PUBLIC IN AND FOR STATE OF OKLAHOMA EXPIRES 5-24-2027 COMMISSION # 11004778

NOTARY

DATE

5-24-2027
COMMISSION EXPIRATION DATE

Statute/Oklahoma Administrative Code to be Waived: 70 O.S. § 3-126
(specify statute or OAC (deregulation) number: (see instructions)

*Original signatures are required. The attached questionnaire must be answered to process.**

THE WAIVER/DEREGUALTION IS REQUESTED FOR:

✔ One Year Only

_____ Three Years*

*Please see instruction page for additional requirements for a three year request

SDE USE ONLY

PROJECT YEARS
23 of 26

ENROLLMENT

_____ High School
_____ Jr./Middle High
_____ Elementary
_____ **District Total**

RECEIVED OCT 31 2025
DATE RECEIVED

70 O.S. 3-126

OAC _____

LM-Specialist waiver
NAME OF WAIVER

CATOOSA PUBLIC SCHOOLS
2000 South Cherokee St. Catoosa, OK. 74015

August 27, 2025

Oklahoma State Department of Education
Accreditation Standards Division
2500 North Lincoln Boulevard, Suite 2101
Oklahoma City, OK 73105-4599

To whom it may concern:

Please accept the enclosed statutory waiver/deregulation application for Library Media Specialist at Cherokee Elementary School (Site Code 66I002120). Ashley Fagala is returning as Media Specialist for the 2025-2026 school year. She is currently pursuing her Masters of Science Library Media Degree.

Please reach out via email or phone should you have any questions at rschornick@catoosa.k12.ok.us or 918-266-8603.

Sincerely,

Robert Schornick
Superintendent
Catoosa Public Schools

Stefan Swaggerty
President, Board of Education
Catoosa Public Schools

A. Reason for the Waiver request. Please include circumstances which necessitate hiring a non certified library media specialist. What alternative means will be employed if your waiver is denied? Where is the applicant is as it pertains to their pursuit of their course of study? What percentage of your student population will benefit from the waiver if approved?

Ashley Fagala, the Cherokee Elementary Librarian/Media Specialist for the 2025-2026 school year, is currently pursuing her masters degree in Library Media Science and is on track to complete her degree requirements by December 2025. The library serves 100% of the Cherokee Elementary student body.

B. List alternate strategies/plans which the district/site proposes. How does this plan best serve the students of your district, i.e., a description of the educational benefits to the students and learning achievement? Please list any negative impact if the waiver were to be denied.

The library/media center serves all of the student body. Each grade level has scheduled times to send students to the library to check out books and use the resources. Whole class activities are also periodically scheduled in the library as well. Cherokee Elementary also has a full time library assistant to help with the daily operations of the daily operations of the library and to help meet the needs of the teachers and students.

C. Educational impact to the district: Results of the Statutory Waiver/Deregulation, i.e., effect on student performance levels, impact of plan on other sites in the district.

Mrs. Fagala worked at the elementary school as a 2nd grade teacher for many years before taking the Librarian/Media Specialist position in the 2024-2025 school year. She understands the importance of utilizing the library resources to enhance classroom learning. She and her full-time assistant will continue to keep those resources readily available for the teachers and students.

D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary.

Library/Media Center schedule is attached.

E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation? If positive please describe where the available would be reallocated.

There will be no financial impact to the district if the waiver is approved. Mrs. Fagala has already been hired as an employee.

F. Describe method of assessment or evaluation of effectiveness of the plan both for staff and students, I.E., TLE, ACT scores, graduation rates, RSA, School Report Card, etc.

Criteria to be evaluated will include accessibility, student friendly environment, usability and a panorama survey sent to staff and students.

** You will be contacted if more information is needed to process this request.

August 27, 2025

To Whom It May Concern,

My name is Ashley Fagala and I am currently in my final semester of my Master's in Library Media Sciences and Technology at Northeastern State University.

I began my degree program in January of 2024. I will be graduating in December and have received credit for 28 hours. I am currently waiting on credit for READ 5113 from my LETRS training as Prior Learning Credit, and am enrolled in my practicum capstone course currently.

Thank you for your time,
Ashley Fagala

2025-2026 CHEROKEE ELEMENTARY LIBRARY SCHEDULE

Morning Arrival Duty- Bus Drop Off Area	7:35-8:10
OPEN CHECK OUT	8:10-8:25
Flexible Library Time • Classes are scheduled every other week for read aloud, lesson, and checkout with opportunities to bring classes for research or other media center needs. • Pre-K will also be added to this time for a short read aloud and to learn about coming to the library in the spring. • I will also be teaching grades 3-4 GT during this time (8:35-9:15) on Mondays.	8:30-11:45
Lunch	11:45-12:15
Lunch Duty (Cafeteria, Playground)	12:15-12:45
Flexible Library Time • Classes are scheduled every other week for read aloud, lesson, and checkout with opportunities to bring classes for research or other media center needs. • Pre-K will also be added to this time for a short read aloud and to learn about coming to the library. • I will also be teaching grades 5 GT during this time (2:35-3:15) on Wednesdays.	12:50-3:05
Plan	3:05-3:50
2nd-5th Grade Car Rider Dismissal	3:50-4:10

Student Registration View Registration Information

Look up a Schedule Active Registrations

The following classes are not officially considered complete for transcript purposes.

PRACTICUM, Library Media 6902, Section 01

Term: Fall 2025
CRN: 20807
Status: Web Registered 03/24/2025
Schedule Type: Online GR (75% or more online)
Hours: 2

Instructional Methods: Not Applicable
Campus: Broken Arrow
Start Date: 08/18/2025
End Date: 12/12/2025
Level: Graduate

Instructor: Baker, Alesha
Grade Mode: Standard Letter

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Certification Examinations for Oklahoma Educators™

OSAT™ SCORE REPORT

Test Date: May 2, 2025

See insert for an explanation of how to read your score report.

ASHLEY K FAGALA
26535 FOXEN DR
CLAREMORE OK 74019

Your scores have been reported to the Office of Educational Quality and Accountability and the following Oklahoma institution:

- 06 Northeastern State University (pending institutional verification)

Test: 138 Library-Media Specialist

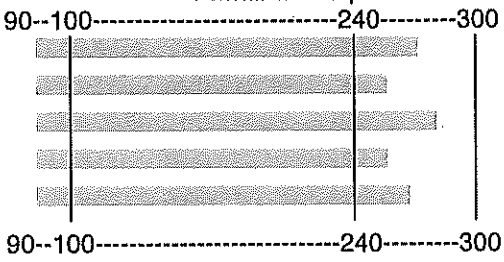
Scaled Minimum Passing Score: 240

Your Scaled Total Test Score: 267

Your Status: Pass

Number of Questions	Subarea Performance	Scaled Score
21	The Professional Library-Media Specialist	271
23	Learner-Centered Pract., Resources, and Environments	256
20	Library Program Administration	280
1	Constructed-Response Assignment	256
	SCALED TOTAL TEST SCORE	**267**

Performance Graph



Examinee Name: ASHLEY K FAGALA | Social Security Number: XXX-X4-8204

This barcode contains unique candidate information

Certification Examinations for Oklahoma Educators Library-Media Specialist

Test Date: May 2, 2025

ASHLEY K FAGALA
26535 FOXEN DR
CLAREMORE OK 74019

This report provides information about the number and percentage of questions you answered correctly for each test subarea and competency.
Please use caution when interpreting objective level information for those competencies and subareas with small numbers of items.

To see the framework associated with this test, please visit
https://www.ccoe.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PrepFramework.html

Subarea/Competency

Reporting Level	Description	# of Items	% Corr
Sub I:	**The Professional Library-Media Specialist**	**21**	**86%**
0001	Apply knowledge of the professional roles and responsibilities of the library-media speciali...	7	100%
0002	Apply knowledge of professional standards for the library-media specialist and how to engage...	7	86%
0003	Apply knowledge of strategies for communicating and collaborating with members of the school...	7	71%
Sub II:	**Learner-Centered Pract., Resources, and Environments**	**23**	**78%**
0004	Apply knowledge of principles and practices of developmentally appropriate curriculum, instr...	8	50%
0005	Analyze the characteristics of and strategies for creating equitable physical and virtual le...	8	88%
0006	Analyze strategies and methods for promoting the development of independent and collaborativ...	7	100%
Sub III:	**Library Program Administration**	**20**	**90%**
0007	Apply knowledge of the foundations and characteristics of an effective library program and i...	6	67%
0008	Apply knowledge of principles, policies, and procedures related to the development and manag...	7	100%
0009	Apply knowledge of considerations, procedures, and practices related to the development, imp...	7	100%

This barcode contains unique candidate information

NORTHEASTERN
STATE UNIVERSITY

Enrollment Verification

Student Name: Ashley Fagala

Student ID number: N00267756

Enrollment Status:
Full Time ☐ Half Time ☒ Less than Half Time ☐ Not Currently Enrolled ☐

Semester Hours: 6

☐ Summer (05/13/2024-08/15/2024)
☒ Fall (08/19/2024-12/13/2024)
☐ Spring (01/13/2025-05/09/2025)

BACHELOR	MASTER
Spring or Fall: Full time = 12 or more hrs Half time = 6-11 hrs	Spring or Fall: Full Time = 9 or more hrs Half Time = 5-8 hrs
Summer: Full Time = 6 or more hrs Half Time = 3-5 hrs	Summer: Full Time = 5 or more hrs Half Time = 3-4 hrs

The above information has been verified by Northeastern State University's Office of the Registrar. Should you have any questions or concerns please contact our office via email at registrar@nsuok.edu.

Amy D. Dunn

Amy D. Dunn, Registrar

8/26/2024

OFFICE OF THE REGISTRAR
701 N. Grand Ave. | Tahlequah, OK 74464 | P 918.444.2208 | F 918.458.9638
www.nsuok.edu

Name: Ashley Fagala
Student-ID: XXXXX204
Date of Birth: 27-MAY
Date Issued: 24-AUG-2024
Page Number: 1

NORTHEASTERN
STATE UNIVERSITY
Tahlequah, Oklahoma 74464-2399

Issued To:
Ashley Fagala
Parchment DocumentID: TESRTV6O

Course Level: Graduate

Current Program
Master of Science
Major : Library Media and Info Tech,MS

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
INSTITUTION CREDIT:					
Spring 2024					
LIBM 5513	INFO & RESOURCES & SERVICES	3.00	A	12.00	
LIBM 5523	SCHOOL LIB LEADER & ADVOCACY	3.00	A	12.00	
Ehrs: 6.00	GPA-Hrs: 6.00 QPts: 24.00	GPA:	4.00		
Graduate Good Standing					
Summer 2024					
LIBM 5023	ADV MATERIALS FOR CHILDREN	3.00	A	12.00	
LIBM 5123	SCHOOL LIBRARY ADMINISTRATION	3.00	A	12.00	
LIBM 5611	PROF NETWORKING & DEVELOPMENT	1.00	A	4.00	
Ehrs: 7.00	GPA-Hrs: 7.00 QPts: 28.00	GPA:	4.00		
Graduate Good Standing					
Fall 2024					
IN PROGRESS WORK					
LIBM 5013	INTRODUCTION TO LIBRARIANSHIP	3.00	IN PROGRESS		
LIBM 5313	ADV MATERIALS FOR YOUNG ADULTS	3.00	IN PROGRESS		
In Progress Credits 6.00					

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	13.00	13.00	52.00	4.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	13.00	13.00	52.00	4.00

********** END OF TRANSCRIPT **********

Copy of Transcript

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AMY D. DUNN, REGISTRAR

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

INSTITUTIONAL NAME CHANGES:
Northeastern State Normal School, 1909-1919
Northeastern State Teachers College, 1919-1939
Northeastern State College, 1939-1974
Northeastern Oklahoma State University, 1974-1985
Northeastern State University, 1985-Present

SCHOOL CODES: IPEDS - 207263 FSC - 003161

ACCREDITATION: Northeastern State University is accredited by the Higher Learning Commission. All programs are approved by the Oklahoma State Regents for Higher Education and the Board of Regents of the Regional University System of Oklahoma. Educator preparation programs at the baccalaureate and master's levels are accredited by the Council for the Accreditation of Educator Preparation and the Oklahoma Office of Educational Quality and Accountability. The Counseling, M.S. program is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The Oklahoma College of Optometry doctoral degree has full accreditation by the Accreditation Council on Optometric Education. The baccalaureate and master's Nursing programs are accredited by the Accreditation Commission for Education in Nursing. The baccalaureate and master's Social Work programs are accredited by the Council on Social Work Education. The Master of Science in Speech/Language Pathology program is accredited by the American Speech-Language-Hearing Association. The B.B.A. and M.B.A. programs are accredited by the Accreditation Council for Business Schools and Programs. The Dietetics program is accredited by the Accreditation Council for Education in Nutrition and Dietetics. Music programs are accredited by the National Association of Schools of Music. The Medical Laboratory Science, B.S.M.L.S. is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. The Occupational Therapy M.S. program is accredited by the Accreditation Council for Occupational Therapy Education. The Chemistry B.S. program is approved by the American Chemical Society. The Health and Human Performance B.S. program is accredited by the Commission of Allied Health Education Programs. The Physician Assistant Studies, M.S. program has Accreditation-Provisional status through the Accreditation Review Commission on Education for the Physician Assistant.

ACADEMIC CALENDAR AND UNIT OF CREDIT:
Credits are listed as semester credit hours. A semester is normally 16 weeks in duration; the standard summer term is 8 weeks. Some courses may vary in length but are equated to semester hours.

GRADING:
A - Excellent, 4 grade points each semester hour
B - Above average, 3 grade points each semester hour
C - Average, 2 grade points each semester hour
D - Below average, 1 grade point each semester hour
F - Failure, no grade points
I - Incomplete, GPA neutral
P - Passing, no grade points
NP - Not passing, no grade points
S - Satisfactory, no grade points
U - Unsatisfactory, no grade points
W - Withdrawal, no grade points
AW - Administrative Withdrawal, GPA neutral
NA - Non-attendance, GPA neutral
AU - Audit, GPA neutral
N - Grade not reported
X - Graduate thesis or dissertation in progress, GPA neutral

Grades followed by an additional character indicate the work was completed as follows:

1 - Correspondence
2 - Physical education activity
3 - CLEP
4 - Advanced placement
5 - Military
6 - Other prior learning credit (Portfolio, licensure, etc.)
7 - Auxiliary exam
8 - DANTES
T - Technical credit
Z - Remedial 0 level

TRANSCRIPTS FROM OTHER INSTITUTIONS:
Northeastern State University does not issue copies of transcripts or other documents from other institutions.

NUMBERING SYSTEM:
0000 s - Remedial work which does not count toward hours attempted, earned, accumulative grade point average, or graduation
1000 s - Primarily for freshmen
2000 s - Primarily for sophomores
3000 s - Primarily for juniors
4000 s - Primarily for seniors
4000G s and 5000 s or above - Primarily for graduate and professional students

COMPLETION OF DEGREE:
Degrees completed are entered at the point they are earned indicating type of degree, date of conferral, major(s) and concentration(s), if applicable.

ACADEMIC FORGIVENESS:
For all undergraduate students enrolled Fall 1992 or later, courses identified by E are not used in calculating the grade point averages.

OTHER SYMBOLS:
I - Course is included in GPA hours, earned hours, and grade point average calculations
A - Course is included in GPA hours and grade point average calculations but not in hours earned
Ehrs - Earned hours
GPA-Hrs - GPA hours
QPts - Quality points

COPY OF Transcript

PRIVACY ACT:
The attached information has been forwarded to you at the request of the student with the understanding that it will not be released to third parties. The Family Educational Rights and Privacy Act of 1974, as amended, prohibits release of this information without the student's written consent. Please return all material to us if you are unable to comply with this condition of release.

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Oklahoma State University
Office of the Registrar
328 Student Union
Stillwater, Oklahoma 74078-4013

ASHLEY K. STAIRES
2318 W. GALVESTON PL.
BROKEN ARROW OK 74012

09-19-05 1 2

ASHLEY KAYE STAIRES

SID 446-94-8204

DOB 05-27-1983

Official Undergraduate Academic Record

Degrees Awarded:
Bachelor of Science May 7, 2005
College of Education
Major: Elementary Education

----------2001----------

Admitted Program:
General University
Nondegree program, undergraduate level
Major: Non-degree Seeking

ENGL-1113 FRESHMAN COMPOSITION I	P	(3.00)		
Repeat (included in GPA)				
CREDIT BY EXAM				
ADVANCED PLACEMENT				

	AHRS	EHRS	QHRS	QPTS	GPA
Current	3.00	0.00	0.00	0.00	0.000
Institution	3.00	0.00	0.00	0.00	0.000
Cum Grad/Ret	3.00	0.00	0.00	0.00	0.000

----------2001----------

SPAN-1115 ELEMENTARY SPANISH I	P	5.00	
Credit by Exam			
ADVANCED STANDING			

	AHRS	EHRS	QHRS	QPTS	GPA
Current	5.00	5.00	0.00	0.00	0.000
Institution	8.00	5.00	0.00	0.00	0.000
Cum Grad/Ret	8.00	5.00	0.00	0.00	0.000

----------Fall 2001----------

Transferred To:
College of Education
Bachelor of Science
Major: Secondary Education

HIST-1103 SURVEY OF AMER HISTORY	C	3.00	6.00
HONR-1000 INT HON EDUC ORIENT	A	1.00	4.00
Honors course			
MATH-1513 COLLEGE ALGEBRA	C	3.00	6.00
POLS-1113 AMERICAN GOVERNMENT	C	3.00	6.00
Honors course			
SOC -1113 INTRO SOCIOLOGY	A	3.00	12.00
Honors course			
SPAN-1225 ELEMENTARY SPANISH II	A	5.00	20.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	18.00	18.00	18.00	54.00	3.000
Institution	26.00	23.00	18.00	54.00	3.000
Cum Grad/Ret	26.00	23.00	18.00	54.00	3.000

----------No Further Entries This Column----------

----------Spring 2002----------

BIOL-1114 INTRODUCTORY BIOLOGY	C	4.00	8.00
MATH-1493 APPL OF MODERN MATH	B	3.00	9.00
PSYC-1113 INTRODUCTORY PSYCH	B	3.00	9.00
Honors course			
SPAN-2115 INTERMED SPANISH I	B	5.00	15.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.00	15.00	15.00	41.00	2.733
Institution	41.00	38.00	33.00	95.00	2.879
Cum Grad/Ret	41.00	38.00	33.00	95.00	2.879

Transfer Credit Applied to Fall 2002
TULSA COMMUNITY COLLEGE Jun 2002 - Aug 2002

INTRO TO LITERATURE	3.00
(H)WORLD REGIONAL GEOG	3.00
SPEECH COMM 1	3.00
School Total:	9.00

----------Fall 2002----------

ART -1803 INTRODUCTION TO ART	A	3.00	12.00
GEOG-1114 PHYSICAL GEOGRAPHY	D	4.00	4.00
MATH-3403 GEOMETRIC STRUCTURES	W	(3.00)	
MATH-3603 MATHEMATICAL STRUCTURE	B	3.00	9.00
SPAN-2222 INTERMED COMP & GRAM	C	2.00	4.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.00	12.00	12.00	29.00	2.417
Institution	53.00	50.00	45.00	124.00	2.756
Cum Grad/Ret	62.00	59.00	54.00	157.00	2.907

----------Spring 2003----------

CIED-3005 FOUNDATION OF LITERACY	B	5.00	15.00
ENGL-2513 INTRO TO CREATIVE WRIT	B	3.00	9.00
EPSY-3113 PSYCH FOUND CHLDHD	W	(3.00)	
NSCI-3114 PRINC HUMAN NUTRITION	B	4.00	12.00
SCED-3253 ROLE OF TCHR AMER SCH	B	3.00	9.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.00	15.00	15.00	45.00	3.000
Institution	68.00	65.00	60.00	169.00	2.817
Cum Grad/Ret	77.00	74.00	69.00	202.00	2.928

----------Summer 2003----------

CIED-4005 LITERACY ASSESS INST?	A	5.00	20.00
EPSY-3113 PSYCH FOUND CHLDHD	A	3.00	12.00
SPED-3202 EDUC EXC LEARNERS	A	3.00	8.00

President's Honor Roll

	AHRS	EHRS	QHRS	QPTS	GPA
Current	10.00	10.00	10.00	40.00	4.000
Institution	78.00	75.00	70.00	209.00	2.986
Cum Grad/Ret	87.00	84.00	79.00	242.00	3.063

----------No Further Entries This Page----------

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Jerry Manting, Registrar

TRANSCRIPT GUIDE PRINTED ON BACK

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Oklahoma State University
Office of the Registrar
322 Student Union
Stillwater, Oklahoma 74078-4015

ASHLEY K. STAIRES
2318 W. GALVESTON PL.
BROKEN ARROW OK 74012

09-19-05 2 2

ASHLEY KAYE STAIRES

SID 446-94-8204

DOB 05-27-1983

----------Fall 2003----------

CIED-3450	CLINICAL EXP ELEM ED I	P	1.00	
CIED-3153	TCHG MATH PRIMARY LEV	D	(3.00)	
	Repeat (excluded from GPA)			
CIED-4213	INTRO VIS ARTS CURR	C	3.00	6.00
MATH-3403	GEOMETRIC STRUCTURES	B	3.00	9.00
PHYS-1014	DESCRIPTIVE PHYSICS	W	(4.00)	

	AHRS	EHRS	QHRS	QPTS	GPA
Current	10.00	7.00	6.00	15.00	2.500
Institution	88.00	82.00	76.00	224.00	2.947
Cum Grad/Ret	97.00	91.00	85.00	257.00	3.024

----------Spring 2004----------

CHEM-1413	INQUIRY-BASED CHEM	C	3.00	6.00
CIED-3153	TCHG MATH PRIMARY LEV	C	3.00	6.00
CIED-3622	MIDDLE LEVEL EDUCATION	P	2.00	
CIED-4560	ENV ED: SPIRIT LAST GREAT PLACES	D	1.00	1.00
EDTC-3123	APPL OF EDUC TECH	B	3.00	9.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.00	12.00	10.00	22.00	2.200
Institution	100.00	94.00	86.00	246.00	2.860
Cum Grad/Ret	109.00	103.00	95.00	279.00	2.937

----------2004----------

Program Changed To:
Major: Elementary Education

ENGL-1113	COMPOSITION I	P	3.00	
	Credit by Exam			
	CLEP			
ENGL-1213	COMPOSITION II	P	3.00	
	Credit by Exam			
	CLEP			

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	0.00	0.00	0.000
Institution	106.00	100.00	86.00	246.00	2.860
Cum Grad/Ret	115.00	109.00	95.00	279.00	2.937

----------Fall 2004----------

CIED-3430	CLIN EXP ELEM ED II	P	1.00	
CIED-4012	INTEG OF LITERACY	A	2.00	8.00
CIED-4153	TCHG MATH INTERMED LEV	B	3.00	9.00
CIED-4323	SOC ST IN ELEM SCH CUR	B	3.00	9.00
CIED-4353	SCI IN ELEM SCH CUR	A	3.00	12.00
CIED-4363	DES,MGMT OF ELEM CLSRM	A	3.00	12.00

Dean's Honor Roll

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.00	15.00	14.00	50.00	3.571
Institution	121.00	115.00	100.00	296.00	2.960
Cum Grad/Ret	130.00	124.00	109.00	329.00	3.018

----------No Further Entries This Column----------

----------Spring 2005----------

CIED-4000	FIELD STUDIES IN EDUC	P	2.00	
CIED-4450	INTERNSHIP ELEM EDUC	P	6.00	
CIED-4453	SR SEMINAR IN ELEM ED	A	3.00	12.00
CIED-4560	ENV ED: SPIRIT LAST GREAT PLACES	A	1.00	4.00
HHP -3010	PHYSICAL ED FOR ELEMENT TCHRS	A	1.00	4.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	13.00	13.00	5.00	20.00	4.000
Institution	134.00	128.00	105.00	316.00	3.010
Cum Grad/Ret	143.00	137.00	114.00	349.00	3.061
Cumulative	143.00	143.00	117.00	352.00	3.009

Requirements completed for Bachelor of Science

----------End of Undergraduate Academic Record----------

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OKLAHOMA STATE UNIVERSITY 1890

Jerry Montag, Registrar

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SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION
for 20 25 – 20 26 school year

ROGERS	CATOOSA PUBLIC SCHOOLS	
COUNTY	SCHOOL DISTRICT	
2000 S Cherokee Street	Catoosa	74015
SCHOOL DISTRICT MAILING ADDRESS	CITY	ZIP CODE

Wells Middle School
NAME OF SITE

PRINCIPAL SIGNATURE* — DATE: 09/15/2025

PRINCIPAL SIGNATURE* — DATE

PRINCIPAL SIGNATURE* — DATE

Robert Schornick
SUPERINTENDENT NAME (PLEASE PRINT)

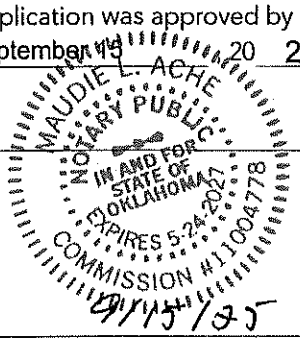
rschornick@catoosa.k12.ok.us
SUPERINTENDENT E-MAIL ADDRESS

SUPERINTENDENT SIGNATURE* — DATE: 09/15/2025

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on September 15, 20 25

BOARD PRESIDENT SIGNATURE

NOTARY SEAL →



NOTARY — DATE: 9/15/25

5-24-2027
COMMISSION EXPIRATION DATE

Statute/Oklahoma Administrative Code to be Waived: 70 O.S. § 3-126
(specify statute or OAC (deregulation) number: (see instructions)

*Original signatures are required. The attached questionnaire must be answered to process.**

THE WAIVER/DEREGUALTION IS REQUESTED FOR:

✔ One Year Only

_____ Three Years*

*Please see instruction page for additional requirements for a three year request

SDE USE ONLY

PROJECT YEARS
25 of 26

ENROLLMENT

_____ High School
_____ Jr./Middle High
_____ Elementary
_____ **District Total**

~~RECEIVED OCT 01 2025~~
DATE RECEIVED

70 O.S. 3-126

OAC _____

LM-Specialist waiver
NAME OF WAIVER

CATOOSA PUBLIC SCHOOLS
2000 South Cherokee St. Catoosa, OK. 74015

August 27, 2025

Oklahoma State Department of Education
Accreditation Standards Division
2500 North Lincoln Boulevard, Suite 2101
Oklahoma City, OK 73105-4599

To whom it may concern:

Please accept the enclosed statutory waiver/deregulation application for Library Media Specialist at Wells Middle School (Site Code 66I002510). Rachael Conklin is returning as Media Specialist for the 2025-2026 school year. She is currently pursuing her Masters of Science Library Media Degree.

Please reach out via email or phone should you have any questions at rschornick@catoosa.k12.ok.us or 918-266-8603.

Sincerely,

Robert Schornick
Superintendent
Catoosa Public Schools

Stefan Swaggerty
President, Board of Education
Catoosa Public Schools

A. Reason for the Waiver request. Please include circumstances which necessitate hiring a non certified library media specialist. What alternative means will be employed if your waiver is denied? Where is the applicant is as it pertains to their pursuit of their course of study? What percentage of your student population will benefit from the waiver if approved?

Rachael Conklin, the MS Librarian/Media Specialist for the 2025-2026 school year is currently pursuing her masters degree in Library Media Schiences and is on track to complete her degree requirements by December 2025. 100% of the Wells Middle School student body will benefit from having MS. Conklin in this position.

B. List alternate strategies/plans which the district/site proposes. How does this plan best serve the students of your district, i.e., a description of the educational benefits to the students and learning achievement? Please list any negative impact if the waiver were to be denied.

The library/media center serves all of the student body. Each grade level has scheduled times to send students to the library to check out books and use the resources. Whole class activities are also periodically scheduled in the library as well. Wells Middle School also has a full time library assistant to help with the daily operations of the daily operations of the library and to help meet the needs of the teachers and students.

C. Educational impact to the district: Results of the Statutory Waiver/Deregulation, i.e., effect on student performance levels, impact of plan on other sites in the district.

Having Ms. Conklin available full time will allow the media center to be open to teachers and student full time, allowing resources to be readily available to the teachers and students.

D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary.

Library/Media Center schedule is attached.

E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation? If positive please describe where the available would be reallocated.

There will be no financial impact to the district if the waiver is approved. Ms. Conklin has already been hired as an employee.

F. Describe method of assessment or evaluation of effectiveness of the plan both for staff and students, I.E., TLE, ACT scores, graduation rates, RSA, School Report Card, etc.

Criteria to be evaluated will include accessibility, student friendly environment, usability and a panorama survey sent to staff and students.

** You will be contacted if more information is needed to process this request.

To Whom It May Concern,

My name is Rachael Conklin, and I hold a Bachelor's Degree in Human Development and Family Sciences from Oklahoma State University. I also have current Oklahoma teaching certifications in Psychology/Sociology and Family and Consumer Sciences. I am currently in my fifth semester of the Master of Science in Library Media and Information Technology program at Northeastern State University (NSU), having completed 22 credit hours thus far. I am enrolled in 6 credit hours this semester and plan to complete 5 credit hours in the Spring, with an anticipated graduation date of Spring 2026.

Wells Middle School Library Schedule

2025 - 2026 SY

Library Hours: 7:30 AM - 3:25 PM (Monday - Thursday)
Students are welcome to visit the library anytime during these hours to check out books.

Monday:

- Flexible (open for student visits and teacher requests)

Tuesday:

- Flexible (open for student visits and teacher requests)

Wednesday:

- **8th Grade ELA Class Visits:** Every other Wednesday (check specific dates)

Thursday:

- **6th & 7th Grade ELA Class Visits:** Alternating Thursdays (check specific dates)

Student ID
N00184102

Name
Conklin, Rachael Lavon

Degree
Master of Science

Level Graduate **Classification** Graduate Master **Major** Library Media and Info Tech, MS **Program** MS - Library Media/Info Tech **College** Education
Previous Degrees Oklahoma State Univ-Main Camp BSHES Family Services & Child Devel 17-DEC-2011 **Previous Degree** BSHES **Advisors** Heidi Jenkins (Primary)
NSU GPA (GR) 4.000 **NSU Earned Hours (GR)** 3 **NSU GPA Hours (GR)** 3 **Overall GPA (GR)** 4.000 **Overall Earned Hours (GR)** 3
Overall GPA Hours (GR) 3

Academic What-If

View historic audit
08/23/2024 at 7:42 PM GR/MS

Format
Student View

Degree Progress (This is an estimation of your degree progress, based on the number of boxes checked below)

44%

Overall GPA
4.000

Requirements

Cert#0919369

The State Board of Education certifies and authorizes

Rachael L. Conklin

to serve in the accredited schools of Oklahoma as indicated below.

Description	Level	Valid From	Valid To
FAMILY AND CONSUMER SCIENCES	5-12	3/1/2024	6/30/2029
PSYCHOLOGY/SOCIOLOGY	5-12	3/1/2024	6/30/2029
CAREER TECH FAMILY/CONSUMER SCIENCE	5-12	3/1/2024	6/30/2029

**********NO ENTRIES BELOW THIS LINE**********

Teacher #: 417023
Print Date: 3/25/2024

Degree: Bachelor's
Class of Certification: Standard
Certification Background Clearance: 3/7/2024

Ryan Walters
State Superintendent of Public Instruction

Ryan Walters
State Superintendent of Public Instruction

The State Board of Education certifies and authorizes Rachael L. Conklin to serve in the accredited schools of Oklahoma as indicated below.

Teacher #:417023 Degree:Bachelor's Degree Class:Standard Certification Background Clearance:3/7/2024

Area Description	Level	Valid	Expire	Area Description	Level	Valid	Expire
6554 PSYCHOLOGY/SOCIOLOGY	5-12	3/1/2024	6/30/2029	4550 FAMILY AND CONSUMER SCIENCES	5-12	3/1/2024	6/30/2029
7575 CAREER TECH FAMILY/CONSUMER SCIENCE	5-12	3/1/2024	6/30/2029				

**********NO ENTRIES BELOW THIS LINE**********

0227000
RACHAEL L. CONKLIN
2979 S QUEBEC AVE
TULSA, OK 74114

print date:3/25/2024 C

Certificate Above for Personal Records

Submit Certificate Below to School District

Ryan Walters
State Superintendent of Public Instruction

The State Board of Education certifies and authorizes Rachael L. Conklin to serve in the accredited schools of Oklahoma as indicated below.

Teacher #:417023 Degree:Bachelor's Degree Class:Standard Certification Background Clearance:3/7/2024

Area Description	Level	Valid	Expire	Area Description	Level	Valid	Expire
6554 PSYCHOLOGY/SOCIOLOGY	5-12	3/1/2024	6/30/2029	4550 FAMILY AND CONSUMER SCIENCES	5-12	3/1/2024	6/30/2029
7575 CAREER TECH FAMILY/CONSUMER SCIENCE	5-12	3/1/2024	6/30/2029				

**********NO ENTRIES BELOW THIS LINE**********

OKLAHOMA STATE UNIVERSITY

Office of the Registrar | registrar@okstate.edu
322 Student Union | Stillwater, Oklahoma 74078-1013

Official Transcript

Issued To:

Catoosa Public Schools
Parchment DocumentID: TEAFCBWI

22-JUL-2024 Page: 1

Rachael Lavon Conklin
DOB 26-MAR-XXXX
Last 4 SSN ****7495

Level: Undergraduate

Latest Curriculum
BS in Human Environmental Sci
College : College of Human Environ Sc
Major : Human Development & Family Sci
Opt/Concentration : Child and Family Services

Degrees Awarded BS in Human Environmental Sci 17-DEC-2011
College : College of Human Environ Sci
Major : Human Development & Family Sci
Opt/Concentration : Child and Family Services

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

FALL 2007 Northern Oklahoma College

UNIV 0123	INTERMEDIATE ALGEBRA	3.00 DEV	
Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.000			

SPRING 2008 Northern Oklahoma College

MATH 1483	(A)MATH FUNCTIONS & USES	3.00 B	
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 9.00 GPA: 3.000			

SUMMER 2007 Tulsa Community College

UNIV 0---	UNIVERISTY GEN ELECT	3.00 DEV	
Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.000			

SUMMER 2008 Tulsa Community College

HIST 1483	AMER HISTORY TO 1865	3.00 B	
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 9.00 GPA: 3.000			

SUMMER 2009 Tulsa Community College

BIOL 1---	(LN)BIOLOGICAL SCIENCE GEN ELE	4.00 B	
SPCH 2713	(S)INTRO TO SPCH COMMUNIC	3.00 W	
Ehrs: 4.00 GPA-Hrs: 4.00 QPts: 12.00 GPA: 3.000			

SPRING 2011 Tulsa Community College

********** CONTINUED ON NEXT COLUMN **********

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R

Transfer Information continued

PSYC 2743	(S)SOCIAL PSYCHOLOGY	3.00 C	
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 6.00 GPA: 2.000			

FALL 2011 Tulsa Community College

STAT 2013	(A)ELEM STATISTICS	3.00 C	
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 6.00 GPA: 2.000			

INSTITUTION CREDIT:

Fall 2007

ENGL 1113	COMPOSITION I	3.00 B	9.00
HDFS 1112	INTRO HUM DEV & FAM SCI	2.00 B	6.00
HES 1112	HES FRESHMAN EXPERIENCE	2.00 A	8.00
PHIL 1213	(H)PHILOSOPHIES OF LIFE	3.00 B	9.00
POLS 1113	AMERICAN GOVERNMENT	3.00 B	9.00
Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 41.00 GPA: 3.154			

Spring 2008

ENGL 1213	COMPOSITION II	3.00 A	12.00
GEOG 2253	(IS)WORLD REGIONAL GEOG	3.00 C	6.00
HDFS 2113	(S)LIFESPAN HUMAN DEV	3.00 B	9.00
HIST 1103	SURVEY OF AMER HISTORY	3.00 W	0.00
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 27.00 GPA: 3.000			

Fall 2008

EPSY 3113	PSYCH FOUND CHLDHD	3.00 A	12.00
HDFS 2213	HUMAN SEXUALITY & FAM	3.00 A	12.00
HDFS 3413	(S)INFANT AND CHILD DEVEL	3.00 C	6.00
MUSI 2573	(H)INTRO TO MUSIC	3.00 A	12.00
NSCI 2114	(N)PRINC HUMAN NUTRITION	4.00 C	8.00
Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 50.00 GPA: 3.125			

Spring 2009

CDIS 3213	INTRO COMM DIS	3.00 C	6.00

********** CONTINUED ON PAGE 2 **********

OKLAHOMA STATE UNIVERSITY

Office of the Registrar | registrar@okstate.edu
322 Student Union | Stillwater, Oklahoma 74078-1013

Official Transcript

Rachael Lavon Conklin
DOB 26-MAR-XXXX
Last 4 SSN ****7495

Level: Undergraduate

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:					
HDFS 3113	NON-NORMATIVE DEV	3.00	B	9.00	
HDFS 3423	(S)ADOLESCENT DEVELOPMENT	3.00	B	9.00	
HHP 2712	PSYCHOMOTOR DEV	2.00	B	6.00	
SOC 3523	(S)JUVENILE DELINQUENCY	3.00	A	12.00	
Ehrs: 14.00 GPA-Hrs: 14.00 QPts:		42.00	GPA:	3.000	
Fall 2009					
HDFS 3123	(S)PARENTING	3.00	B	9.00	
HDFS 3433	(S)RELATIONSHIP DEV & MARRIAGE	3.00	C	6.00	
HDFS 3443	(S)FAMILY DYNAMICS	3.00	A	12.00	
HDFS 3523	PROF SKILLS HUMAN SERVICES	3.00	B	9.00	
HDFS 3533	OBSERVATION & ASSESSMENT	3.00	C	6.00	
Ehrs: 15.00 GPA-Hrs: 15.00 QPts:		42.00	GPA:	2.800	
Spring 2010					
HDFS 3001	HDFS SPEAKER SERIES	1.00	B	3.00	
HDFS 3453	INTMT HUMAN SERVICE PROGRAMS	3.00	A	12.00	
HDFS 3513	INTRO TO RESEARCH METHODS	3.00	B	9.00	
HDFS 4521	CFS PRE-INTERNSHIP	1.00	A	4.00	
HDFS 4850	INTRO TO CHILD LIFE SPEC	1.00	A	4.00	
NSCI 3223	NUTRITION LIFE SPAN	3.00	C	6.00	
SPCH 2713	(S)INTRO TO SPCH COMMUNIC	3.00	B	9.00	
Ehrs: 15.00 GPA-Hrs: 15.00 QPts:		47.00	GPA:	3.133	
Summer 2010					
HDFS 4525	INTERNSHIP CFS	5.00	A	20.00	
Ehrs: 5.00 GPA-Hrs: 5.00 QPts:		20.00	GPA:	4.000	
Fall 2010					
CTED 3203	FOUNDATIONS OF CTED	3.00	A	12.00	
HDFS 4413	(S)ADULTHOOD & AGING	3.00	A	12.00	

********** CONTINUED ON NEXT COLUMN **********

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:					
HDFS 4433	FAMILY LIFE EDUCATION	3.00	A	12.00	
HRAD 2021	FOOD SAFETY AND SANITATION	1.00	A	4.00	
SPED 3202	EDUC EXC LEARNERS	2.00	A	8.00	
Ehrs: 12.00 GPA-Hrs: 12.00 QPts:		48.00	GPA:	4.000	
President's Honor Roll					
Spring 2011					
BCOM 3113	WRITTEN COMMUNICATION	3.00	B	9.00	
HDFS 4423	FAM RISK & RESILIENCE	3.00	B	9.00	
HDFS 4473	POLICY LAW & ADVOCACY	3.00	A	12.00	
HDFS 4533	CRIT ISSUES IN HDFS	3.00	B	9.00	
Ehrs: 12.00 GPA-Hrs: 12.00 QPts:		39.00	GPA:	3.250	

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	111.00	111.00	356.00	3.207
TOTAL TRANSFER	16.00	16.00	42.00	2.625
OVERALL	127.00	127.00	398.00	3.134

********** END OF TRANSCRIPT **********

Name: Rachael Lavon Conklin
Student-ID: XXXXX7495
Date of Birth: 26-MAR
Date Issued: 02-SEP-2025
Page Number: 1

NORTHEASTERN STATE UNIVERSITY
Tahlequah, Oklahoma 74464-2399

Issued To:
Catoosa Public Schools
Parchment DocumentID: TEMCMRKL

Course Level: Graduate
Current Program
Master of Science
Major : Library Media and Info Tech,MS

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
INSTITUTION CREDIT:						
Summer 2024						
LIBM	5013	INTRODUCTION TO LIBRARIANSHIP	3.00	A	12.00	
LIBM	5023	ADV MATERIALS FOR CHILDREN	0.00	W	0.00	
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00						
Graduate Good Standing						
Fall 2024						
LIBM	5573	TECH FOR SCHOOL LIBRARIANS	3.00	A	12.00	
READ	5113	EMERGENT & EARLY LIT DEV	3.00	A	12.00	
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00						
Graduate Good Standing						
Spring 2025						
LIBM	5123	SCHOOL LIBRARY ADMINISTRATION	3.00	A	12.00	
LIBM	5413	COLLECTION DEV & MANAGEMENT	3.00	A	12.00	
LIBM	5611	PROF NETWORKING & DEVELOPMENT	1.00	A	4.00	
Ehrs: 7.00 GPA-Hrs: 7.00 QPts: 28.00 GPA: 4.00						
Graduate Good Standing						
Summer 2025						
EDUC	5103	EDUCATIONAL RESEARCH	3.00	A	12.00	
LIBM	5513	INFO & RESOURCES & SERVICES	3.00	A	12.00	
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00						
Graduate Good Standing						

********** CONTINUED ON NEXT COLUMN **********

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:						
Fall 2025						
IN PROGRESS WORK						
LIBM	5023	ADV MATERIALS FOR CHILDREN	3.00	IN PROGRESS		
LIBM	5523	SCHOOL LIB LEADER & ADVOCACY	3.00	IN PROGRESS		
In Progress Credits 6.00						

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	22.00	22.00	88.00	4.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	22.00	22.00	88.00	4.00

********** END OF TRANSCRIPT **********

Copy of Transcript

THE WORD VOID APPEARS WHEN PHOTOCOPIED
A BLACK AND WHITE TRANSCRIPT IS NOT OFFICIAL
REJECT DOCUMENT IF SIGNATURE IS DISTORTED
AN OFFICIAL SIGNATURE IS WHITE ON A GREEN BACKGROUND
AMY D. DUNN, REGISTRAR
THE NAME OF THE UNIVERSITY IS PRINTED IN WHITE ACROSS THE FACE OF THE 11 X 8 1/2 TRANSCRIPT

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

INSTITUTIONAL NAME CHANGES:
Northeastern State Normal School, 1909-1919
Northeastern State Teachers College, 1919-1939
Northeastern State College, 1939-1974
Northeastern Oklahoma State University, 1974-1985
Northeastern State University, 1985-Present

SCHOOL CODES: IPEDS - 207263 FSC - 003161

ACCREDITATION: Northeastern State University is accredited by the Higher Learning Commission. All programs are approved by the Oklahoma State Regents for Higher Education and the Board of Regents of the Regional University System of Oklahoma. Educator preparation programs at the baccalaureate and master's levels are accredited by the Council for the Accreditation of Educator Preparation and the Oklahoma Office of Educational Quality and Accountability. The Counseling, M.S. program is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The Oklahoma College of Optometry doctoral degree has full accreditation by the Accreditation Council on Optometric Education. The baccalaureate and master's Nursing programs are accredited by the Accreditation Commission for Education in Nursing. The baccalaureate and master's Social Work programs are accredited by the Council on Social Work Education. The Master of Science in Speech/Language Pathology program is accredited by the American Speech-Language-Hearing Association. The B.B.A. and M.B.A. programs are accredited by the Accreditation Council for Business Schools and Programs. The Dietetics program is accredited by the Accreditation Council for Education in Nutrition and Dietetics. Music programs are accredited by the National Association of Schools of Music. The Medical Laboratory Science, B.S.M.L.S. is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. The Occupational Therapy M.S. program is accredited by the Accreditation Council for Occupational Therapy Education. The Chemistry B.S. program is approved by the American Chemical Society. The Health and Human Performance B.S. program is accredited by the Commission of Allied Health Education Programs. The Physician Assistant Studies, M.S. program has Accreditation-Provisional status through the Accreditation Review Commission on Education for the Physician Assistant.

ACADEMIC CALENDAR AND UNIT OF CREDIT:
Credits are listed as semester credit hours. A semester is normally 16 weeks in duration; the standard summer term is 8 weeks. Some courses may vary in length but are equated to semester hours.

GRADING:
A - Excellent, 4 grade points each semester hour
B - Above average, 3 grade points each semester hour
C - Average, 2 grade points each semester hour
D - Below average, 1 grade point each semester hour
F - Failure, no grade points
I - Incomplete, GPA neutral
P - Passing, no grade points
NP - Not passing, no grade points
S - Satisfactory, no grade points
U - Unsatisfactory, no grade points
W - Withdrawal, no grade points
AW - Administrative Withdrawal, GPA neutral
NA - Non-attendance, GPA neutral
AU - Audit, GPA neutral
N - Grade not reported
X - Graduate thesis or dissertation in progress, GPA neutral

Grades followed by an additional character indicate the work was completed as follows:

1 - Correspondence
2 - Physical education activity
3 - CLEP
4 - Advanced placement
5 - Military
6 - Other prior learning credit (Portfolio, licensure, etc.)
7 - Auxillary exam
8 - DANTES
T - Technical credit
Z - Remedial 0 level

TRANSCRIPTS FROM OTHER INSTITUTIONS:
Northeastern State University does not issue copies of transcripts or other documents from other institutions.

NUMBERING SYSTEM:
0000 s - Remedial work which does not count toward hours attempted, earned, accumulative grade point average, or graduation
1000 s - Primarily for freshmen
2000 s - Primarily for sophomores
3000 s - Primarily for juniors
4000 s - Primarily for seniors
4000G s and 5000 s or above - Primarily for graduate and professional students

COMPLETION OF DEGREE:
Degrees completed are entered at the point they are earned indicating type of degree, date of conferral, major(s) and concentration(s), if applicable.

ACADEMIC FORGIVENESS:
For all undergraduate students enrolled Fall 1992 or later, courses identified by E are not used in calculating the grade point averages.

OTHER SYMBOLS:
I - Course is included in GPA hours, earned hours, and grade point average calculations
A - Course is included in GPA hours and grade point average calculations but not in hours earned
Ehrs - Earned hours
GPA-Hrs - GPA hours
QPts - Quality points

Copy of Transcript

PRIVACY ACT:
The attached information has been forwarded to you at the request of the student with the understanding that it will not be released to third parties. The Family Educational Rights and Privacy Act of 1974, as amended, prohibits release of this information without the student's written consent. Please return all material to us if you are unable to comply with this condition of release.

A black and white document is not authentic and should not be accepted as an official Northeastern State University academic transcript. When the paper is touched by fresh liquid bleach, an authentic document will stain. If you have additional questions about this document, please contact the NSU Office of the Registrar at (918) 444-2208.

The square on an original transcript is printed in thermochromic ink. When rubbed or breathed on, it will fade, then gradually return to normal.

SECURITY FEATURES:

Chemical Sensitive Paper	• Stains or discoloration on this document may indicate alteration attempt.
Toner Adhesion	• Paper chemistry creates a bond between laser toner and paper fibers. Alteration attempts result in visible paper damage.
Micro-printing	• Small type in box surrounding this section appears as dotted line when copied.
True Watermark	• Hold document to a light source to view. Cannot be copied.
VOID Technology	• When photocopied, the word "VOID" appears prominently across the face of the document.

OKLAHOMA STATE
DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Lindel Fields

DATE: November 20, 2025

SUBJECT: Deregulation for Library Media Services

This deregulation is for changes in Library Media Services. Examples may include: available to students' fewer hours per day or library aid overseeing the library… The following Schools are requesting the school be waived from standard services for the 2025-2026 school year and provide library services to their students by an alternative means. Approval is recommended.

District	County	Regulation	Alternative Solution
Henryetta	Okmulgee	OAC 210:35-5-71, 210:35-7-61, 210:35-9-71	They are requesting to have their current Media Specialist to oversee all the sites. And they will have a Language Arts Teacher to oversee the Middle School and High school daily duties along with a Library Assistant.

They are requesting a 3-year approval, OSDE is recommending a 1 year approval, as per the previous Board approvals for only 1 year.

AY/sh
Attachments

3 years

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 25 – 20 26 school year

Okmulgee	Henryetta	
COUNTY	SCHOOL DISTRICT	
1801 Troy Aikman Drive	Henryetta	74437
SCHOOL DISTRICT MAILING ADDRESS	CITY	ZIP CODE

Henryetta Elementary, Middle School, and High School
NAME OF SITE

8-25-25
PRINCIPAL SIGNATURE* DATE

8-25-25
PRINCIPAL SIGNATURE* DATE

8/25/25
PRINCIPAL SIGNATURE* DATE

Jason Price
SUPERINTENDENT NAME (PLEASE PRINT)

jprice@henryetta.k12.ok.us
SUPERINTENDENT E-MAIL ADDRESS

8-26-25
SUPERINTENDENT SIGNATURE* DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on Sept. 8, 2025

BOARD PRESIDENT SIGNATURE*

NOTARY SEAL →

TAMMIE L. FAIRRES
Notary Public
State of Oklahoma
Commission # 08004913

9/8/2025
NOTARY DATE

5/7/2028
COMMISSION EXPIRATION DATE

Statute/Oklahoma Administrative Code to be Waived:
(specify statute or OAC (deregulation) number: (see instructions)

*Original signatures are required. The attached questionnaire must be answered to process.**

THE WAIVER/DEREGUALTION IS REQUESTED FOR:

____ One Year Only

✔ Three Years*

*Please see instruction page for additional requirements for a three year request

SDE USE ONLY

PROJECT YEARS
25 of 28

ENROLLMENT

____ High School
____ Jr./Middle High
____ Elementary
____ **District Total**

RECEIVED SEP 09 2025
DATE RECEIVED

70 O.S. ____
OAC 210:35-5-71
210:35-7-61
210:35-9-71

LW-Services
NAME OF WAIVER Deregulation

HENRYETTA PUBLIC SCHOOLS

1801 TROY AIKMAN DRIVE, HENRYETTA, OKLAHOMA 74437-3834
918-652-6523 FAX 918-652-6510
"H-Town PROUD"

September 9, 2025

Oklahoma State Department of Education
Accreditation Division, Suite 210
2500 N Lincoln Blvd
Oklahoma City, OK 73105

To whom it may concern:

Attached you will find the information documenting our request for a statutory waiver pursuant to OAC 210:35-9-71 for the following years: 2025-2026; 2026-2027; and 2027-2028.

This request represents our board approved plan in regards to our library-media staffing. We have hired a full-time library-media specialist who will be able to serve our elementary students. She and a full-time library assistant will maintain and operate the library throughout the entire school day. However, due to the staffing shortage we have assigned a secondary certified English language arts teacher to be responsible for our middle school and high school shared library. She will operate and maintain the library and ensure that it is open and available for students throughout the school day.

We will continue to evaluate our resources, and do everything that we can to make the best decision possible for the needs of our students in Henryetta Public Schools. Thank you for the flexibility this allows us to place the best possible personnel into situations where they can be most effective in the lives of young people. This waiver will allow us to continue to provide full-day library services and access to all of our students at Henryetta Public Schools.

Sincerely,

Jason Price
Henryetta Public Schools
Superintendent

A. Reason for the Deregulation request. Please include circumstances which necessitate changing the standard of library services for your size of school, what alternative means will have to be employed if your waiver was to be denied?

We request the deregulation in order to be able to provide library access to our students at the middle school and high school level. The lack of available certified library media specialists and/or those seeking this certification has required us to place a certified ELA teacher in the position of librarian. Without the deregulation to provide services in this manner, our school would be unable to provide library services at the MS/HS level.

B. List alternate strategies/plans which the site proposes, and how this plan will best serve the students of your district, i.e., a description of the educational benefits to the students and learning achievement and any negative impact if the waiver were to be denied.

We have hired a certified library-media specialist who will maintain and operate the elementary library with the help from a full time library aide. We also have a Reading Specialist on staff who will continue to be a resource to both the elementary and MS/HS libraries. The MS/HS library will be maintained and operated by a secondary certified English Language Arts teacher that has 32 years of teaching experience. This deregulation will allow our students to have full-access to library resources and materials to encourage reading and development of associated skills. Without deregulation to provide services in this manner, our school would be unable to provide library services to our students at the MS/HS level and would have an adverse impact on student development and discourage reading for education and employment purposes.

C. Has this deregulation been awarded before? If so what was the educational impact to the district: Results of the Deregulation, i.e., effect on student performance levels, impact of plan on other sites in the district. If not what do you expect?

Yes. Students continued to have access to MS/ES library provided by the library assistant. Student performance levels were not directly affected by the deregulation.

D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary.

All libraries will be open from 7:30-3:00 during every school day. Pam Palmer (library media specialist) and Megan Clason (library assistant) will ensure all students have access to the library daily. Donna McFerron (reading specialist) will collaborate with all libraries as needed. The MS/HS shared library will be operated by Kathy Snyder (certified ELA secondary teacher) who will make sure the library is open and available to all students daily.

E. Any financial impact to the District (positive or negative) for the proposed deregulation? If positive please describe where the available would be reallocated.

For the 24/25 school year, at the MS/HS library, we had a library assistant who operated and maintained the library. She is now certified and teaching sped at the middle school. Replacing her with a certified ELA teacher will not be a financial burden because we have managed to reshuffle staff in a more financially sound arrangement that is the most effective personnel placement for the MS/HS students. For the 24/25 school year the elementary library did not have a certified library media specialist so adding her to the staff is an additional financial burden. However, she is a retired teacher so her salary is a lesser amount, $21,000. She and the reading specialist will be valuable resources to both libraries.

F. Describe method of assessment or evaluation of effectiveness of the plan both for staff and students, I.E. TLE, ACT scores, graduation rates, RSA, School Report Card, etc.

We monitor and evaluate the performance of our library at Henryetta Public Schools, with the focus on whether or not the needs of our students are being met on a daily basis. Staff will be evaluated yearly by the building principals to ensure the effectiveness of all. Access to the library/resources of the library will have a direct impact on student skill acquisition in reading and other associated areas. The district ELA teachers will work closely with the library's resources to the best benefit students and academic growth. Finally, as with everything we do, we will participate in ongoing monitoring and evaluation to measure the effectiveness in regards to student achievement.

** You will be contacted if more information is needed to process this request.

Kellyville Public Schools

P.O. Box 99
Kellyville, OK 74039
918.247.6133

November 10, 2025

Oklahoma State Department of Education
Federal Programs Office
2500 North Lincoln Blvd.
Oklahoma City, OK 73105

To Whom It May Concern:

Kellyville Schools would appreciate board consideration of approving payment of a late claim for School Improvement 1003a funds.

Several Kellyville educators attended the Model Schools Conference in Washington D.C. in late June, 2025. Several invoices for air fare, conference registration, hotels and meals were not received in the district's central office until after July 1, 2025.

Kellyville Schools is in the process of training a new employee to assume responsibility for federal program matters and the timely submission of this claim was accidentally overlooked.

Thank you for your consideration of approving payment of this claim.

Sincerely,

Dan Gist, Superintendent
Kellyville Public Schools

Detail Expenditure Report

Code: 19 I031 **Fund:** 11

County District **FY:** 2025

County: Creek **District:** Kellyville Public Schools **Fiscal Year Budgeted**

Project: 515

Name: TITLE I, PT A, SUPPLEMENTAL **Amount of Approved (Budgeted) Project** $83,712.17

Signature: _____ **Date:** 11-11-25

Chief Executive Officer / Authorized Representative

Reporting Period: Date Range: 07/01/2025 TO 10/31/2025 **Beginning Approved (Budgeted) Balance** $83,712.17

Purchase No	Order Date	--------Warrant-------- No	Date	Function Object	----------Vendor---------- Name	Amount Paid
463	06/21/2025	2570	07/22/2025	2213-580	ARVEST BANK OPERATIONS, INC.	$3,000.00
356	02/06/2025	2571	07/22/2025	2213-580	ARVEST BANK OPERATIONS, INC.	$960.07
351	01/31/2025	2572	07/22/2025	2213-580	ARVEST BANK OPERATIONS, INC.	$19,283.36
351	01/31/2025	2573	07/22/2025	2213-580	ARVEST BANK OPERATIONS, INC.	$430.00
					Total Claimed	$23,673.43
					Ending Approved Balance	$60,038.74

TITLE I, PT A, SUPPLEMENTAL

Summary Expenditure Report

Code: 19 I031 **Fund:** 11

County District **FY:** 2025

County: Creek **District:** Kellyville Public Schools **Fiscal Year Budgeted**

Project: 515

Name: TITLE I, PT A, SUPPLEMENTAL **Amount of Approved (Budgeted) Project** $83,712.17

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims or otherwise. 2 CFR 200.415

Signature: _____ **Date:** 11-11-25

Chief Executive Officer / Authorized Representative

Reporting Period: Date Range: 07/01/2025 TO 10/31/2025 **Beginning Approved (Budgeted) Balance** $83,712.17

Function	Object	Function Code	Object Code	Amount
Improvment of Instruction Svcs	Other Purchased Services	2210	500	$23,673.43
			Total Claimed	$23,673.43
			Ending Approved Balance	$60,038.74

Fiscal Year
2024-2025

Fund
11 GEN FUND-FOR OP

Accounting Purchase Order

Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
144 SOUTH ELM
KELLYVILLE OK 74039

PO No
2025-11-351

PO Date
1/31/2025

Ship To: Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
P.O. BOX 99
KELLYVILLE OK 74039

Amount
$24,474.66

Date Requested	Date Approved
1/31/2025	1/31/2025

Requested By
D. WOOD

Encumbered By

Approved By

Vendor No: 7737
To: ARVEST BANK OPERATIONS, INC.

PO BOX 799
LOWELL AR 72745

Description: DC HOTELS

Description	Vendor Item No	Qty	Unit Price	Extended Price
	Amount	Start Date		Classification
DC HOTEL CONFERENCE		14.000	$1,748.19	$24,474.66
GAYLORD NATIONAL RESORT	1,905.54	1/31/2025		11-515-2573-580-494-0000-000-505
	17,377.82	1/31/2025		11-515-2573-580-494-0000-000-505
	4,761.30	1/31/2025		11-515-2573-580-494-0000-000-505
	430.00	6/30/2025		11-515-2573-580-494-0000-000-505

Fiscal Year
2024-2025
Fund
11 GEN FUND-FOR OP

Accounting Purchase Order

Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
144 SOUTH ELM
KELLYVILLE OK 74039

PO No
2025-11-351
PO Date
1/31/2025

Ship To: Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
P.O. BOX 99
KELLYVILLE OK 74039

Vendor No: 7737
To: ARVEST BANK OPERATIONS, INC.
PO BOX 799
LOWELL AR 72745

Amount
$24,430.00
Date Requested 1/31/2025 — **Date Approved** 1/31/2025
Requested By D. WOOD
Encumbered By
Approved By

Description: DC HOTELS

Description	Vendor Item No / Amount	Qty / Start Date	Unit Price	Extended Price / Classification
DC HOTEL CONFERENCE		14.000	$1,745.00	$24,430.00
GAYLORD NATIONAL RESORT	24,430.00	1/31/2025		11-515-2573-580-494-0000-000-505

2/12/25 #

317.42
317.42
317.42

23.32
23.32
23.32

UBER
UBER 430.00
From Airport

1386.28
1386.28
1386.28
1386.28
1386.28
1386.28
1386.28
1386.28
1386.28
1616.28
1828.78

PURCHASE REQUEST

Kellyville Public Schools

DO NOT WRITE ABOVE THIS LINE

Suggested Vendor: GAYLORD NATIONAL RESORT

Purchase Order No. 351

Date: 1-31-25

Fax:

Requested by: D. WOOD

Email:

Date Needed By: —

Please fill out as complete as possible

QTY	Description and Product Number	Unit Cost	Total Cost	Administration Use Only – Code Number
14	HOTEL FOR CONFERENCE	1,745.00	24,430.00	
	Total		24,430.00	

Please state where and for what items will be used: PROFESSIONAL DEVELOPMENT

SUPERVISOR

Approved ☑

Not Approved ☐

Program /Site to be charged 515

(General, Activity # ---, Building, Child Nutrition.)

Signature D. L. Wood

Date 1-31-25

BUDGET CONTROL FOR ADMINISTRATION OFFICE USE ONLY

Approved ☑ Not Approved ☐

This Purchase _____

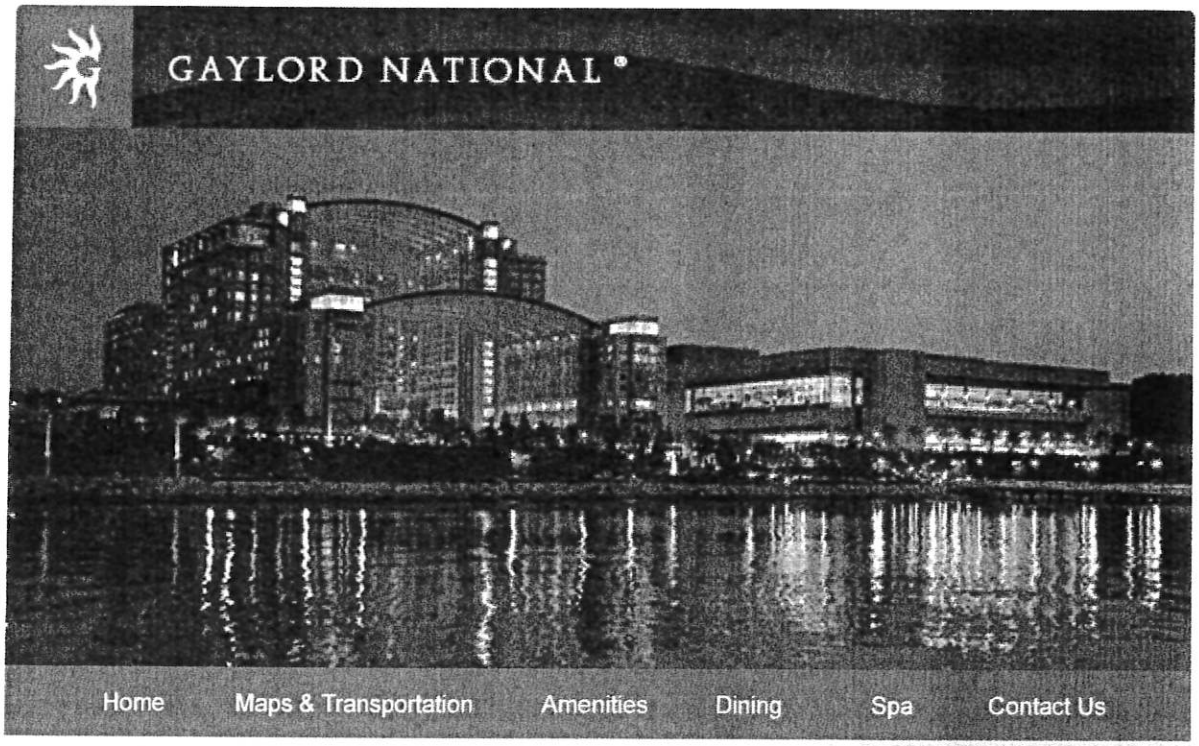
Date: 1/31/25

Superintendent's signature

Danny Wood <woodd@kellyvilleschools.org>

The Gaylord National Resort & Convention Center Reservation Update Confirmation

The Gaylord National Resort & Convention Center Team <info@cvent.com> Thu, Dec 12, 2024 at 2:47 PM
Reply-To: noreply@noreply.com
To: woodd@kellyvilleschools.org



Dear danny,

Your reservation at Gaylord National Resort & Convention Center has been modified. You will find details of your reservation below. Should your travel plans change and you need to make updates to your reservation, please click here or call 877-491-0468.

We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	637Y55RN
Date Modified:	Dec 12, 2024
Reservation Name:	danny wood
Arrival Date:	Jun 25, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	T7EOO3L0 please keep on same room
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	269.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges:	269.00
Tax Disclosure:	Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.
Cancellation Policy:	One night's room and tax advance deposit due at the time of booking. Cancellations made within 72 hours of arrival will forfeit one night's room and tax.

[Quoted text hidden]

Danny Wood <woodd@kellyvilleschools.org>

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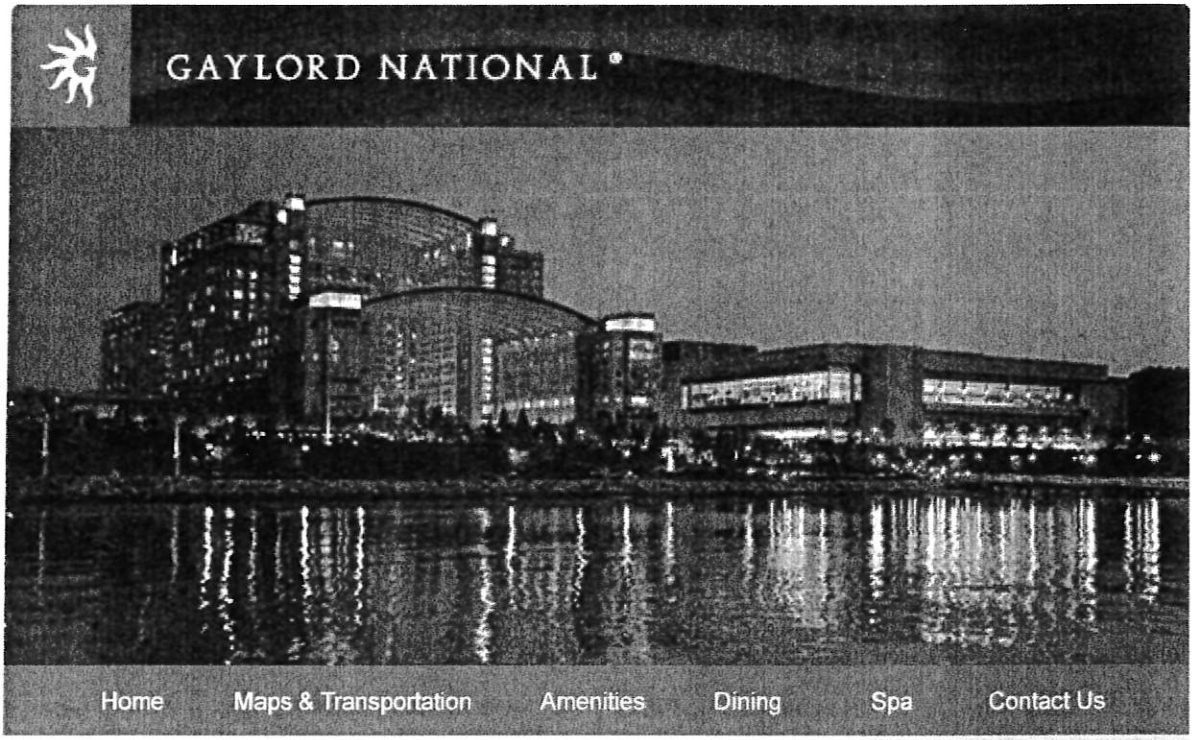

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We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	P69SFYZ1
Date Modified:	Dec 12, 2024
Reservation Name:	danny wood
Arrival Date:	Jun 25, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	bfp7aait please keep on same room
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Status	Guests	Rate
Jun 25, 2025	Confirmed	1	269.00

Additional Guest	Rate
Second Guest	269.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges: 269.00

Tax Disclosure: Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.

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[Quoted text hidden]

Danny Wood <woodd@kellyvilleschools.org>

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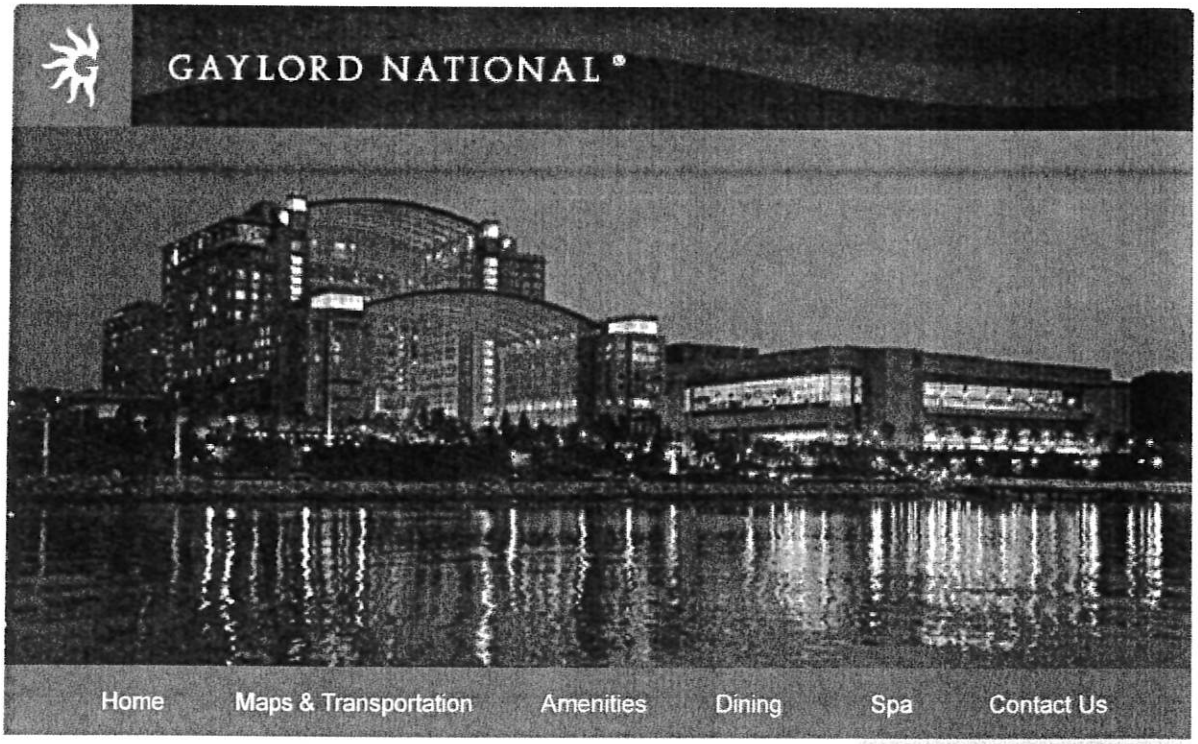
To: woodd@kellyvilleschools.org



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- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

▸UPDATE NOW

Reservation Details

Online Confirmation Number:	T7EOO3L0
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 25, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges: 1,076.00

Tax Disclosure: Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.

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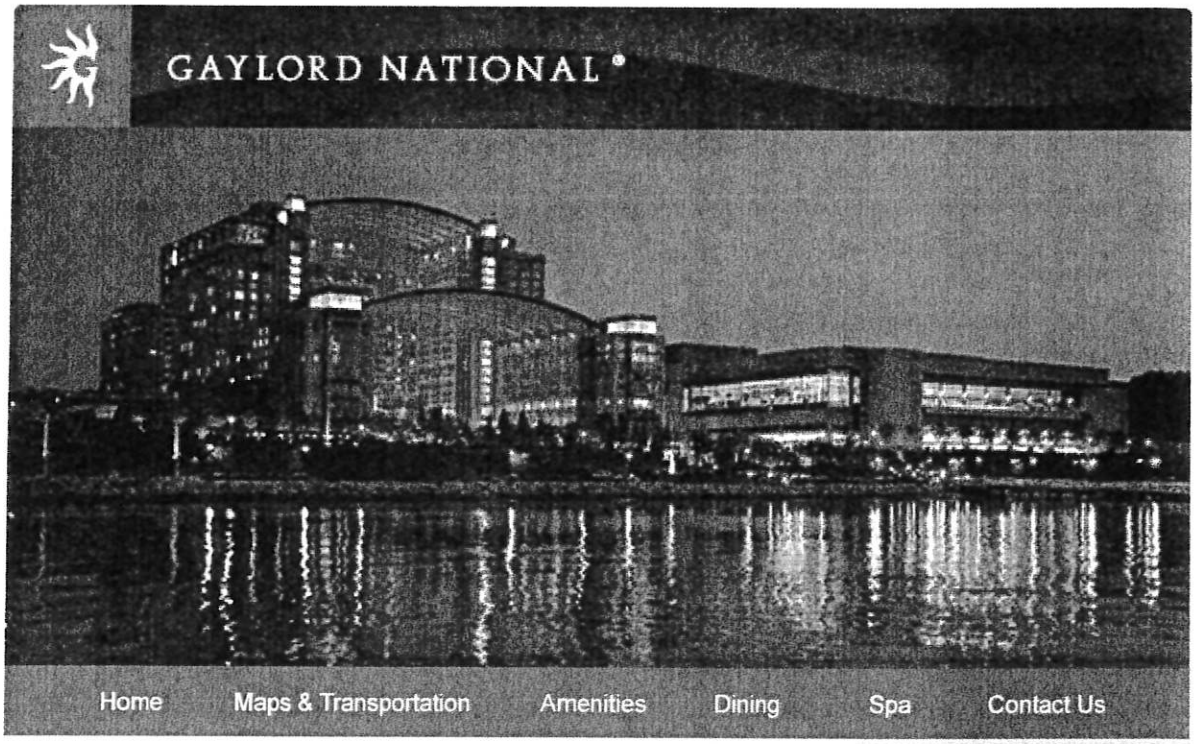

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We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

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UPDATE NOW

Reservation Details

Online Confirmation Number:	BFP7AAIT
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 25, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	++12/12 : Name of primary guest changed from 'DANNY WOODS' to 'DANNY WOOD'
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges: 1,076.00

Tax Disclosure: Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.

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[Quoted text hidden]

Danny Wood <woodd@kellyvilleschools.org>

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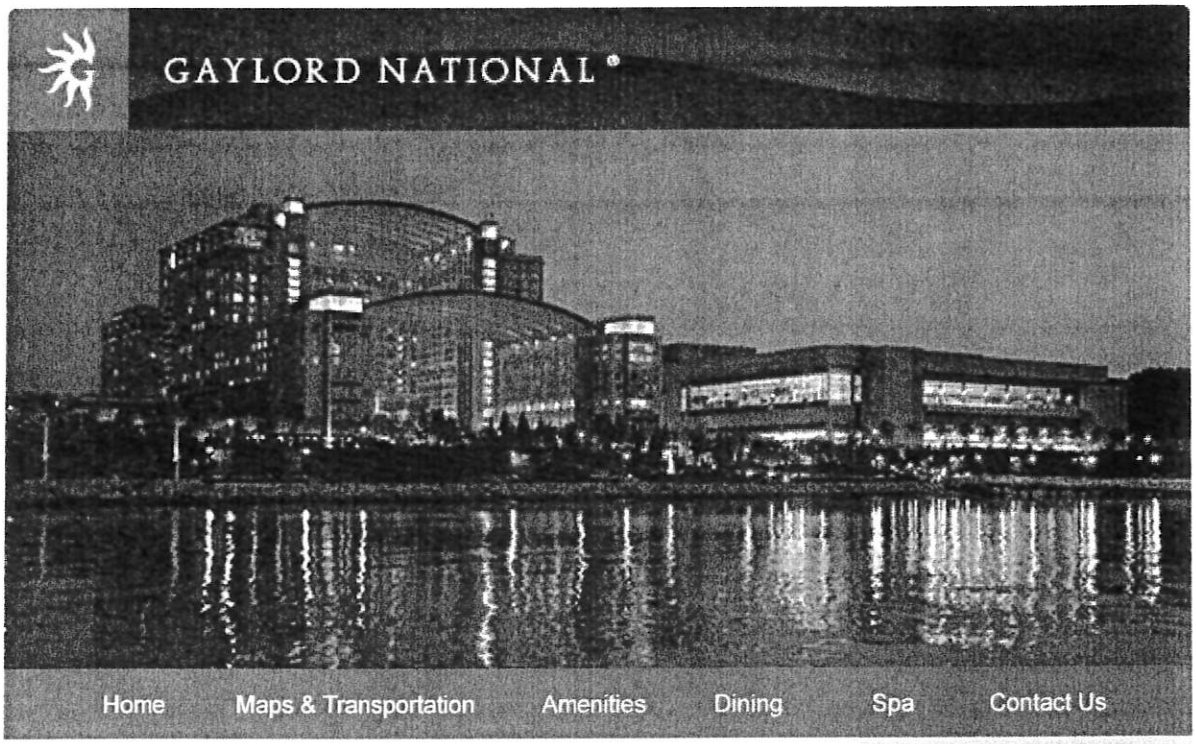

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We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	VHWPZW0S
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 25, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	++12/12 : Name of primary guest changed from 'DANNY WOODS' to 'DANNY WOOD'
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges: 1,076.00

Tax Disclosure: Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.

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Danny Wood <woodd@kellyvilleschools.org>

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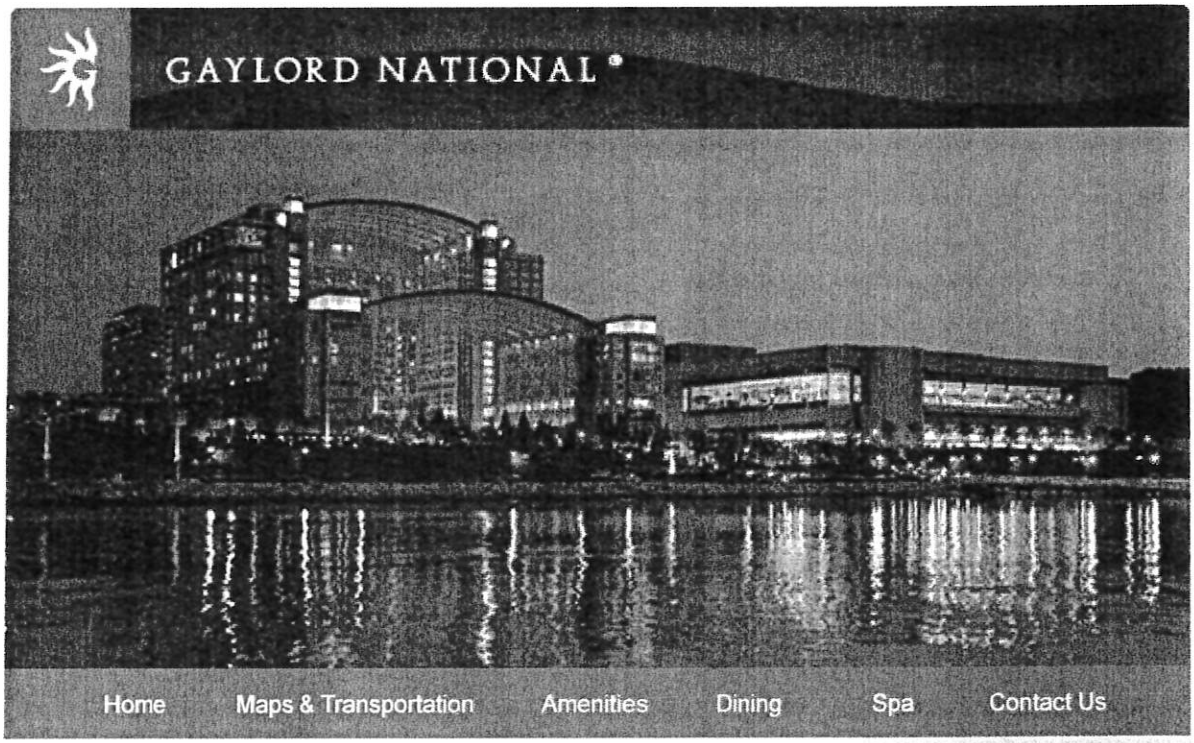

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We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	9ROC3JHW
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 25, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	++12/12 : Name of primary guest changed from 'DANNY WOODS' to 'DANNY WOOD'
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges: 1,076.00

Tax Disclosure: Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.

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Danny Wood <woodd@kellyvilleschools.org>

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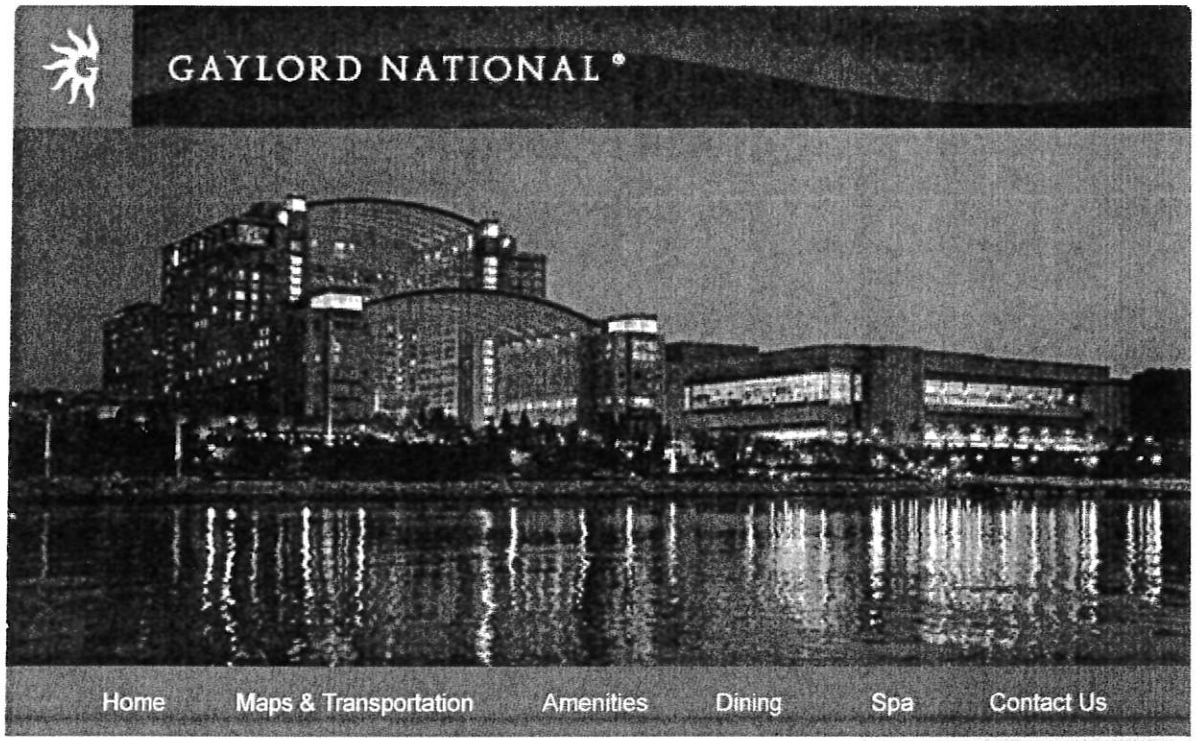

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We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	MFV41DMD
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 25, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	++12/12 : Name of primary guest changed from 'DANNY WOODS' to 'DANNY WOOD'
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges:	1,076.00
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Danny Wood <woodd@kellyvilleschools.org>

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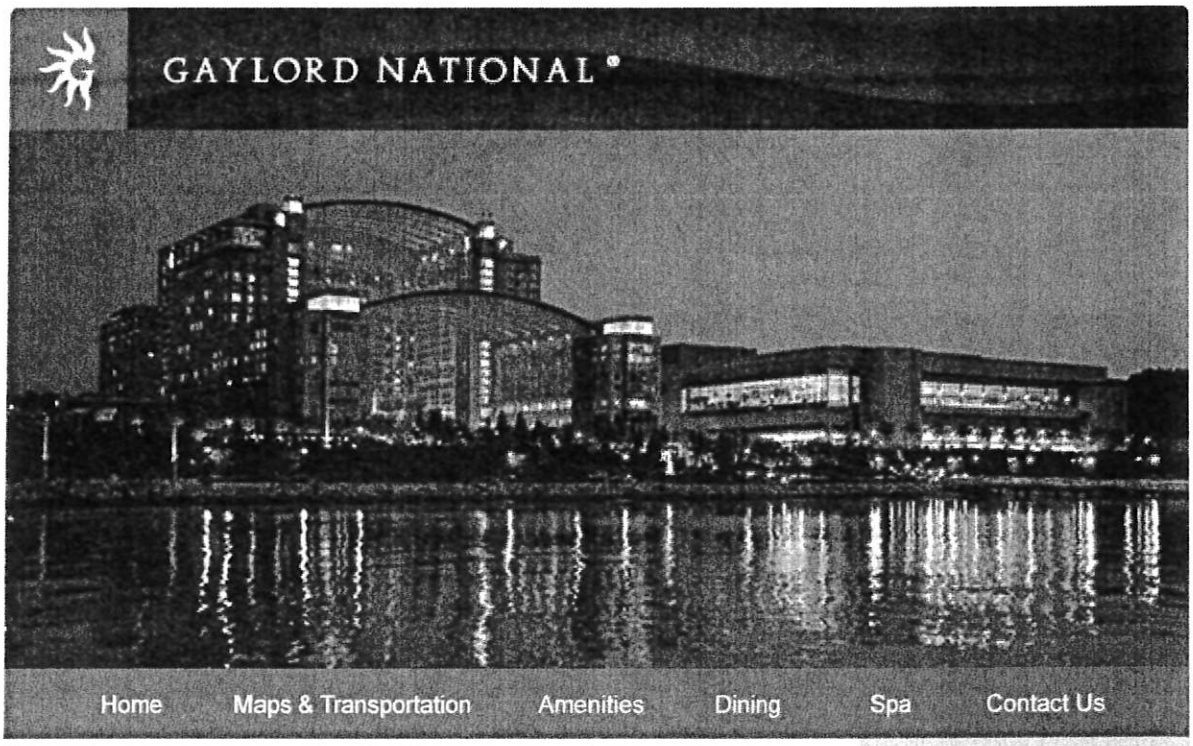

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- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	219NGN1A
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 25, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	++12/12 : Name of primary guest changed from 'DANNY WOODS' to 'DANNY WOOD'
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
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Third Guest	20.00
Fourth Guest	20.00

Total Charges: 1,076.00

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Danny Wood <woodd@kellyvilleschools.org>

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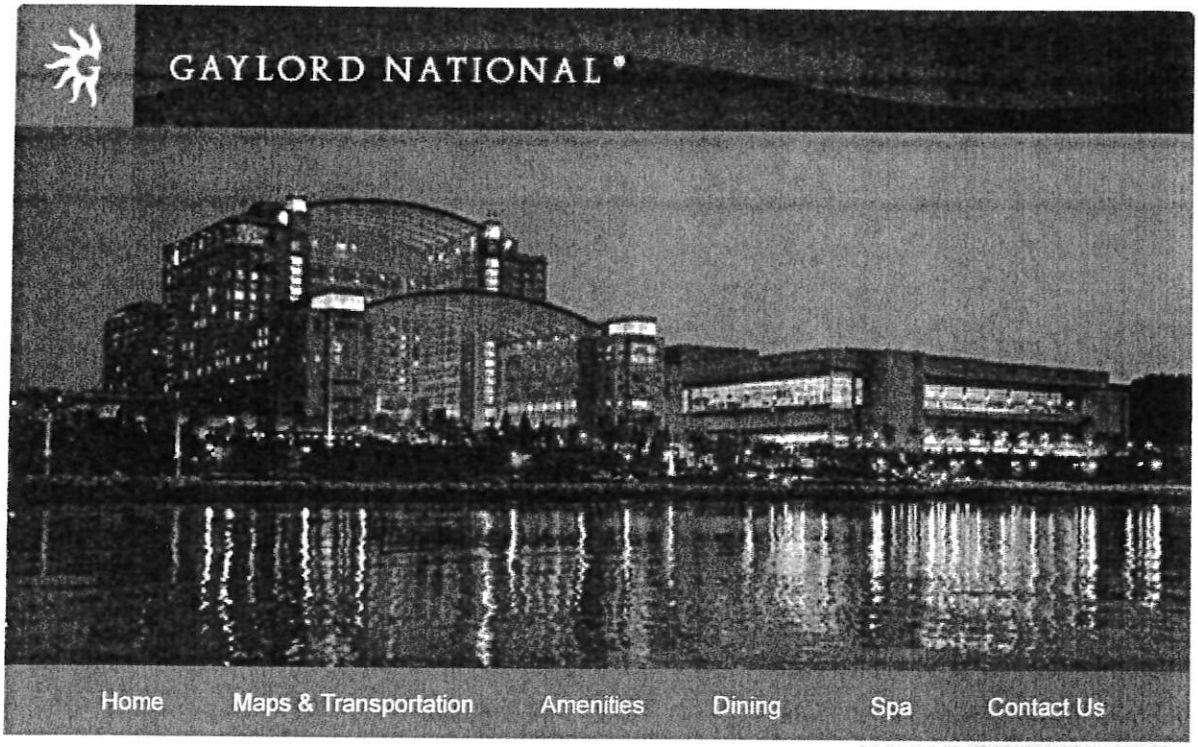

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We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	PUB4HQIH
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
Fourth Guest	20.00

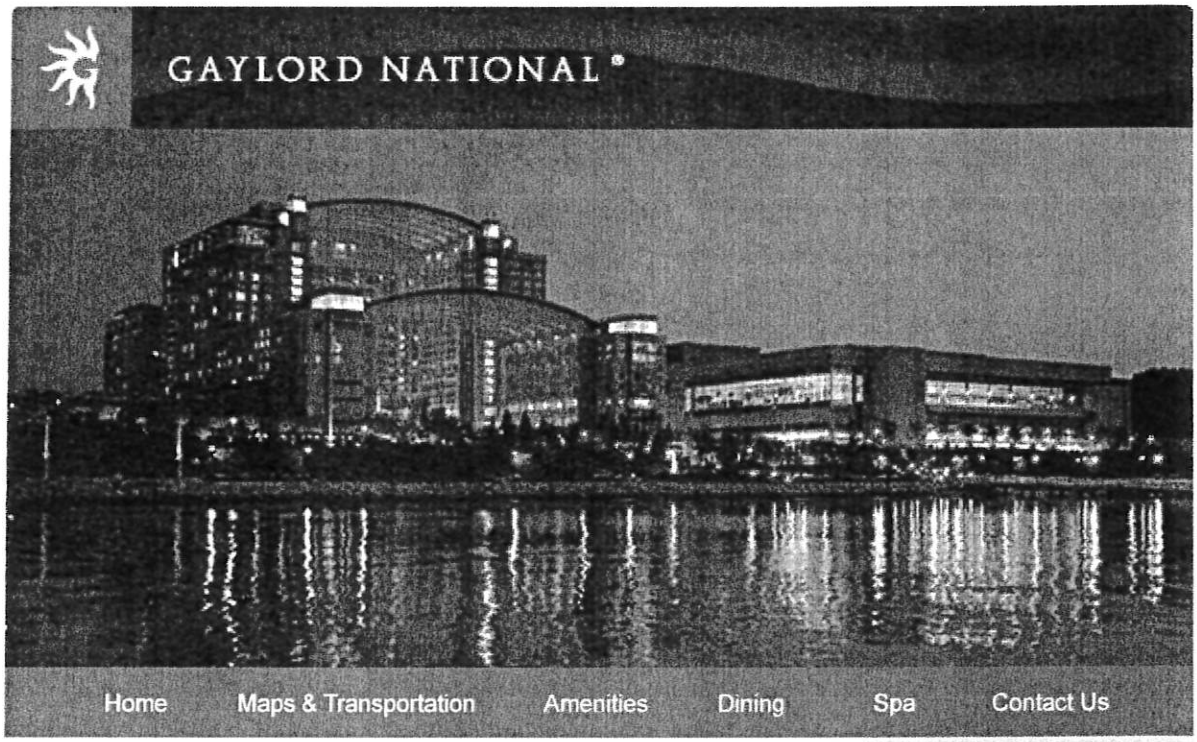
Total Charges:	1,345.00
Tax Disclosure:	Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.
Cancellation Policy:	One night's room and tax advance deposit due at the time of booking. Cancellations made within 72 hours of arrival will forfeit one night's room and tax.

[Quoted text hidden]

Danny Wood <woodd@kellyvilleschools.org>

The Gaylord National Resort & Convention Center Reservation Update Confirmation

The Gaylord National Resort & Convention Center Team <info@cvent.com> Thu, Dec 12, 2024 at 2:12 PM
Reply-To: noreply@noreply.com
To: woodd@kellyvilleschools.org



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We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

▸ UPDATE NOW

Reservation Details

Online Confirmation Number:	95CGEO9X
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests
Status	Rate
Jun 21, 2025	1
Confirmed	269.00
Jun 22, 2025	1
Confirmed	269.00
Jun 23, 2025	1
Confirmed	269.00
Jun 24, 2025	1
Confirmed	269.00
Jun 25, 2025	1
Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges: 1,345.00

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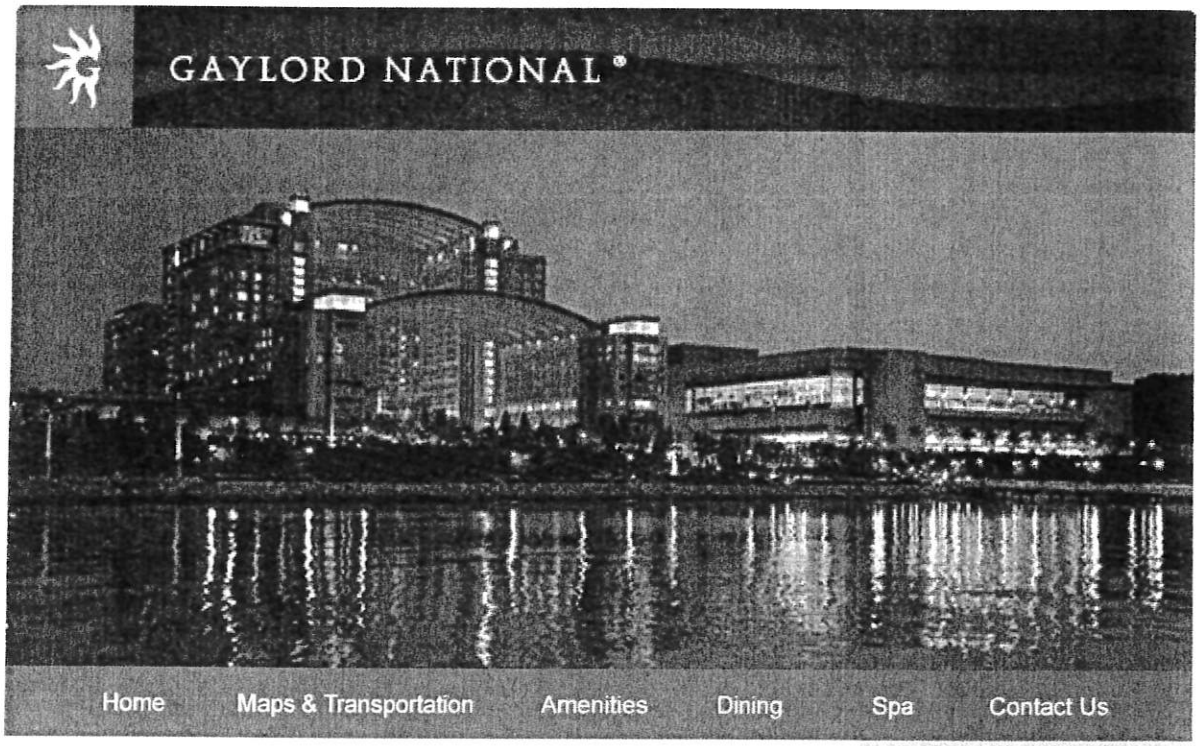

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- Gaylord National Resort & Convention Center

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▸ UPDATE NOW

Reservation Details

Online Confirmation Number:	446CMKJO
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges:	1,345.00
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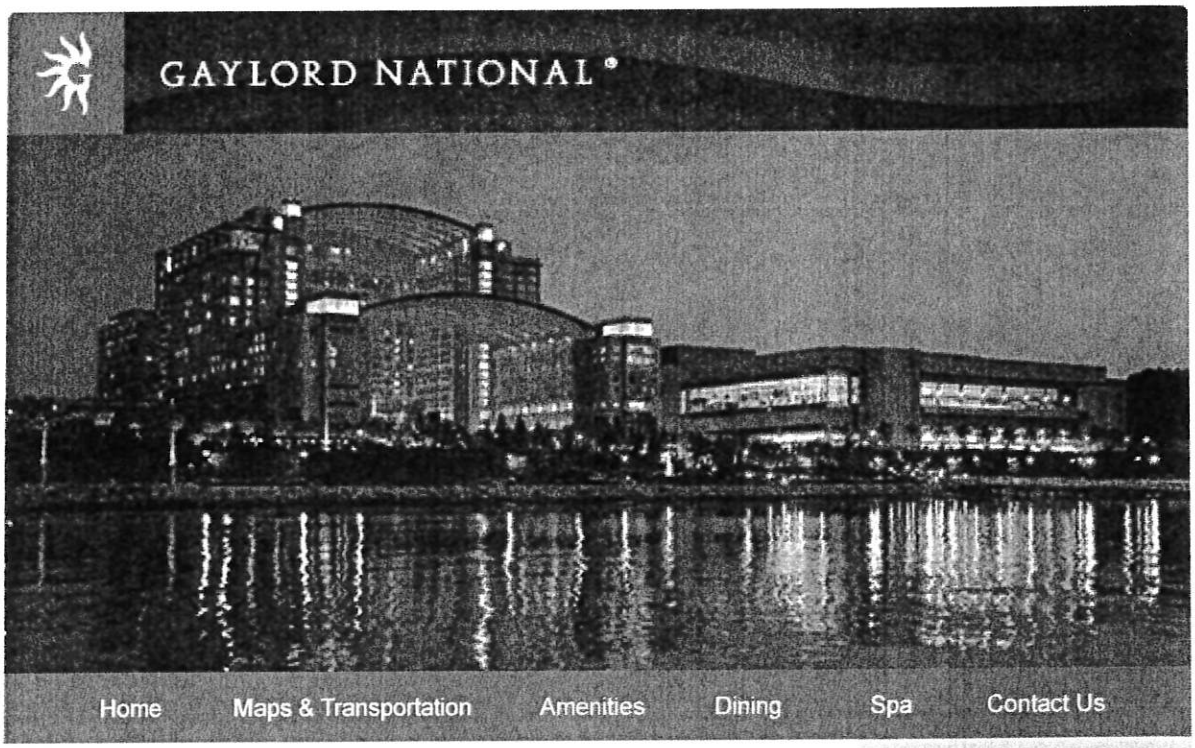

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- Gaylord National Resort & Convention Center

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UPDATE NOW

Reservation Details

Online Confirmation Number:	G25AJZJP
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges: 1,345.00

Tax Disclosure: Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.

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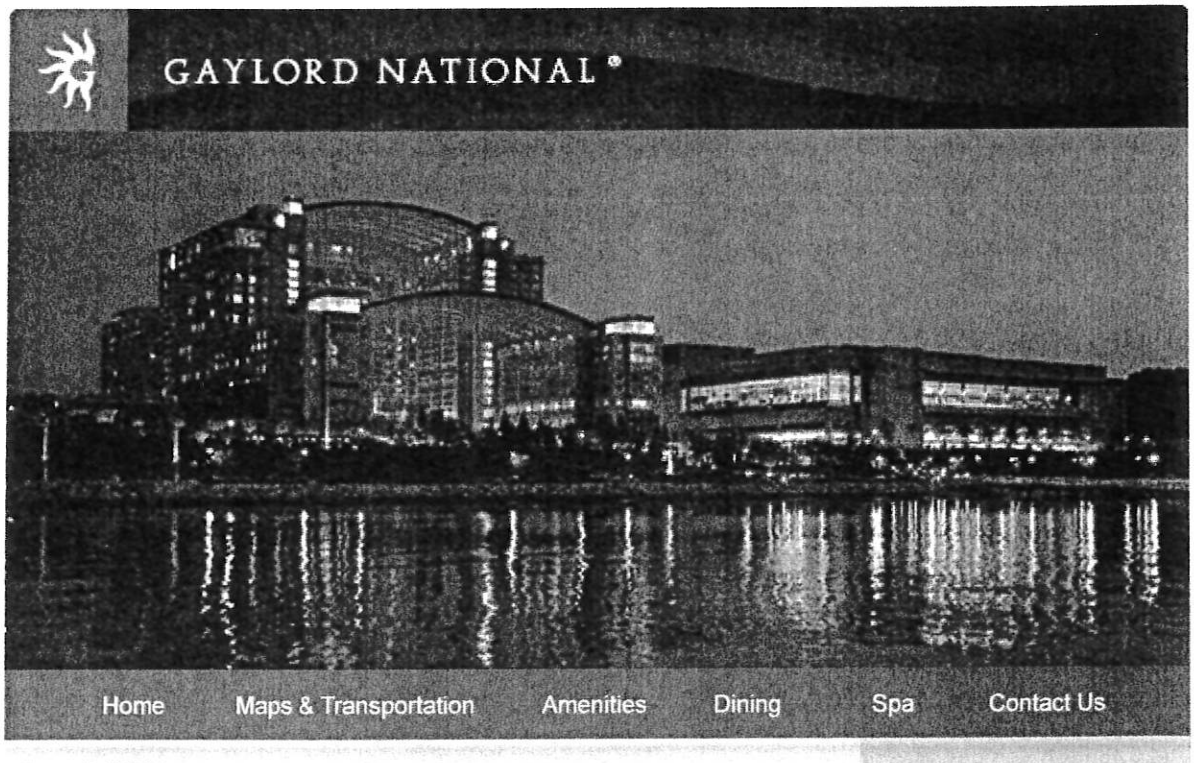

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- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	9T1Y14KD
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
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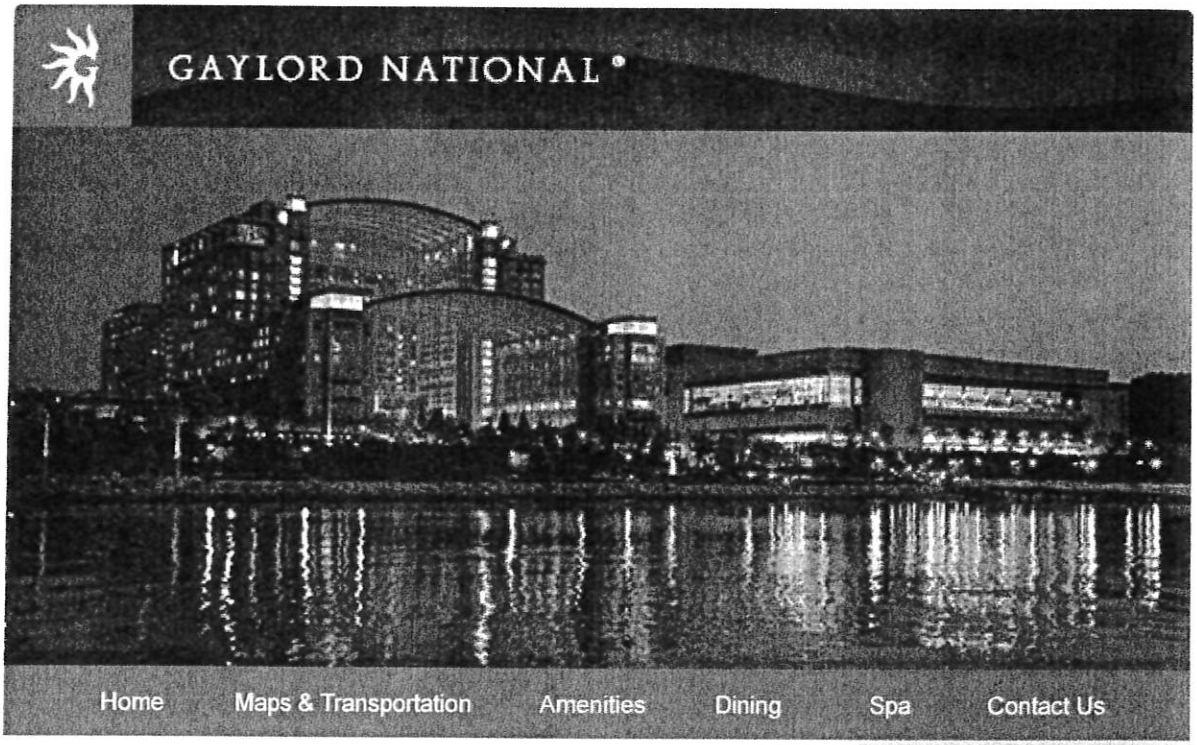

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- Gaylord National Resort & Convention Center

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UPDATE NOW

Reservation Details

Online Confirmation Number:	DE8FYJD0
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
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[Quoted text hidden]

Danny Wood <woodd@kellyvilleschools.org>

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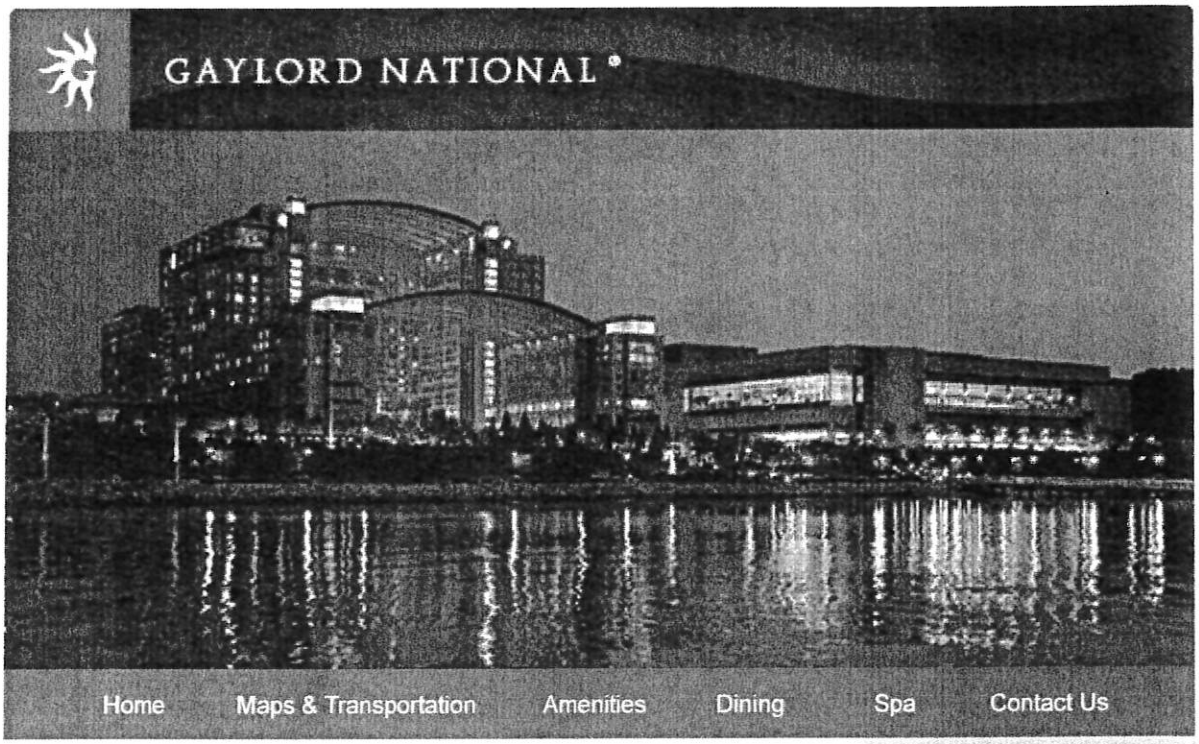
Reply-To: noreply@noreply.com
To: woodd@kellyvilleschools.org



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- Gaylord National Resort & Convention Center

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UPDATE NOW

Reservation Details

Online Confirmation Number:	NCXRJM12
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests
Status	Rate
Jun 21, 2025	1
Confirmed	269.00
Jun 22, 2025	1
Confirmed	269.00
Jun 23, 2025	1
Confirmed	269.00
Jun 24, 2025	1
Confirmed	269.00
Jun 25, 2025	1
Confirmed	269.00

Additional Guest	Rate
Second Guest	0.00
Third Guest	20.00
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[Quoted text hidden]

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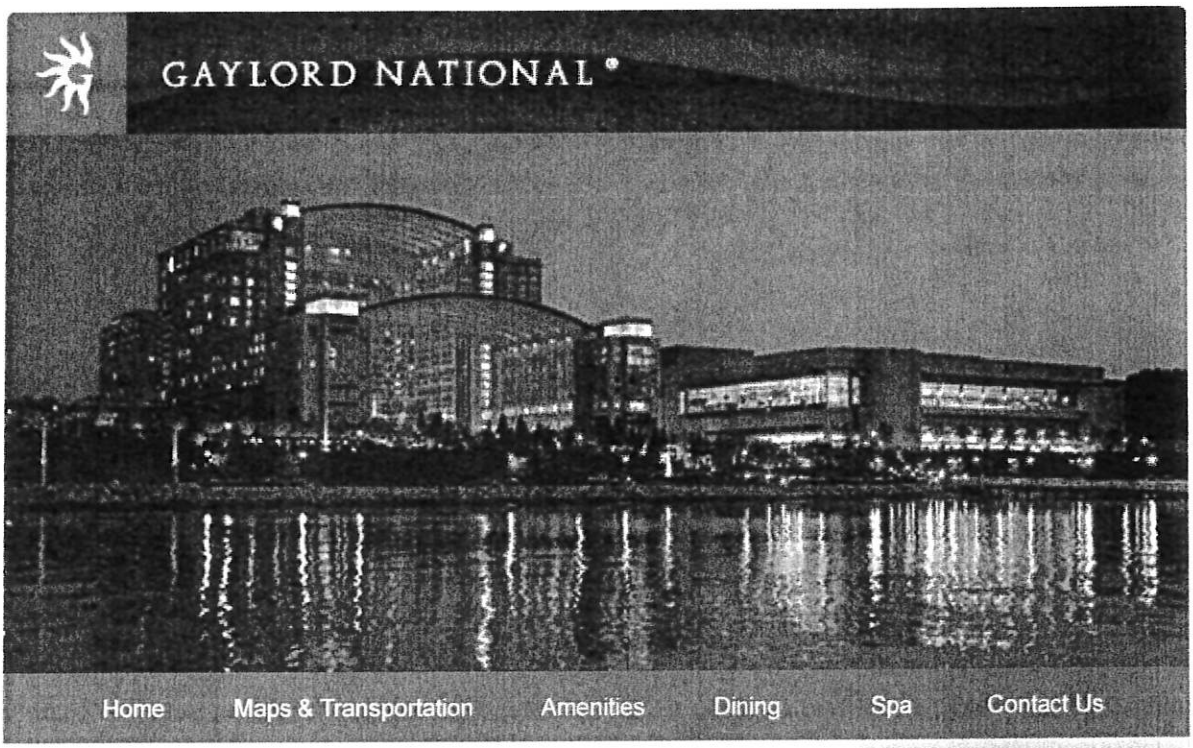

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UPDATE NOW

Reservation Details

Online Confirmation Number:	A0L0ATLT
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00
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Additional Guest	Rate
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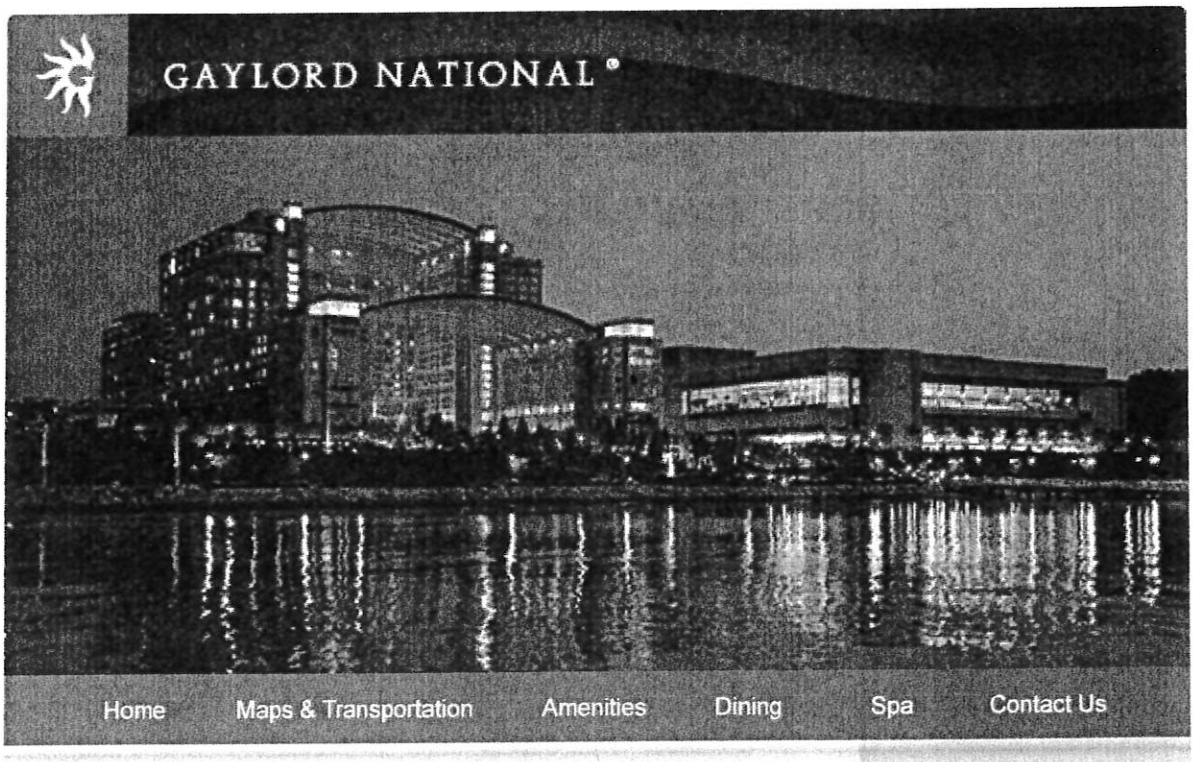

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UPDATE NOW

Reservation Details

Online Confirmation Number:	SY7D5NEN
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
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Jun 24, 2025	1	Confirmed	269.00
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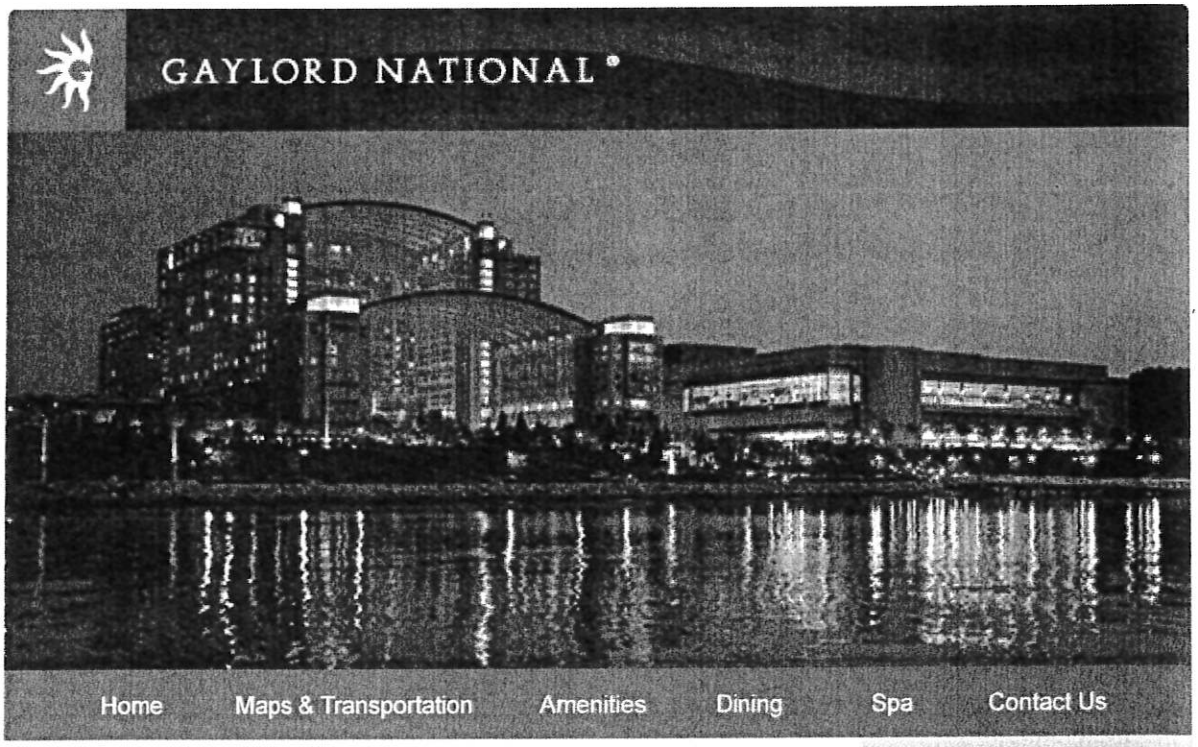

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▸ UPDATE NOW

Reservation Details

Online Confirmation Number:	95B5RAP8
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
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Third Guest	20.00
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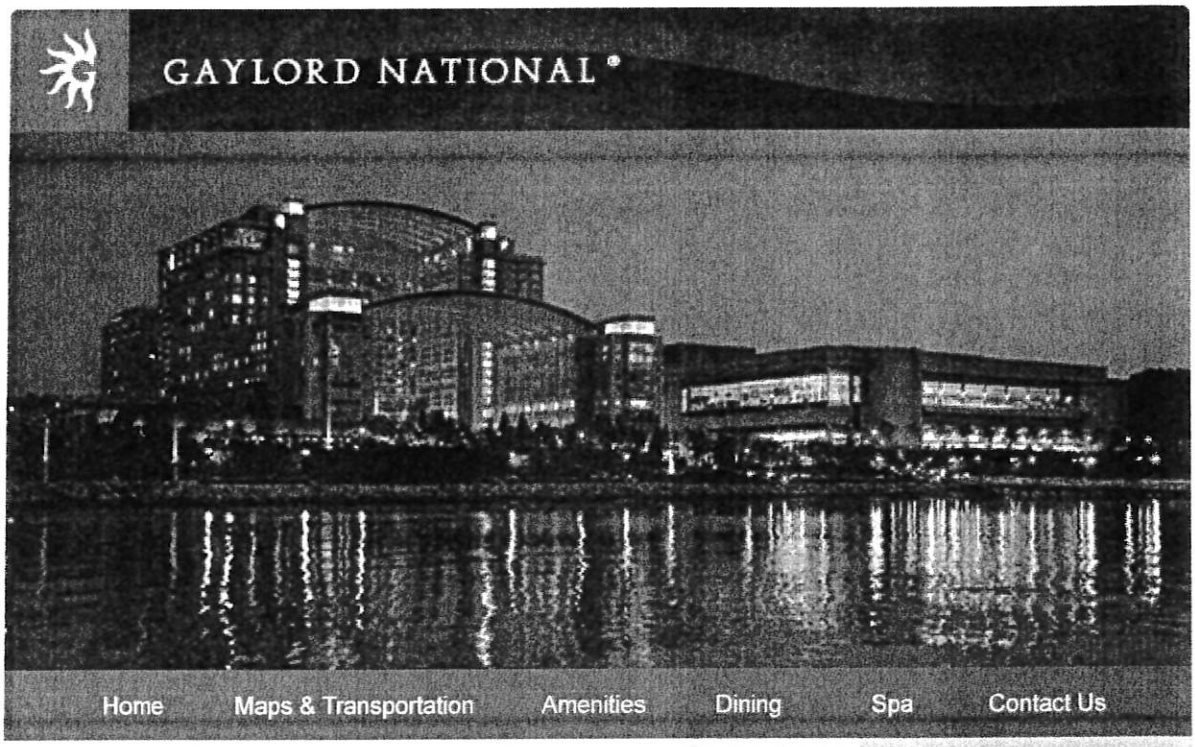

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UPDATE NOW

Reservation Details

Online Confirmation Number:	YP2K0B5Z
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00
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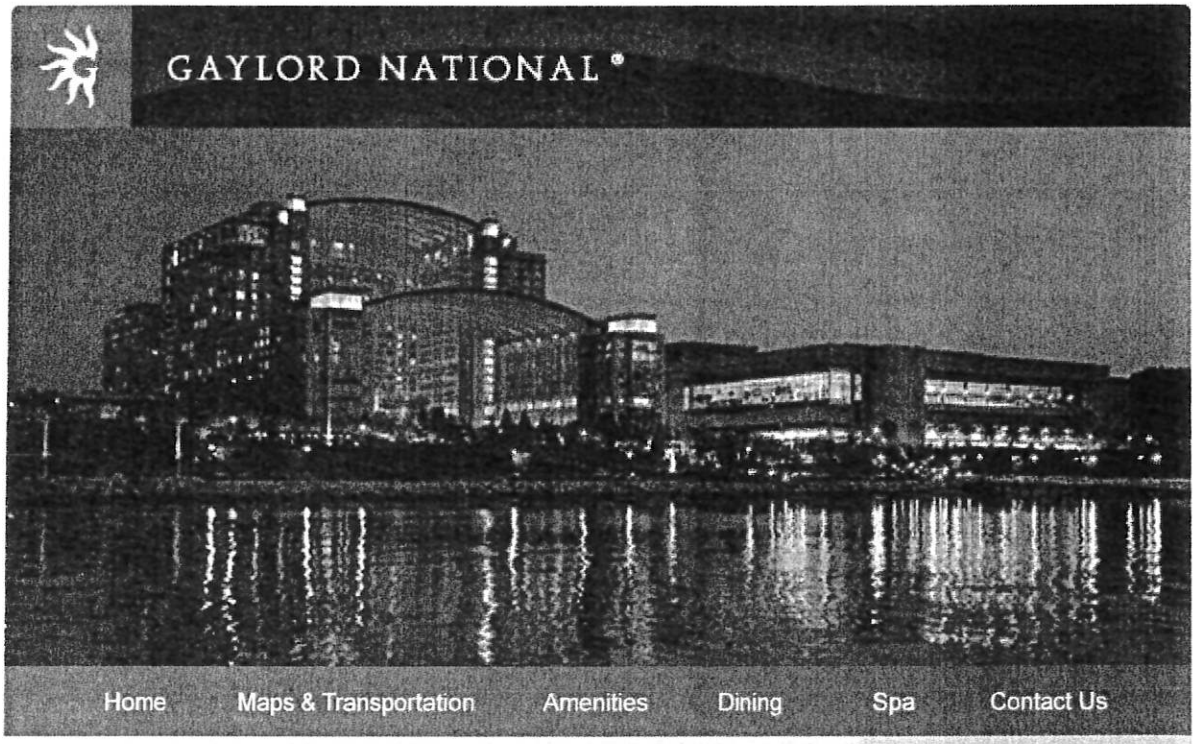

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▸ UPDATE NOW

Reservation Details

Online Confirmation Number:	04AQM8TZ
Date Modified:	Dec 12, 2024
Reservation Name:	DANNY WOOD
Arrival Date:	Jun 21, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 21, 2025	1	Confirmed	269.00
Jun 22, 2025	1	Confirmed	269.00
Jun 23, 2025	1	Confirmed	269.00
Jun 24, 2025	1	Confirmed	269.00
Jun 25, 2025	1	Confirmed	269.00

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Stay in Touch

Gaylord Hotels *Explore Our Locations*

Gaylord National Resort
National Harbor, Maryland
(Washington D.C. Area)

Gaylord Opryland Resort
Nashville, Tennessee
(Music City)

Gaylord Palms Resort
Kissimmee, Florida
(Orlando Area)

Gaylord Texan Resort
Grapevine, Texas
(Dallas/Ft. Worth Area)

Promotional Email Unsubscribe

Danny Wood <woodd@kellyvilleschools.org>

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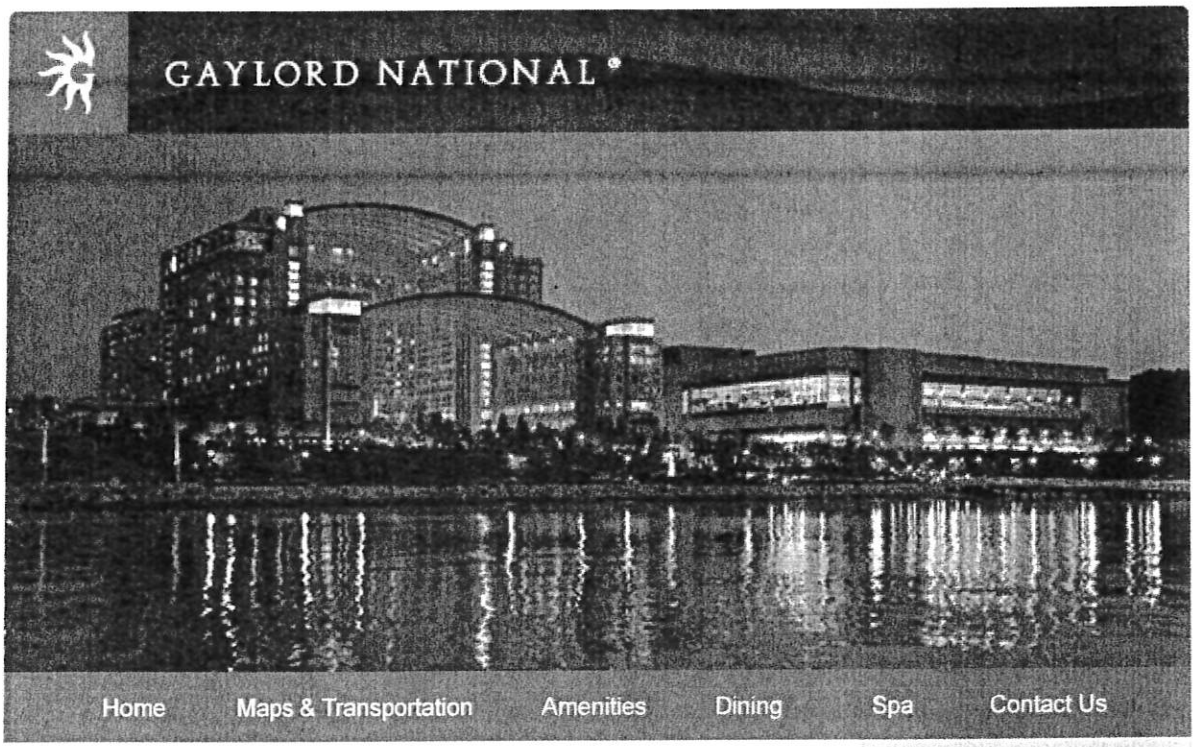
Reply-To: noreply@noreply.com
To: woodd@kellyvilleschools.org



Dear danny,

Your reservation at Gaylord National Resort & Convention Center has been modified. You will find details of your reservation below. Should your travel plans change and you need to make updates to your reservation, please click here or call 877-491-0468.

We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	TVHZ48QL
Date Modified:	Dec 12, 2024
Reservation Name:	danny wood
Arrival Date:	Jun 25, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	VHWPZW0S please keep on same room
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	269.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges:	269.00
Tax Disclosure:	Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.
Cancellation Policy:	One night's room and tax advance deposit due at the time of booking. Cancellations made within 72 hours of arrival will forfeit one night's room and tax.

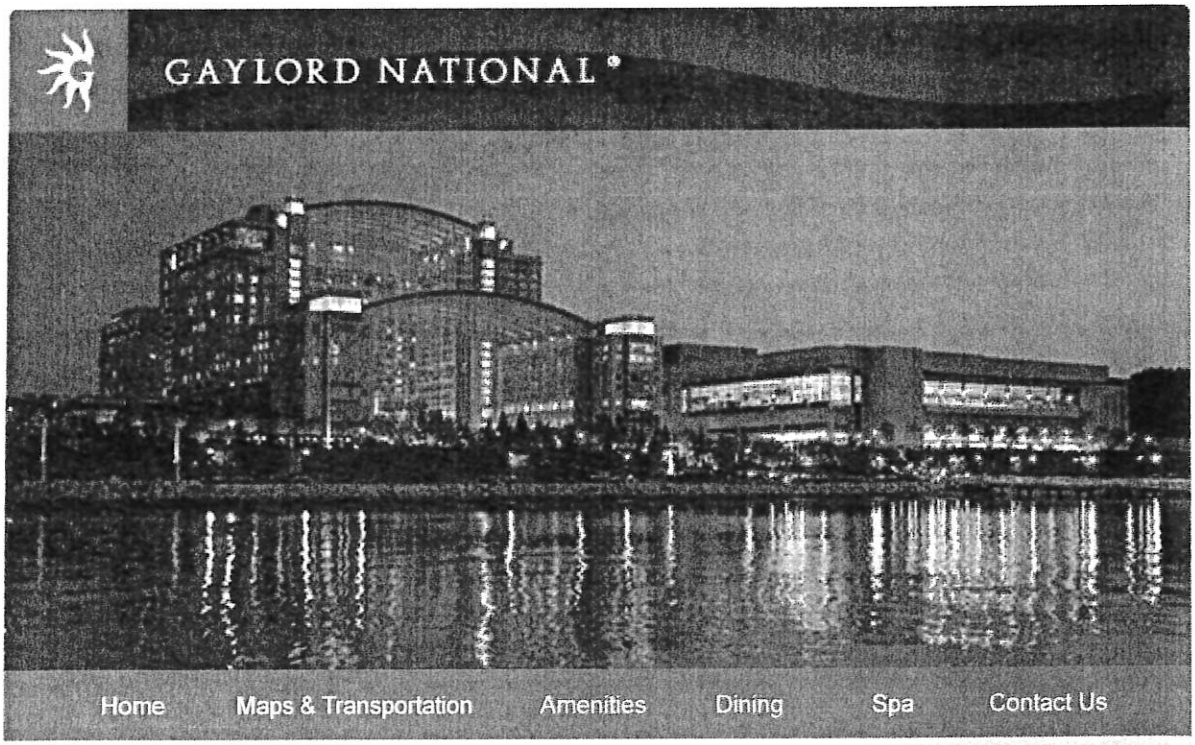
[Quoted text hidden]

	1	21 - 26	04AQM8TZ
	2	21 -26	YP2K0B5Z
	3	21-26	95B5RAP8
	4	21-26	SY7D5NEN
	5	21-26	A0L0ATLT
	6	21-26	NCXRJM12
	7	21-26	DE8FYJDO
	8	21-26	9T1Y14KD
	9	21-26	G25AJ2JP
	10	21-26	446CMKJO
	11	21-26	95CGE09X
	12	21-26	PUB4HQIH
*	13	21-25	Z19NGN1A
*	14	21-25	MFV41DMD
*	15	21-25	9ROC3JHW
*	16	21-25	VHWPZWOS
*	17	21-25	BFP7AAIT
*	18	21-25	T7E0032O
	19	25-26	P69SFYZ1
	20	25-26	637Y55RN
	21	25-26	TVHZ48QL
	22	25-26	TCS4YCOH
	23	25-26	1RBSZ91Y
	24	25-26	SZV12TJR

Danny Wood <woodd@kellyvilleschools.org>

The Gaylord National Resort & Convention Center Reservation Update Confirmation

The Gaylord National Resort & Convention Center Team <info@cvent.com> Thu, Dec 12, 2024 at 2:50 PM
Reply-To: noreply@noreply.com
To: woodd@kellyvilleschools.org



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We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

To update your reservation online, click on the button below

UPDATE NOW

Reservation Details

Online Confirmation Number:	S2V12TJR
Date Modified:	Dec 12, 2024
Reservation Name:	danny wood
Arrival Date:	Jun 25, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	219NGN1A please keep on same room
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	269.00
Third Guest	20.00
Fourth Guest	20.00

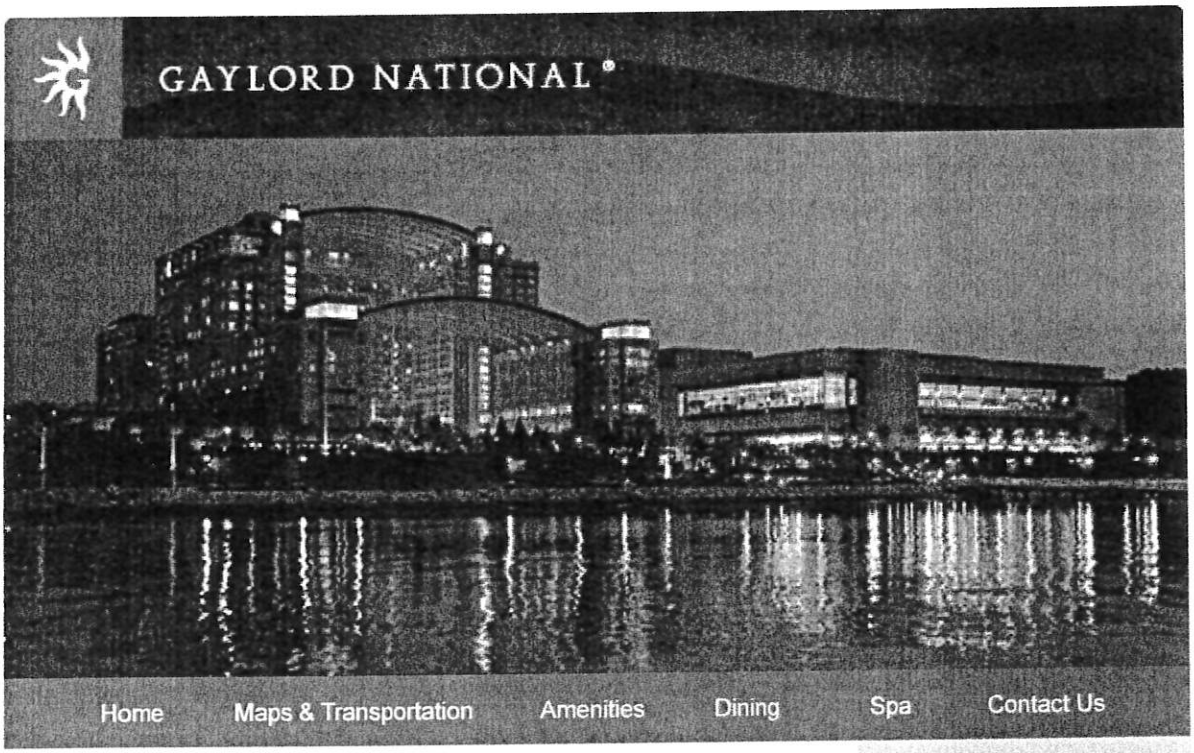
Total Charges:	269.00
Tax Disclosure:	Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.
Cancellation Policy:	One night's room and tax advance deposit due at the time of booking. Cancellations made within 72 hours of arrival will forfeit one night's room and tax.

[Quoted text hidden]

Danny Wood <woodd@kellyvilleschools.org>

The Gaylord National Resort & Convention Center Reservation Update Confirmation

The Gaylord National Resort & Convention Center Team <info@cvent.com> Thu, Dec 12, 2024 at 2:49 PM
Reply-To: noreply@noreply.com
To: woodd@kellyvilleschools.org



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UPDATE NOW

Reservation Details

Online Confirmation Number:	TCS4YC0H
Date Modified:	Dec 12, 2024
Reservation Name:	danny wood
Arrival Date:	Jun 25, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	9ROC3JHW pleas keep on same room
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	269.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges:	269.00
Tax Disclosure:	Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.
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[Quoted text hidden]

Danny Wood <woodd@kellyvilleschools.org>

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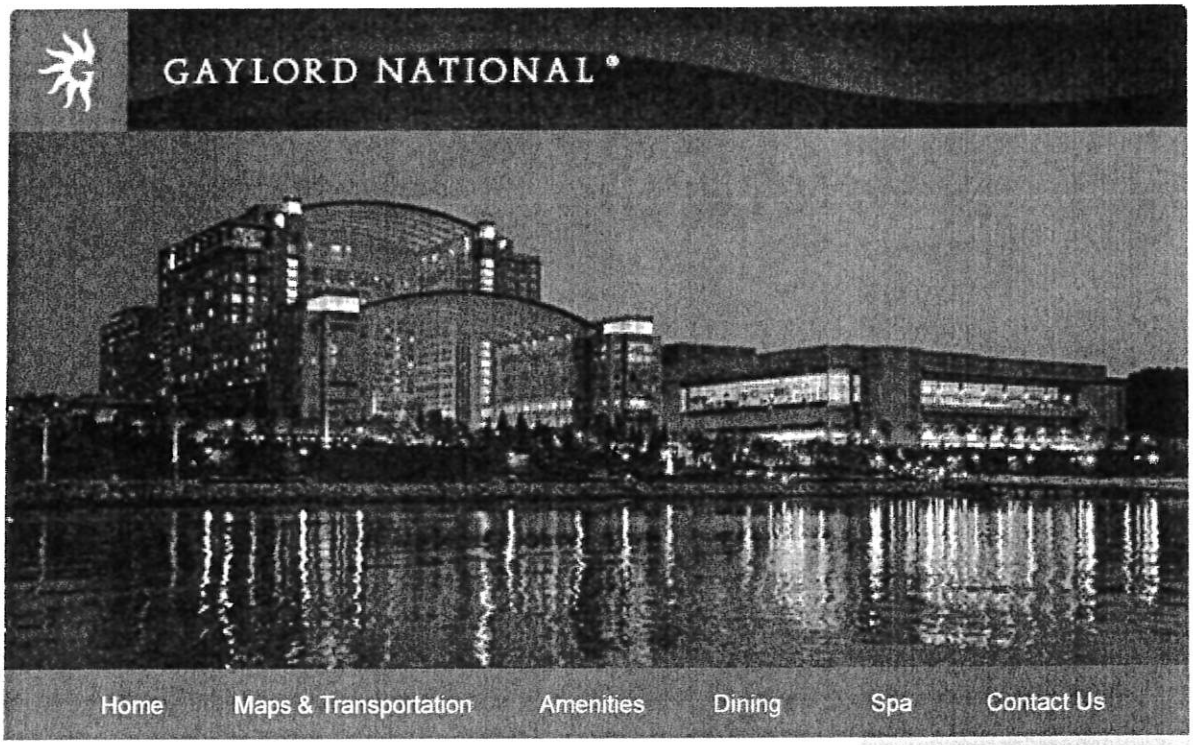
To: woodd@kellyvilleschools.org



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UPDATE NOW

Reservation Details

Online Confirmation Number:	1RBSZ9IY
Date Modified:	Dec 12, 2024
Reservation Name:	danny wood
Arrival Date:	Jun 25, 2025
Departure Date:	Jun 26, 2025
Room Type:	Deluxe Guest Room-ATTENDEE

Special Requests:	MFV41DMD pls keep on same room
Number of Rooms:	1
Number of Guests:	1

Nightly Rate & Status:

Date	Guests	Status	Rate
Jun 25, 2025	1	Confirmed	269.00

Additional Guest	Rate
Second Guest	269.00
Third Guest	20.00
Fourth Guest	20.00

Total Charges:	269.00
Tax Disclosure:	Room rates shown do not include 18.00% Sales Tax Per Night (subject to change) and a $27 daily resort fee. Total charges presented on the website will include all room taxes but not any applicable resort fees.
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[Quoted text hidden]

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GUEST FOLIO

ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
9144	LAWLEY/MARCY	269.00	06/26/25	07:30	51929	39308
TYPE			ARRIVE	TIME		
T2	144 S ELM		06/21/25	19:07		
ROOM CLERK	KELLYVILLE OK 74039 ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT			MBV#:	
80						

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
06/21	GP ROOM	9144, 1	269.00		
06/21	STATETAX	9144, 1	16.14		
06/21	OCC TAX	9144, 1	18.83		
06/21	LOCALTAX	9144, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9144, 1	269.00		
06/22	STATETAX	9144, 1	16.14		
06/22	OCC TAX	9144, 1	18.83		
06/22	LOCALTAX	9144, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9144, 1	269.00		
06/23	STATETAX	9144, 1	16.14		
06/23	OCC TAX	9144, 1	18.83		
06/23	LOCALTAX	9144, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9144, 1	269.00		
06/24	STATETAX	9144, 1	16.14		
06/24	OCC TAX	9144, 1	18.83		
06/24	LOCALTAX	9144, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9144, 1	269.00		
06/25	STATETAX	9144, 1	16.14		
06/25	OCC TAX	9144, 1	18.83		
06/25	LOCALTAX	9144, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
					.00

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Signature X

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GUEST FOLIO

9135	LAWLEY/MARCY	269.00	06/26/25	07:30		51930	39308
ROOM	NAME	RATE	DEPART	TIME		ACCT#	GROUP
A2	144 S ELM		06/21/25	19:08			
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME			
80							
ROOM		VSXXXXXXXXXXXX3198				MBV#:	
CLERK	ADDRESS	PAYMENT					

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
06/21	GP ROOM	9135, 1	269.00		
06/21	STATETAX	9135, 1	16.14		
06/21	OCC TAX	9135, 1	18.83		
06/21	LOCALTAX	9135, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9135, 1	269.00		
06/22	STATETAX	9135, 1	16.14		
06/22	OCC TAX	9135, 1	18.83		
06/22	LOCALTAX	9135, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9135, 1	269.00		
06/23	STATETAX	9135, 1	16.14		
06/23	OCC TAX	9135, 1	18.83		
06/23	LOCALTAX	9135, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9135, 1	269.00		
06/24	STATETAX	9135, 1	16.14		
06/24	OCC TAX	9135, 1	18.83		
06/24	LOCALTAX	9135, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9135, 1	269.00		
06/25	STATETAX	9135, 1	16.14		
06/25	OCC TAX	9135, 1	18.83		
06/25	LOCALTAX	9135, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		.00

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Signature X

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GUEST FOLIO

9135	LAWLEY/MARCY	269.00	06/26/25	07:30	51930	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
A2	144 S ELM		06/21/25	19:08		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM CLERK	ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT			MBV#:	

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
06/21	GP ROOM	9135, 1	269.00		
06/21	STATETAX	9135, 1	16.14		
06/21	OCC TAX	9135, 1	18.83		
06/21	LOCALTAX	9135, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9135, 1	269.00		
06/22	STATETAX	9135, 1	16.14		
06/22	OCC TAX	9135, 1	18.83		
06/22	LOCALTAX	9135, 1	13.45		
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06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9135, 1	269.00		
06/23	STATETAX	9135, 1	16.14		
06/23	OCC TAX	9135, 1	18.83		
06/23	LOCALTAX	9135, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9135, 1	269.00		
06/24	STATETAX	9135, 1	16.14		
06/24	OCC TAX	9135, 1	18.83		
06/24	LOCALTAX	9135, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9135, 1	269.00		
06/25	STATETAX	9135, 1	16.14		
06/25	OCC TAX	9135, 1	18.83		
06/25	LOCALTAX	9135, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		.00

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Signature X

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GUEST FOLIO

9137	LAWLEY/MARCY	269.00	06/26/25	07:31	51931	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
A2	144 S ELM		06/21/25	19:10		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM CLERK	ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT			MBV#:	

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			
06/21	GP ROOM	9137, 1	269.00		
06/21	STATETAX	9137, 1	16.14		
06/21	OCC TAX	9137, 1	18.83		
06/21	LOCALTAX	9137, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9137, 1	269.00		
06/22	STATETAX	9137, 1	16.14		
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06/22	LOCALTAX	9137, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9137, 1	269.00		
06/23	STATETAX	9137, 1	16.14		
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06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9137, 1	269.00		
06/24	STATETAX	9137, 1	16.14		
06/24	OCC TAX	9137, 1	18.83		
06/24	LOCALTAX	9137, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9137, 1	269.00		
06/25	STATETAX	9137, 1	16.14		
06/25	OCC TAX	9137, 1	18.83		
06/25	LOCALTAX	9137, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			.00

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Signature X

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GUEST FOLIO

9140	LAWLEY/MARCY	269.00	06/26/25	07:31	51932	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
T2	144 S ELM		06/21/25	19:11		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM CLERK	ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT			MBV#:	

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
06/21	GP ROOM	9140, 1	269.00		
06/21	STATETAX	9140, 1	16.14		
06/21	OCC TAX	9140, 1	18.83		
06/21	LOCALTAX	9140, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9140, 1	269.00		
06/22	STATETAX	9140, 1	16.14		
06/22	OCC TAX	9140, 1	18.83		
06/22	LOCALTAX	9140, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9140, 1	269.00		
06/23	STATETAX	9140, 1	16.14		
06/23	OCC TAX	9140, 1	18.83		
06/23	LOCALTAX	9140, 1	13.45		
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06/24	GP ROOM	9140, 1	269.00		
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06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9140, 1	269.00		
06/25	STATETAX	9140, 1	16.14		
06/25	OCC TAX	9140, 1	18.83		
06/25	LOCALTAX	9140, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		.00

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Signature X

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GUEST FOLIO

9142	LAWLEY/MARCY	269.00	06/26/25	07:31	51933	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
T2A	144 S ELM		06/21/25	19:13		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM CLERK	ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT			MBV#:	

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
06/21	GP ROOM	9142, 1	269.00		
06/21	STATETAX	9142, 1	16.14		
06/21	OCC TAX	9142, 1	18.83		
06/21	LOCALTAX	9142, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9142, 1	269.00		
06/22	STATETAX	9142, 1	16.14		
06/22	OCC TAX	9142, 1	18.83		
06/22	LOCALTAX	9142, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9142, 1	269.00		
06/23	STATETAX	9142, 1	16.14		
06/23	OCC TAX	9142, 1	18.83		
06/23	LOCALTAX	9142, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9142, 1	269.00		
06/24	STATETAX	9142, 1	16.14		
06/24	OCC TAX	9142, 1	18.83		
06/24	LOCALTAX	9142, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9142, 1	269.00		
06/25	STATETAX	9142, 1	16.14		
06/25	OCC TAX	9142, 1	18.83		
06/25	LOCALTAX	9142, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		.00

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GUEST FOLIO

9204	LAWLEY/MARCY	269.00	06/26/25	07:31	51934	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
T2	144 S ELM		06/21/25	19:15		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM CLERK	ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT			MBV#:	

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
06/21	GP ROOM	9204, 1	269.00		
06/21	STATETAX	9204, 1	16.14		
06/21	OCC TAX	9204, 1	18.83		
06/21	LOCALTAX	9204, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9204, 1	269.00		
06/22	STATETAX	9204, 1	16.14		
06/22	OCC TAX	9204, 1	18.83		
06/22	LOCALTAX	9204, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9204, 1	269.00		
06/23	STATETAX	9204, 1	16.14		
06/23	OCC TAX	9204, 1	18.83		
06/23	LOCALTAX	9204, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9204, 1	269.00		
06/24	STATETAX	9204, 1	16.14		
06/24	OCC TAX	9204, 1	18.83		
06/24	LOCALTAX	9204, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9204, 1	269.00		
06/25	STATETAX	9204, 1	16.14		
06/25	OCC TAX	9204, 1	18.83		
06/25	LOCALTAX	9204, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		.00

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GUEST FOLIO

9207	LAWLEY/MARCY	269.00	06/26/25	07:32	51936	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
A2	144 S ELM		06/21/25	19:17		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM CLERK	ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT			MBV#:	

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			
06/21	SELFPARK	#5193677	46.00		
06/21	GP ROOM	9207, 1	269.00		
06/21	STATETAX	9207, 1	16.14		
06/21	OCC TAX	9207, 1	18.83		
06/21	LOCALTAX	9207, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9207, 1	269.00		
06/22	STATETAX	9207, 1	16.14		
06/22	OCC TAX	9207, 1	18.83		
06/22	LOCALTAX	9207, 1	13.45		
06/22	SELFPARK	#5193677	46.00		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9207, 1	269.00		
06/23	STATETAX	9207, 1	16.14		
06/23	OCC TAX	9207, 1	18.83		
06/23	LOCALTAX	9207, 1	13.45		
06/23	SELFPARK	#5193677	46.00		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9207, 1	269.00		
06/24	STATETAX	9207, 1	16.14		
06/24	OCC TAX	9207, 1	18.83		
06/24	LOCALTAX	9207, 1	13.45		
06/24	SELFPARK	#5193677	46.00		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9207, 1	269.00		
06/25	STATETAX	9207, 1	16.14		
06/25	OCC TAX	9207, 1	18.83		
06/25	LOCALTAX	9207, 1	13.45		
06/25	SELFPARK	#5193677	46.00		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1616.28	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			
					.00

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GUEST FOLIO

9221	LAWLEY/MARCY	269.00	06/26/25	07:32	51937	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
A2	144 S ELM		06/21/25	19:18		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM CLERK	ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT			MBV#:	

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			
06/21	GP ROOM	9221, 1	269.00		
06/21	STATETAX	9221, 1	16.14		
06/21	OCC TAX	9221, 1	18.83		
06/21	LOCALTAX	9221, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9221, 1	269.00		
06/22	STATETAX	9221, 1	16.14		
06/22	OCC TAX	9221, 1	18.83		
06/22	LOCALTAX	9221, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9221, 1	269.00		
06/23	STATETAX	9221, 1	16.14		
06/23	OCC TAX	9221, 1	18.83		
06/23	LOCALTAX	9221, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9221, 1	269.00		
06/24	STATETAX	9221, 1	16.14		
06/24	OCC TAX	9221, 1	18.83		
06/24	LOCALTAX	9221, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9221, 1	269.00		
06/25	STATETAX	9221, 1	16.14		
06/25	OCC TAX	9221, 1	18.83		
06/25	LOCALTAX	9221, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			.00

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GUEST FOLIO

9222	LAWLEY/MARCY	269.00	06/26/25	07:33	51938	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
T2	144 S ELM		06/21/25	19:20		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM CLERK	ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT			MBV#:	

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			
06/21	GP ROOM	9222, 1	269.00		
06/21	STATETAX	9222, 1	16.14		
06/21	OCC TAX	9222, 1	18.83		
06/21	LOCALTAX	9222, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9222, 1	269.00		
06/22	STATETAX	9222, 1	16.14		
06/22	OCC TAX	9222, 1	18.83		
06/22	LOCALTAX	9222, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9222, 1	269.00		
06/23	STATETAX	9222, 1	16.14		
06/23	OCC TAX	9222, 1	18.83		
06/23	LOCALTAX	9222, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9222, 1	269.00		
06/24	STATETAX	9222, 1	16.14		
06/24	OCC TAX	9222, 1	18.83		
06/24	LOCALTAX	9222, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9222, 1	269.00		
06/25	STATETAX	9222, 1	16.14		
06/25	OCC TAX	9222, 1	18.83		
06/25	LOCALTAX	9222, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			.00

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GUEST FOLIO

9224	LAWLEY/MARCY	269.00	06/26/25	07:33	51939	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
T2	144 S ELM		06/21/25	19:21		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM		VSXXXXXXXXXXXX3198			MBV#:	
CLERK	ADDRESS	PAYMENT				

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
06/21	GP ROOM	9224, 1	269.00		
06/21	STATETAX	9224, 1	16.14		
06/21	OCC TAX	9224, 1	18.83		
06/21	LOCALTAX	9224, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9224, 1	269.00		
06/22	STATETAX	9224, 1	16.14		
06/22	OCC TAX	9224, 1	18.83		
06/22	LOCALTAX	9224, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9224, 1	269.00		
06/23	STATETAX	9224, 1	16.14		
06/23	OCC TAX	9224, 1	18.83		
06/23	LOCALTAX	9224, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9224, 1	269.00		
06/24	STATETAX	9224, 1	16.14		
06/24	OCC TAX	9224, 1	18.83		
06/24	LOCALTAX	9224, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9224, 1	269.00		
06/25	STATETAX	9224, 1	16.14		
06/25	OCC TAX	9224, 1	18.83		
06/25	LOCALTAX	9224, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
					.00

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GUEST FOLIO

9226	LAWLEY/MARCY	269.00	06/26/25	07:33	51940	39308
ROOM	NAME	RATE	DEPART	TIME	ACCT#	GROUP
T2	144 S ELM		06/21/25	19:24		
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME		
80						
ROOM		VSXXXXXXXXXXXX3198			MBV#:	
CLERK	ADDRESS	PAYMENT				

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			
06/21	GP ROOM	9226, 1	269.00		
06/21	STATETAX	9226, 1	16.14		
06/21	OCC TAX	9226, 1	18.83		
06/21	LOCALTAX	9226, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9226, 1	269.00		
06/22	STATETAX	9226, 1	16.14		
06/22	OCC TAX	9226, 1	18.83		
06/22	LOCALTAX	9226, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9226, 1	269.00		
06/23	STATETAX	9226, 1	16.14		
06/23	OCC TAX	9226, 1	18.83		
06/23	LOCALTAX	9226, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9226, 1	269.00		
06/24	STATETAX	9226, 1	16.14		
06/24	OCC TAX	9226, 1	18.83		
06/24	LOCALTAX	9226, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9226, 1	269.00		
06/25	STATETAX	9226, 1	16.14		
06/25	OCC TAX	9226, 1	18.83		
06/25	LOCALTAX	9226, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1386.28	
	PAYMENT RECEIVED BY: VISA	XXXXXXXXXXXX3198			
					.00

See our "Privacy & Cookie Statement" on Marriott.com

As a Marriott Bonvoy member, you could have earned points towards your free dream vacation today. Start earning points and elite status, plus enjoy exclusive member offers. Enroll today at the front desk.

See https://members.marriott.com for more information

GAYLORD HOTELS®

GAYLORD NATIONAL HOTEL
201 WATERFRONT ST
NATIONAL HARBOR, MD 20745
PH# 301-965-2000 FAX# 301-965-2039

Treat yourself to the comfort of Gaylord Hotels at home. Visit GaylordHotelsStore.com

This statement is your only receipt. You have agreed to pay in cash or by approved personal check or to authorize us to charge your credit card for all amounts charged to you. The amounts shown in the credit column opposite any credit card entry in the reference column above will be charged to the credit card number set forth above. (The credit card company will bill in the usual manner.) If for any reason the credit card company does not make payment on this account, you will owe us such amount. If you are direct billed, in the event payment is not made within 25 days after check-out, you will owe us interest from the check-out date on any unpaid amount at the rate of 1.5% per month (ANNUAL RATE 18%), or the maximum allowed by law, plus the reasonable cost of collection, including attorney fees.

Signature X

GAYLORD HOTELS®

GAYLORD NATIONAL HOTEL

GUEST FOLIO

9133	LAWLEY/MARCY	269.00	06/26/25	07:33		51941	39308
ROOM	NAME	RATE	DEPART	TIME		ACCT#	GROUP
A2	144 S ELM		06/21/25	19:25			
TYPE	KELLYVILLE OK 74039		ARRIVE	TIME			
80							
ROOM CLERK	ADDRESS	VSXXXXXXXXXXXX3198 PAYMENT				MBV#:	

DATE	REFERENCES		CHARGES	CREDITS	BALANCES DUE
01/09	ADVDP-VS			317.42	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
06/21	TR UPGD	75*5MN	375.00		
06/21	STATETAX	75*5MN	22.50		
06/21	OCC TAX	75*5MN	26.25		
06/21	LOCALTAX	75*5MN	18.75		
06/21	GP ROOM	9133, 1	269.00		
06/21	STATETAX	9133, 1	16.14		
06/21	OCC TAX	9133, 1	18.83		
06/21	LOCALTAX	9133, 1	13.45		
06/21	RSRT FEE	RSRTFEE	22.00		
06/21	SALESTX	RSRTFEE	1.32		
06/22	GP ROOM	9133, 1	269.00		
06/22	STATETAX	9133, 1	16.14		
06/22	OCC TAX	9133, 1	18.83		
06/22	LOCALTAX	9133, 1	13.45		
06/22	RSRT FEE	RSRTFEE	22.00		
06/22	SALESTX	RSRTFEE	1.32		
06/23	GP ROOM	9133, 1	269.00		
06/23	STATETAX	9133, 1	16.14		
06/23	OCC TAX	9133, 1	18.83		
06/23	LOCALTAX	9133, 1	13.45		
06/23	RSRT FEE	RSRTFEE	22.00		
06/23	SALESTX	RSRTFEE	1.32		
06/24	GP ROOM	9133, 1	269.00		
06/24	STATETAX	9133, 1	16.14		
06/24	OCC TAX	9133, 1	18.83		
06/24	LOCALTAX	9133, 1	13.45		
06/24	RSRT FEE	RSRTFEE	22.00		
06/24	SALESTX	RSRTFEE	1.32		
06/25	GP ROOM	9133, 1	269.00		
06/25	STATETAX	9133, 1	16.14		
06/25	OCC TAX	9133, 1	18.83		
06/25	LOCALTAX	9133, 1	13.45		
06/25	RSRT FEE	RSRTFEE	22.00		
06/25	SALESTX	RSRTFEE	1.32		
06/26	CCARD-VS			1828.78	
	PAYMENT RECEIVED BY: VISA		XXXXXXXXXXXX3198		
					.00

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PH# 301-965-2000 FAX# 301-965-2039

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Signature X

REDSTONE
AMERICAN GRILL

Redstone American Grill - National Harbor
155 National Plaza
National Harbor, MD 20745

Server: Liza L
Check #394 Table 26
Guest Count: 6
Seats 1, 2, 4, 5, 6
Ordered: 6/21/25 8:22 PM

1 Lemonade	$3.95
1 Redstone Tenderloin Dip	$24.00
NO Swiss Cheese	
Horseradish Sauce ON SIDE	
1 Proverb Merlot	$12.00
1 New York Strip	$53.00
Medium	
Asparagus	
Sub Loaded Baker	$2.00
2 Iced Tea	$7.90
1 Steak and Frites	$24.00
Medium	
1 Shrimp Scampi	$29.00
Grilled Shrimp	
1 Water	$0.00
1 Redstone Tenderloin Dip	$24.00
1 Skillet Lodge Cornbread	$20.00
Sub	$199.85
Large (20.00%)	$39.97
Tax	$12.36
Total	$252.18

Input Type C (EMV Chip Read)
VISA CREDIT xxxxxxxx9350
Time 9:31 PM

Transaction Type Sale
Authorization Approved
Approval Code 063195
Payment ID FmftbTxkWtnb
Application ID A0000000031010
Application Label VISA CREDIT
Terminal ID
Card Reader BBPOS

Amount $252.18

+ Add Tip: 60

Total:

& & & 423 & & &
***** CREDIT CARD VOUCHER *****
****
GAYLORD NATIONAL
NATIONAL HARBOR, MD
**** OLD HICKORY STEAKHOUSE ***
22 Jun '25 [illegible] PM

heck: CHK 7436
able: 58/1
erver: 162015 PAID
ard Type: Visa
ccct Num: XXXXXXXXXXXX9350
uth Code: 043193

mount: $48.76

RATUITY $_____

TOTAL 5.00

[illegible]

Check #[illegible] Table E3
Guest Count: 2
Seats 1, 2, 3, 4
Tax Exempt:
Ordered: 6/22/25 6:29 PM

3 Mojave Chicken $102.00
2 Beef [illegible] $72.00
1 Enchiladas Steak $33.00
1 Guacamole Single $18.00

Subtotal $165.00
Tip $33.00
Total $198.00

Input Type: C (EMV Chip Read)
VISA CREDIT xxxxxxxxxxxx9350
Time 7:27 PM

Transaction Type Sale
Authorized Approved
Approval 075423
Application [illegible]
Application [illegible] CREDIT
Terminal [illegible] 966c1
Card Read [illegible]

GENERAL [illegible]

20% [illegible] line added to [illegible]

22221 American History-3

ORDER 562

1	Grill Deal Soda	$21.80
1	1 Hot Dog	$7.70
	Fries	$6.15
2	Dasani 16.9oz	$8.60
1	Macaroni and Che	$10.35
1	Curry Bowl by We	$9.97
	(0.51 lb @ $19.55/lb)	

Subtotal	$64.57
Tax	$6.46
TOTAL	**$71.03**
Date	06/22/2025 01:02 PM
Terminal	8463
Check	12524562

SA CREDIT xxxxxxxxx 3198
ntactlessChip
[illegible]d Amount $71.03
[illegible]de 003114
[illegible]de Issuer
) A0000000031010
R 0000000000
) 06011203A00000
C 00

Thank you for your order

Fi[illegible]

152 National Plz
Oxon Hill, MD 20745

Server: Alvin D
Check Table 91
Guest C[illegible] 5
Tax Exempt
Ordered: 6/23/25 6:23 PM

3 Iced Tea	$14.85
1 Garlic Bread	$10.00
1 Chopped Salad	$25.00
222222222	
1 Margherita	$20.00
1 Coke	$4.95
1 Fiorella Supreme	$28.00
1 NA- Strawberry Lemonade	$10.00
1 Seafood Scampi	$30.00
1 Fettuccine Alfredo	$20.00
add chicken	$9.00
1 Ind- Caesar Salad	$12.00
2222222	
Subtotal	$183.80
Gratuity (18.00%)	$33.08
Total	$216.88
Credit Card	Keyed
Visa	xxxxxxxx3198
Time	7:[illegible] PM
Transaction Type	Sale
Authorization	Approved
Approval Code	068253
Payment ID	bFpkkTpT9xwj
Amount	$216.88

+ Additional Tip: 0

= Total: 216.88

X

Suggested Additional Tip:
+ 2%: (Tip $3.68 Total $220.56)
+ 3%: (Tip $5.51 Total $222.39)
+ 5%: (Tip $9.19 Total $226.07)
+ 7%: (Tip $12.87 Total $229.75)
Tip percentages are based on the check price before taxes.

BOND 45

National Harbor ITALIAN KITCHEN & BAR

Bond 45
149 Waterfront Street
Oxon Hill, MD 20745

Server: Lotfi M
Check #13 Table 26
Guest Count: 4
Tax Exempt
Ordered: 6/24/25 6:23 PM

Input Type
C (EMV Chip Read)
VISA CREDIT xxxxxxxx9350
Time 7:18 PM

Transaction Type Sale
Authorization Approved
Approval Code 021602
Payment ID tkLWXPgqdLJJ
Application ID
A0000000031010
Application Label
VISA CREDIT
Terminal ID
Card Reader

Amount
+ Tip: 25.00
= Total: 261.85

X _____

GENERAL FUND 13

Customer Copy

Powered by Toast

My Own Pizza
400 C St
202-684-2199

Server: AMCSHR 101 DOB: 06/25/2025
12:57 PM 06/25/2025
R/1 1/10117

SALE

06/25/2025 12:57:54
MID: 001 TID: RRN: 024753

PURCHASE - APPROVED
VISA CREDIT Entry Method:Cntctless
CARD #: XXXXXXXXXXXX7911
AUTH CODE:003243

Issuer
Mode: A0000000031010
AID: 0000000000
TVR: 06011203A00000
IAD: ARC: 00
TSI: 0000 918C4CEDD20FB864
TC:
Purchase: $45.27
Tip: $5.95

Total: USD$ 51.22

Thank

8393 FIK

CHK GST

25 Jun'25 12:43 PM

1 AQUAFINA 20oz	4.00
1 Market Caesar Chix	16.00
1 PURE LEAF UNSWEETENED	4.00
1 PIZZA, PEPPERONI	16.00
1 GATOR-LYTE STRAWBERRY KIWI 20oz	4.00
1 M ERS PIZZA	16.00
1 M oz	4.00
1 AKE	9.00
1 M BLUEBERRY	4.00
1 MEAT LOVERS PIZZA	16.00
Subtotal:	$93.00
STATE TAX FOOD	$1.20
RETAIL TAX	$4.38
Total:	**$98.58**
Change Due	**$0.00**
Visa	$98.58
XXXXXXXXXXX9350	

Check Closed
25 Jun'25 12:43 PM

SILVER DINER

108 Waterfront Street
Oxon Hill, MD 20745
(301) 485-7100

Server: TYJUANE S
Check #434 Table 20
Guest Count: 5
Tax Exempt
Ordered: 6/25/25 7:30 PM

1 Soda	$3.89
4 Iced Tea	$15.56
2 Sweet Tea	$7.98
1 Arnold Palmer	$3.79
1 Cheese Fries	$14.99
1 Triple-Pickle Fried Chicken	$18.49
ADD Cheddar	$0.99
1 Shrimp Scampi	$24.99
ADD Spinach	$0.99
1 Beef Smash Burger	$15.99
1 Hamburger	$15.99
BYOB American	$0.99
ADD Bacon	$1.49
1 Smokehouse Burger	$19.49
$Sweet Fries$	$0.99
1 Smokehouse Burger	$19.49
1 Hamburger	$15.99
2 Shakes	$19.58
3 Shakes Deluxe	$29.97
1 Pecan Pie	$8.99
Add Ala Mode	$0.99
Subtotal	$241.62
Tip	$53.16
Total	$294.78

Input Type	C (EMV Chip Read)
VISA CREDIT	xxxxxxxx9350
Time	9:18 PM
Transaction Type	Sale
Authorization	Approved
Approval Code	037166
Payment ID	XHnRhyRz7Rzm
Application ID	A0000000031010
Application Label	VISA CREDIT
Terminal ID	5217295e5cd54d85
Card Reader	BBPOS

VISA CARDHOLDER

Thank you for dining with us

My Own Pizza
400 C St
202 664 2109

0214120

R

Host: AMCSHR 101 06/25/2025
12:57 PM
R 10117

Order Type: TOGO

Slice Cheese (2 @4.79)	9.58
Slice Pepperoni (2 @5.29)	10.58
Slice Supreme	5.69
Slice Masterpiece	5.69
Small Bottled Water (2 @2.59)	5.18
Mexican Coke	2.99
Subtotal	39.71
Tax	3.97
Packaging Fee	1.59
TOGO Total	**45.27**
VISA #XXXXXXXXXXXX7911	$45.27
Tip	5.95
Total	51.22
Authn:003243	
Grand Total	51.22

Thank You
Please Come Again

6/26

ntie Anne's - ... ...port - T2
... A... ...IL
... 116 ...venue
... Chi... ...0631
... (7... ...4616

...erver: Marquita ... 06/26/2025
...heck: 2229 12:00 PM
ine In

tem	Price
riginal Nuggets, Regular (2 @ .99)	$19.98
edium Drink Diet Coke	$3.99
edium Drink Sprite	$3.99
ubtotal	$27.96
Sales Tax	$3.29
otal	$31.25

VISA ...

Life Water 2
Original Pric...
Discount: DCA Smart Water ...
Combo

Beef Empanada F	$6.99
Bacon Egg & Cheese Empanada F	$6.99
Subtotal	$15.97
Arlington County tax (4%)	$0.64
Virginia State Tax (6%)	$0.96
Tip	$2.40
Total	**$19.97**
Visa 5578 (Contactless)	$19.97

Join the Rewards Program!

Delivery
...iver: Fenote A
Date: 6/26/25, 9:30 AM

LIFE WATER 20oz	$3.50
Croissant Raspberry	$4.50
Danish Sticky Pecan Bun	$4.50
ICED COFFEE	$6.05
Total Item Count:	4
Subtotal	$16.55
Total Ta...	$1.86
Total:	...41
VISA ...535	$20.41

Half Moon Empanadas D

Ronald Reagan ... Jur
Washington National
Airport
Half Moon Empanadas at DC, LI
Number B2-606 Concourse B
Arlington county, VA
22202
(786) 888-2282
https://halfmoonempanadas.co...

Receipt: zFKc
Authorization: 012322

VISA CREDIT
AID A0 00 00 00 03 10 10

Bacon Egg & Cheese
Empanada F × 2
($6.99 each)

Subtotal
Arlington County tax (4%)
Virginia State Tax (6%)

Total
Visa 4537 (Chip)
General Fund 8

...the Rewards Prograi
ht... ...://halfmoonempanada

LIFE WATER ...
LIFE WATER 20oz
LIFE WATER 20oz

Total Item Count:	3
Subtotal:	$10.50
Total Tax:	$1.05
Total:	$11.55
VISA 7911	$11.55
Total Paid:	$11.55

Suggested Gratuity

%	Tip	Total
18.00% ... sale:	$1.89 =	$13.44
20.00% ... sale:	$2.10 =	$13.65
22.00% ... sale:	$2.31 =	$13.86

Thank y... ...ch...

2181 560

R...ferenc... 47692662
********** PUR... ********
APPR...
Total: $32.35
Card Type: VISA
Card Entry: Contactl...

Approval ...
Trans Id: ...
********** ... BASE ...
App Label: VISA ...
Mode:
AID: A0000000...
TVR: 0000000000
IAD: 06011203A0...
TSI:
ARC: 00
AC: 54...
VM: 1...

HMSHost

By Avolta

CHILI'S E2
CHICAGO O'HARE AIRPORT

42724 DWIGHT

CHK 520 TBL 601/1
GST 1

6/26/2025 11:54 AM

To Go

1 SLD CW CAE CRSP 17.39
RANCH
1 WTR SMART 700m 9
BTL Smartwater 700ML PET
BTL WTR TAX 0.05
Visa $25.96
XXXXXXXXX 78

Subtotal $23.23
Tax $2.73
Payment $25.96
Change Due

165
105

Buy One Get One Any Sandwich
(equal or lesser value)
by visiting www.mcdvoice.com
Validation code: _____
Expires in 30 days
Survey Code:
22821-01650-62625-11696-00139-0

McDonald's Restaurant #22821
TERMINAL 2 CONCOURSE E-F
CHICAGO, IL 60666
TEL# 773 601 9004

Thank You Valued Customer

KS# 1 06/26/2025 11:59 AM
Side1 Order 65

1 Happy Meal 6 Pc 7.77
1 6 McNuggets
1 BBQ Sauce
1 Kids Fry
1 Apple Slices
1 S Sprite 0.21
<Drink Upcharge>
1 Elio Toy
1 Honey Must Cup 0.00
1 1 Cookie 1.49
1 Choc Chip Cookie
1 Bottled Water 2.99
Subtotal 12.44
Tax .16
Take- 13.90
Cash 13.90
Change .00

Half Moon Empanadas DCA

Ronald Reagan Washington National Airport
Half Moon Empanadas at DC LLC Space Number B2-606 Concourse B
Arlington county, VA
22202
(786) 888-2292
https://halfmoonempanadas.com

June 26, 2025
9:36 AM
Melissa

Receipt: xqhU
Authorization: 075659

VISA CREDIT
AID A0 00 00 00 03 10 10

Life Water 1L × 2 ($4.99 each)	$9.98
Bacon Egg & Cheese Empanada F	$6.99
Ham & Cheese Empanada F	$6.99
Pepsi	$1.99
Original Price	~~$3.15~~
Discount: DCA Bottles Combo	-$1.16
Subtotal	$25.95
Arlington County tax (4%)	$1.04
Virginia State Tax (6%)	$1.56
Tip	$3.89
Total	**$32.44**
Visa 4537 (Contactless)	$32.44

Join the Rewards Program!
https://halfmoonempanadas.com

GREAT AMERICAN BAGEL
REAGA[illegible] AIRPORT
500396 MAURICI

WS#: 13[illegible]

CHK 4682
6/26/2025 9:00 AM

To Go

1 ASIAGO BAGEL	5.29
0	
CREAM CHEESE	2.50
0	
Subtota'	$7.79
Other	$1.00
Tax	$0.78
P[illegible]	$9.57
Chang[illegible]ue	$0.00
CHARGED TI[illegible]	$1.00
Visa	$9.57
XXXXXXXXXXX7911	

---------- Check Closed ----------
6/26/2025 9:01 AM

We value your feedback!
Scan the QR code below to share your experience!

https://www.hmshost.com/contact

STORE ID: DCAGAB05

Order 4682

Ac[illegible] Anne S - U[illegible] [illegible] - 12
AA-[illegible]
11601 Touhy [illegible]
Chicago, IL 6063[illegible]
(773) 894 4b[illegible]

[illegible]ver: Marquita H 6/26/2025
[illegible]k: 223[illegible] 12:02 PM

Item	Price
Orig[illegible]a' Nuggets, Regular	$9.99
Orig[illegible] Pretzel Dog	$8.99
Sma[illegible] Drink	$3.49
Diet Coke	
Subtotal	$22.47
Sales [illegible]	$2.64
Total	$25.11
VISA Tendered	$25.11

2181105335681

ference: 63471699
[illegible]****** PURCHASE **********
APPROVED

Total: $25.11
Card Type: VISA
Card Entry: CHIP
Acct #: **********3198
Approval Code: 049719
Trans Id: 517723549867
********** EMV PURCHASE **********
App Label: VISA CREDIT
Mode: Issuer
AID: A0000000031010
TVR: 8000u08000
IAD: 06011203A00000
TSI: 6800
[illegible]C: Z3
00A48B2AE3C28[illegible]
M [illegible]F0002

Fiscal Year
2024-2025

Fund
11 GEN FUND-FOR OP

Accounting Purchase Order

Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
144 SOUTH ELM
KELLYVILLE OK 74039

PO No
2025-11-356

PO Date
2/6/2025

Ship To: Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
P.O. BOX 99
KELLYVILLE OK 74039

Amount
$10,500.00

Date Requested	Date Approved
2/6/2025	6/21/2025

Requested By
D. WOOD

Vendor No: 7737
To: ARVEST BANK OPERATIONS, INC.
PO BOX 799
LOWELL AR 72745

Encumbered By

Approved By

Description: AIRLINE TICKETS

Description	Vendor Item No / Amount	Qty / Start Date	Unit Price	Extended Price / Classification
AIRLINE TICKETS TO DC CONFERENCE		14.000	$750.00	$10,500.00
	1,442.17	2/6/2025		11-515-2213-580-494-0000-000-505
	843.62	6/2/2025		11-000-2213-580-000-0000-000-505
	8,093.36	6/2/2025		11-515-2213-580-494-0000-000-505
	120.85	6/9/2025		11-515-2213-580-494-0000-000-505

PURCHASE REQUEST

Kellyville Public Schools

DO NOT WRITE ABOVE THIS LINE

Suggested Vendor: Arvest

Purchase Order No. _____

Date: 2-20-25

Fax: _____

Requested by: D Wood

Email: _____

Date Needed By: 6-21-25

Please fill out as complete as possible

QTY	Description and Product Number	Unit Cost	Total Cost	Administration Use Only – Code Number						
	Airline tickets									
	Total									

Please state where and for what items will be used: Washington DC Conf.

SUPERVISOR

Approved ☐

Not Approved ☐

Program /Site to be charged 515

(General, Activity # ---, Building, Child Nutrition.)

Signature _____ Date _____

BUDGET CONTROL FOR ADMINISTRATION OFFICE USE ONLY

Approved ☐ Not Approved ☐

This Purchase _____

Date: 02-26-25

Superintendent's signature

PURCHASE REQUEST
Kellyville Public Schools

DO NOT WRITE ABOVE THIS LINE

Suggested Vendor: Arvest

Purchase Order No. 20001356

Date: 2-6-25

Fax:

Requested by: D. Wood

Email:

Date Needed By: 6-21-25

Please fill out as complete as possible

QTY	Description and Product Number	Unit Cost	Total Cost	Administration Use Only – Code Number
14	Air line tickets		$10500.00	
	D. Wood S. Neighbors			
	B. Start T. Todd			
	D. Bird A. Causon			
	A. Martin L. Hiett			
✓	J Wasson A. Fierro			
✓	C Thornbrue			
	K. ledgerwood			
	~~M. Kesterson~~			
✓	~~A. Bryan~~			
	Total M. Lawley			

Please state where and for what items will be used: Washington DC Conf.

SUPERVISOR

Approved ☑

Program /Site to be charged 515
(General, Activity # ---, Building, Child Nutrition.)

Not Approved ☐

Signature Kyle Herring

Date 2.6.25

BUDGET CONTROL FOR ADMINISTRATION OFFICE USE ONLY

Approved ☑ Not Approved ☐

This Purchase

Date: 02-06-25

Superintendent's signature

DANNY L WOOD	73025992223800	488.34
BRETT ANDREW STOUT	730260026134 58	530.43
DELVA MARIE BIRD	730260080698 51	532
AMANDA CHRISTINE MARTIN	730260129386 11	555.07
JAMES LEE WASSON	730260168254 24	546.27 47 594
JENNIFER SUE CHILDERS	730260202976 27	593.52
CRYSTAL NICOLE THORNBRUE	730260246924 92	748.07
KORSEY IRENE LEDGERWOOD	730260360248 41	748.07
MARCELLA LYNN LAWLEY	730260397760 79	763.32
ALEX BRYAN	730260484370 55	843.62
SCOTT NEIGHBORS	730259921858 63	?

Amanda Desawn Carter ✓

04-28-81 73026019239083

918-282-1347

Amy Elizabeth Causon ✓

8-6-67 738.43 ✓

918-688-9214 73026023101895

Jamie Dawn Hiett

7-13-68 738.43 73026028675079

918-740-2369

Brittany Kay Gilbert 73026037662884

3-23-93 753.18

918-706-9119

Allaric Daniel Fierro 73026040303669

753.48

2-25-98

918-449-8897

Taylor Renee Todd 73026042181031

11-28-94 755.80

918-729-2240

Amanda Desawn Carter

04-28-81 73026019239083

918-282-1347

Amy Elizabeth Causon 68851

8-6-67

918-688-9214

Jamie Dawn Hiett

7-13-68

918-740-2369

Brittany Kay Gilbert

3-23-93

918-706-9119

Alaric Daniel Fierro

2-25-98

918-449-8897

Taylor Renee Todd

11-28-94

918-729-2140

Thu, Jun 26, 2025
12:45 PM
Chicago, IL, US (ORD)

Thu, Jun 26, 2025
02:49 PM
Tulsa, OK, US (TUL)

Flight Operated by SKYWEST DBA UNITED EXPRESS.

If this is an originating flight on your itinerary, please check in at the CHECK IN WITH /UNITED TERM 1 ticket counter.

Traveler Details

CAUSON/AMYELIZABETH

eTicket number: **0162457915675**

Seats: **TUL-ORD -----**
ORD-DCA -----
DCA-ORD -----
ORD-TUL -----

Purchase Summary

Method of payment:	**Visa ending in 3198**
Date of purchase:	**Thu, Feb 06, 2025**
Airfare:	**591.21**
U.S. Transportation Tax:	**44.34**
U.S. Flight Segment Tax:	**20.80**
Passenger Civil Aviation Security Service Fee:	**11.20**
U.S. Passenger Facility Charge:	**18.00**
Total Per Passenger:	**685.55 USD**

Total: **685.55 USD**

Fare Rules

Additional charges may apply for changes in addition to any fare rules listed.
NRF-BE/NOCHGDAFTDPT;CC/NDCRC

Baggage allowance and charges for this itinerary

Origin and destination for checked baggage	1st bag charge	2nd bag charge	1st bag weight and dimensions	2nd bag weight and dimensions
Sat, Jun 21, 2025 Tulsa, OK, US (TUL) to Washington, DC, US (DCA - National)	40.00 USD	50.00 USD	50lbs(23kg) - 62in(157cm)	50lbs(23kg) - 62in(157cm)
Thu, Jun 26, 2025 Washington, DC, US (DCA - National) to Tulsa, OK, US (TUL)	40.00 USD	50.00 USD	50lbs(23kg) - 62in(157cm)	50lbs(23kg) - 62in(157cm)

Receipt

Orbitz itinerary: 73026036024841

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

KELSEYIRENE LEDGERWOOD

Ticket Number: 0162457922604

Payment details

Flight price	
Traveler 1: Adult	$591.21
Taxes and fees	$94.34
Orbitz booking fee	$2.96
Other	
Trip Protection	$59.56
Total	**$748.07**
Paid	$748.07 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73026028675079

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

JAMIEDAWN HIETT

Ticket Number: 0162457921576

Payment details

Flight price	
Traveler 1: Adult	$591.21
Taxes and fees	$94.34
Orbitz booking fee	$2.96
Other	
Trip Protection	$49.92
Total	**$738.43**
Paid	$738.43 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73026040303669

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

ALARICDANIEL FIERRO

Ticket Number: 0162457924043

Payment details

Flight price	
Traveler 1: Adult	$604.21
Taxes and fees	$95.32
Orbitz booking fee	$3.02
Other	
Trip Protection	$50.93
Total	**$753.48**
Paid	$753.48 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Bird

Orbitz itinerary: 73026008069851

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

DELVAMARIE BIRD

Ticket Number: 0162457904755

Payment details

Flight price	
Traveler 1: Adult	$407.74
Taxes and fees	$80.58
Orbitz booking fee	$2.04
Other	
Trip Protection	$42.42
Total	**$532.78**
Paid	$532.78 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Orbitz itinerary: 73026020297627

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

JENNIFERSUE CHILDERS

Ticket Number: 0162457912604

Payment details

Flight price	
Traveler 1: Adult	$459.51
Taxes and fees	$84.46
Orbitz booking fee	$2.30
Other	
Trip Protection	$47.25
Total	**$593.52**
Paid	$593.52 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Orbitz itinerary: 73026048437055

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (V)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (Q)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

ALEXANDERTROY BRYAN

Ticket Number: 0162457928291

Payment details

Flight price	
Traveler 1: Adult	$682.03
Taxes and fees	$101.15
Orbitz booking fee	$3.41
Other	
Trip Protection	$57.03
Total	**$843.62**
Paid	$843.62 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73026016825424

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

JAMESLEE WASSON

Ticket Number: 0162457909801

Payment details

Flight price

Traveler 1: Adult $459.51 Taxes and fees $84.46 Orbitz booking fee $2.30 Other

Trip Protection $47.25

Total $593.52

Paid $593.52 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Orbitz itinerary: 73026012938611

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

AMANDACHRISTINE MARTIN

Ticket Number: 0162457907727

Payment details

Flight price	
Traveler 1: Adult	$426.74
Taxes and fees	$82.01
Orbitz booking fee	$2.13
Other	
Trip Protection	$44.19
Total	**$555.07**
Paid	$555.07 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73025992223800

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

DANNYLAROY WOOD

Ticket Number: 0162457897562

Payment details

Flight price	
Traveler 1: Adult	$373.35
Taxes and fees	$78.00
Orbitz booking fee	$1.87
Other	
Trip Protection	$35.12
Total	**$488.34**
Paid	$488.34 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Orbitz itinerary: 73025992185863

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

SCOTT NEIGHBORS

Ticket Number: 0162457897502

Payment details

Flight price	
Traveler 1: Adult	$373.35
Taxes and fees	$78.00
Orbitz booking fee	$1.87
Other	
Trip Protection	$40.06
Total	**$493.28**
Paid	$493.28 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73026024692492

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

CRYSTALNICOLE THORNBRUE

Ticket Number: 0162457920625

Payment details

Flight price	
Traveler 1: Adult	$591.21
Taxes and fees	$94.34
Orbitz booking fee	$2.96
Other	
Trip Protection	$59.56
Total	**$748.07**
Paid	$748.07 [Visa 3198]

Orbitz booking fees are non-refundable

Taxes & Fees	$80.43
Orbitz Booking Fee	$2.03
Trip Protection	$42.23
Subtotal	$530.43
Total	**$530.43**

All prices are quoted in **USD**.

Stout

Trip Protection

Sat, Jun 21 - Thu, Jun 26
Itin # 73026002613458 Policy # 983245703

You have purchased the Trip Protection. Please refer to your itinerary number when calling to ask questions or file a claim.

Additional information

This price includes a nonrefundable booking fee.

Fare Rules and Restrictions

Restrictions include:

- Pay to choose your seat
- Carry-on bag not allowed
- No refund 24 hours after booking
- Changes not allowed
- Bring a personal item

Additional fees

The airline may charge additional fees for checked baggage or other optional services.

- Additional fees for your flight to Washington
- Additional fees for your flight to Tulsa

Please read the complete penalty rules for changes and cancellations applicable to this fare.

A change fee of $149.00 per ticket is charged by the airline for all itinerary changes.

Fiscal Year
2024-2025
Fund
11 GEN FUND-FOR OP

Accounting Purchase Order

Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
144 SOUTH ELM
KELLYVILLE OK 74039

PO No
2025-11-356
PO Date
2/6/2025

Ship To: Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
P.O. BOX 99
KELLYVILLE OK 74039

Vendor No: 7737
To: ARVEST BANK OPERATIONS, INC.
PO BOX 799
LOWELL AR 72745

Amount	
$10,500.00	
Date Requested	**Date Approved**
2/6/2025	6/21/2025
Requested By	
D. WOOD	
Encumbered By	
Approved By	

Description: AIRLINE TICKETS

Description	Vendor Item No / Amount	Qty / Start Date	Unit Price	Extended Price / Classification
AIRLINE TICKETS TO DC CONFERENCE		14.000	$750.00	$10,500.00
	1,442.17	2/6/2025		11-515-2213-580-494-0000-000-505
	843.62	6/2/2025		11-000-2213-580-000-0000-000-505
	8,093.36	6/2/2025		11-515-2213-580-494-0000-000-505
	120.85	6/9/2025		11-515-2213-580-494-0000-000-505

PURCHASE REQUEST

Kellyville Public Schools

DO NOT WRITE ABOVE THIS LINE

Suggested Vendor: Arvest

Purchase Order No. _____

Date: 2-20-25

Fax: _____

Requested by: D Wood

Email: _____

Date Needed By: 6-21-25

Please fill out as complete as possible

QTY	Description and Product Number	Unit Cost	Total Cost	Administration Use Only – Code Number						
	Airline tickets									
	Total									

Please state where and for what items will be used: Washington DC Conf.

SUPERVISOR

Approved ☐

Not Approved ☐

Program /Site to be charged 515

(General, Activity # ---, Building, Child Nutrition.)

Signature _____ Date _____

BUDGET CONTROL FOR ADMINISTRATION OFFICE USE ONLY

Approved ☐ Not Approved ☐

This Purchase _____ Date: 02-04-25

Superintendent's signature

PURCHASE REQUEST
Kellyville Public Schools

DO NOT WRITE ABOVE THIS LINE

Suggested Vendor: Arvest

Purchase Order No. 20001356

Date: 2-6-25

Fax:

Requested by: D. Wood

Email:

Date Needed By: 6-21-25

Please fill out as complete as possible

QTY	Description and Product Number	Unit Cost	Total Cost	Administration Use Only – Code Number
14	Air line tickets		$10500.00	
	D. Wood S. Neighbors			
	B. Stout T. Todd			
	D. Bird A. Cawson			
	A. Martin L. Hiett			
✓	J Wasson A. Fierro			
✓	C. Thornbrue			
	K. ledgerwood			
	~~Mr Kesselberg~~			
✓	A. Bryan			
	Total M. Lawley			

Please state where and for what items will be used: Washington DC conf.

SUPERVISOR

Approved ☑

Program /Site to be charged 515
(General, Activity # ---, Building, Child Nutrition.)

Not Approved ☐

Signature Kelli Herring

Date 2-6-25

BUDGET CONTROL FOR ADMINISTRATION OFFICE USE ONLY

Approved ☑ Not Approved ☐

This Purchase

Date: 02-06-25

Superintendent's signature

DANNY L WOOD	7302599222380O	488.34
BRETT ANDREW STOUT	730260026134 58	530.43
DELVA MARIE BIRD	7302600806985 1	532
AMANDA CHRISTINE MARTIN	7302601293861 1	555.07
JAMES LEE WASSON	7302601682542 4	546.27 47 594
JENNIFER SUE CHILDERS	7302602029762 7	593.52
CRYSTAL NICOLE THORNBRUGH	7302602469249 2	748.07
KORSEY IRENE LOCKWOOD	7302603602484 1	748.07
MARCELLA LYNN LANLEY	7302603977607 9	763.32
ALEX BRYAN	7302604843705 5	843.62
SCOTT NEIGHBORS	7302599218586 3	?

Amanda Desawn Carter ✓

04-28-81 73026019239083

918-282-1347

Amy Elizabeth Causon ✓

~~6885~~ 738.43 ✓

8-6-67

918-688-9214 73026023101895

Jamie Dawn Hiett

7-13-68 738.43

918-740-2369 73026028675079

Brittany Kay Gilbert 73026037662886

3-23-93 753.18

918-706-9119

Allaric Daniel Fierro 73026040303269

753.48

2-25-98

918-449-8897

Taylor Renee Todd 73026042181031

11-28-94 755.80

918-729-2140

Amanda Desawn Carter

04-28-81 73026019239083

918-282-1347

Amy Elizabeth Causon 68857

8-6-67

918-688-9214

Jamie Dawn Hiett

7-13-68

918-740-2369

Brittany Kay Gilbert

3-23-93

918-706-9119

Alaric Daniel Fierro

2-25-98

918-449-8897

Taylor Renee Todd

11-28-94

918-729-2240

Thu, Jun 26, 2025
12:45 PM
Chicago, IL, US (ORD)

Thu, Jun 26, 2025
02:49 PM
Tulsa, OK, US (TUL)

Flight Operated by SKYWEST DBA UNITED EXPRESS.

If this is an originating flight on your itinerary, please check in at the CHECK IN WITH /UNITED TERM 1 ticket counter.

Traveler Details

CAUSON/AMYELIZABETH

eTicket number: **0162457915675**

Seats: **TUL-ORD -----**
ORD-DCA -----
DCA-ORD -----
ORD-TUL -----

Purchase Summary

Method of payment:	**Visa ending in 3198**
Date of purchase:	**Thu, Feb 06, 2025**
Airfare:	**591.21**
U.S. Transportation Tax:	**44.34**
U.S. Flight Segment Tax:	**20.80**
Passenger Civil Aviation Security Service Fee:	**11.20**
U.S. Passenger Facility Charge:	**18.00**
Total Per Passenger:	**685.55 USD**

Total: 685.55 USD

Fare Rules

Additional charges may apply for changes in addition to any fare rules listed.

NRF-BE/NOCHGDAFTDPT;CC/NDCRC

Baggage allowance and charges for this itinerary

Origin and destination for checked baggage	1st bag charge	2nd bag charge	1st bag weight and dimensions	2nd bag weight and dimensions
Sat, Jun 21, 2025 Tulsa, OK, US (TUL) to Washington, DC, US (DCA - National)	40.00 USD	50.00 USD	50lbs(23kg) - 62in(157cm)	50lbs(23kg) - 62in(157cm)
Thu, Jun 26, 2025 Washington, DC, US (DCA - National) to Tulsa, OK, US (TUL)	40.00 USD	50.00 USD	50lbs(23kg) - 62in(157cm)	50lbs(23kg) - 62in(157cm)

Receipt

Orbitz itinerary: 73026036024841

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

KELSEYIRENE LEDGERWOOD

Ticket Number: 0162457922604

Payment details

Flight price	
Traveler 1: Adult	$591.21
Taxes and fees	$94.34
Orbitz booking fee	$2.96
Other	
Trip Protection	$59.56
Total	**$748.07**
Paid	$748.07 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73026028675079

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

JAMIEDAWN HIETT

Ticket Number: 0162457921576

Payment details

Flight price	
Traveler 1: Adult	$591.21
Taxes and fees	$94.34
Orbitz booking fee	$2.96
Other	
Trip Protection	$49.92
Total	**$738.43**
Paid	$738.43 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73026040303669

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

ALARICDANIEL FIERRO

Ticket Number: 0162457924043

Payment details

Flight price	
Traveler 1: Adult	$604.21
Taxes and fees	$95.32
Orbitz booking fee	$3.02
Other	
Trip Protection	$50.93
Total	**$753.48**
Paid	$753.48 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Bird

Orbitz itinerary: 73026008069851

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

DELVAMARIE BIRD

Ticket Number: 0162457904755

Payment details

Flight price	
Traveler 1: Adult	$407.74
Taxes and fees	$80.58
Orbitz booking fee	$2.04
Other	
Trip Protection	$42.42
Total	**$532.78**
Paid	$532.78 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Orbitz itinerary: 73026020297627

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

JENNIFERSUE CHILDERS

Ticket Number: 0162457912604

Payment details

Flight price	
Traveler 1: Adult	$459.51
Taxes and fees	$84.46
Orbitz booking fee	$2.30
Other	
Trip Protection	$47.25
Total	**$593.52**
Paid	$593.52 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Orbitz itinerary: 73026048437055

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (V)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (Q)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

ALEXANDERTROY BRYAN

Ticket Number: 0162457928291

Payment details

Flight price	
Traveler 1: Adult	$682.03
Taxes and fees	$101.15
Orbitz booking fee	$3.41
Other	
Trip Protection	$57.03
Total	**$843.62**
Paid	$843.62 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73026016825424

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

JAMESLEE WASSON

Ticket Number: 0162457909801

Payment details

Flight price

Traveler 1: Adult $459.51 Taxes and fees $84.46 Orbitz booking fee $2.30 Other

Trip Protection $47.25

Total $593.52

Paid $593.52 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Orbitz itinerary: 73026012938611

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

AMANDACHRISTINE MARTIN

Ticket Number: 0162457907727

Payment details

Flight price	
Traveler 1: Adult	$426.74
Taxes and fees	$82.01
Orbitz booking fee	$2.13
Other	
Trip Protection	$44.19
Total	**$555.07**
Paid	$555.07 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73025992223800

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

DANNYLAROY WOOD

Ticket Number: 0162457897562

Payment details

Flight price	
Traveler 1: Adult	$373.35
Taxes and fees	$78.00
Orbitz booking fee	$1.87
Other	
Trip Protection	$35.12
Total	**$488.34**
Paid	$488.34 [Visa 3198]

Orbitz booking fees are non-refundable

ORBITZ

Receipt

Orbitz itinerary: 73025992185863

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

SCOTT NEIGHBORS

Ticket Number: 0162457897502

Payment details

Flight price	
Traveler 1: Adult	$373.35
Taxes and fees	$78.00
Orbitz booking fee	$1.87
Other	
Trip Protection	$40.06
Total	**$493.28**
Paid	$493.28 [Visa 3198]

Orbitz booking fees are non-refundable

Receipt

Orbitz itinerary: 73026024692492

Purchase date: Feb 6, 2025

Booking details

Roundtrip flight

Tulsa (TUL) to Washington (DCA)

United 5687

Economy / Coach (N)

Washington (DCA) to Tulsa (TUL)

United 2201

Economy / Coach (N)

Depart: Jun 21, 2025

Return: Jun 26, 2025

Traveler 1: Adult

CRYSTALNICOLE THORNBRUE

Ticket Number: 0162457920625

Payment details

Flight price	
Traveler 1: Adult	$591.21
Taxes and fees	$94.34
Orbitz booking fee	$2.96
Other	
Trip Protection	$59.56
Total	**$748.07**
Paid	$748.07 [Visa 3198]

Orbitz booking fees are non-refundable

Taxes & Fees	$80.43
Orbitz Booking Fee	$2.03
Trip Protection	$42.23
Subtotal	$530.43
Total	**$530.43**

All prices are quoted in **USD**.

Stout

Trip Protection

Sat, Jun 21 - Thu, Jun 26
Itin # 73026002613458 Policy # 983245703

You have purchased the Trip Protection. Please refer to your itinerary number when calling to ask questions or file a claim.

Additional information

This price includes a nonrefundable booking fee.

Fare Rules and Restrictions

Restrictions include:

- Pay to choose your seat
- Carry-on bag not allowed
- No refund 24 hours after booking
- Changes not allowed
- Bring a personal item

Additional fees

The airline may charge additional fees for checked baggage or other optional services.

- Additional fees for your flight to Washington
- Additional fees for your flight to Tulsa

Please read the complete penalty rules for changes and cancellations applicable to this fare.

A change fee of $149.00 per ticket is charged by the airline for all itinerary changes.

UNITED

Issued:

Baggage Document	Description	Qty	Fees
0164306991134	First Bag Fee - 0164306991134	1	$40.00

Ticket Number
0162457907707

Confirmation
NQ3L88

Method of Payment
Visa

Cardholder Name
Morton

Carrier	Routing
UA	TUL - ORD
UA	ORD - DCA

Total Baggage Fees: USD $40.00

Excess Baggage Terms and Conditions:
- All excess baggage is subject to space availability.
- Receipt for payment must be presented at bag check.
- For refunds or adjustments, see a United representative.

Morton

AGENT REFERENCE: GG ESC BAG
A STAR ALLIANCE MEMBER

UNITED

Issued: 21 JUN 2025 TUL ATO

Baggage Document	Description	Qty	Fees
0164306992025	First Bag Fee - 0164306992025	1	$40.00

Ticket Number
0162457924043

Confirmation:
N9MT7D

Method of Payment
Visa

Cardholder Name
Fiemo

Carrier	Routing
UA	TUL - ORD
UA	ORD - DCA

Total Baggage Fees: USD $40.00

Excess Baggage Terms and Conditions:
- All excess baggage is subject to space availability.
- Receipt for payment must be presented at bag check.
- For refunds or adjustments, see a United representative.

AGENT REFERENCE: GG ESC BAG
A STAR ALLIANCE MEMBER

UNITED

Baggage Document	Description	Qty	Fees
0164306990797	First Bag Fee - 0164306990797	1	$40.00

Ticket Number
0162457922604

Confirmation:
N9D2ND

Method of Payment
Visa

Cardholder Name
Ledgerbo

Carrier	Routing
UA	TUL - ORD
UA	ORD - DCA

Total Baggage Fees: USD $40.00

Excess Baggage Terms and Conditions:
- All excess baggage is subject to space availability.
- Receipt for payment must be presented at bag check.
- For refunds or adjustments, see a United representative.

AGENT REFERENCE: GG ESC BAG
A STAR ALLIANCE MEMBER

UNITED

Baggage Document	Description	Qty	Fees
0164306992711	First Bag Fee - 0164306992711	1	$40.00

Ticket Number
0162457915675

Confirmation:
NSTRXX

Method of Payment
Visa

Cardholder Name

Carrier	Routing
UA	TUL - ORD
UA	ORD - DCA

Total Baggage Fees: USD $40.00

Excess Baggage Terms and Conditions:
- All excess baggage is subject to space availability.
- Receipt for payment must be presented at bag check.
- For refunds or adjustments, see a United representative.

AGENT REFERENCE: GG ESC BAG.
A STAR ALLIANCE MEMBER

UNITED

Bagga
Issue Date: 21 JUN 2025 TUL ATO

Baggage Document	Description	Qty	Fees
0164307002742	First Bag Fee - 0164307002742	1	$40.00

Ticket Number
0162457912604

Confirmation:
NR405T

Method of Payment
Visa

Cardholder Name

Carrier	Routing
UA	TUL - ORD
UA	ORD - DCA

Total Baggage Fees: USD $40.00

Excess Baggage Terms and Conditions:
- All excess baggage is subject to space availability.
- Receipt for payment must be presented at bag check.
- For refunds or adjustments, see a United representative.

AGENT REFERENCE: GG ESC
A STAR ALLIANCE MEMBE

UNITED

Bag
Issue Dat

Baggage Document
0164306991656

Description
First Bag Fee - 0164306991656

Qty
1

Fees
$40.00

Method of Payment
Visa

Neighbors

Ticket Number
0162457897502

Cardholder Name

Confirmation:
N8WXYN

Carrier	Routing
UA	TUL - ORD
UA	ORD - DCA

Neighbors

Total Baggage Fees: USD $40.00

Excess Baggage Terms and Conditions:
- All excess baggage is subject to space availability.
- Receipt for payment must be presented at bag check.
- For refunds or adjustments, see a United representative.

AGENT REFERENCE: GG ESC BAG
A STAR ALLIANCE MEMBER

UNITED

Bag
Issue Date: 21 JUN 2025 TUL ATO

Baggage Document	Description	Qty	Fees
0164306992950	First Bag Fee - 0164306992950	1	$40.00
	Second Bag Fee - 0164306992951	1	$50.00

Method of Payment
Visa

Hiett

Ticket Number
0162457921576

Cardholder Name

Confirmation:
NT1J76

Carrier	Routing
UA	TUL - ORD
UA	ORD - DCA

Total Baggage Fees: USD $90.00

Hiett

Excess Baggage Terms and Conditions:
- All excess baggage is subject to space availability.
- Receipt for payment must be presented at bag check.
- For refunds or adjustments, see a United representative.

AGENT REFERENCE: GG ESC BAG
A STAR ALLIANCE MEMBER

Fiscal Year
2024-2025
Fund
11 GEN FUND-FOR OP

Accounting Purchase Order

Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
144 SOUTH ELM
KELLYVILLE OK 74039

PO No
2025-11-463
PO Date
6/21/2025

Ship To: Kellyville Public Schools
KELLYVILLE PUBLIC SCHOOLS
P.O. BOX 99
KELLYVILLE OK 74039

Vendor No: 7737
To: ARVEST BANK OPERATIONS, INC.

PO BOX 799
LOWELL AR 72745

Amount	
$3,000.00	
Date Requested	Date Approved
6/21/2025	6/21/2025
Requested By	
M. LAWLEY	
Encumbered By	
Approved By	

Description: DC EXPENSE REPORT

Description	Vendor Item No / Amount	Qty / Start Date	Unit Price	Extended Price / Classification
EXPENSE REPORT		1.000	$3,000.00	$3,000.00
	3,000.00	6/21/2025		11-515-2575-580-494-0000-000-505

7/22/25 #
7844 - $25.70
2229 - $220.72
0773 $47.89
2302 - $273.30
1002 - $25.89
9609 - 21.21
8205 - 27.49
6737 - 30.74
8745 - 133.89
4984 231.33
6351 - 24.57
6826 138.55
3478 - 42.14
7064 - 47.22
1554 - 9.54

PURCHASE REQUEST

Kellyville Public Schools

DO NOT WRITE ABOVE THIS LINE

Suggested Vendor: Arvest

Purchase Order No. _____

Date: 6.21.25

Fax: _____

Requested by: M. Lawley

Email: _____

Date Needed By: 6.30.25

Please fill out as complete as possible

QTY	Description and Product Number	Unit Cost	Total Cost	Administration Use Only – Code Number						
	Expenses for D.C. Trip									
	Total									

Please state where and for what items will be used: _____

SUPERVISOR

Approved ☐

Not Approved ☐

Program /Site to be charged 515

(General, Activity # ---, Building, Child Nutrition.)

Signature _____ Date _____

BUDGET CONTROL FOR ADMINISTRATION OFFICE USE ONLY

Approved ☐ Not Approved ☐

This Purchase _____

Date: 6.21.25

_____

Superintendent's signature

6/21/25

REDSTONE
AMERICAN GRILL

Redstone American Grill - National Harbor
155 National Plaza
National Harbor, MD 20745

Server: Leah B
Check #390 Table 44
Guest Count: 6
Seats 1, 2, 3, 4, 5, 6
Ordered: 6/21/25 8:19 PM

1 Braised Short Rib Pappardelle	$26.00
1 Honey Cider Bacon Brussels Sprouts	$17.00
1 Half BBQ Baby Back Ribs	$27.00
NO French Fries	
Sub Loaded Baker	$2.00
1 Breaking Bread	$13.00
1 Coke	$3.95
1 Southwest Chicken Salad	$18.00
1 French Fries	$8.00
1 Diet Coke	$3.95
1 Rotisserie Chicken Flatbread	$18.00
1 Steak and Frites	$24.00
Medium Rare	
1 Crab Dip	$18.00
1 Caesar Starter	$9.00
1 Shrimp Scampi	$29.00
Subtotal	$216.90
Large Party (20.00%)	$43.38
Tax	$13.02
Total	$273.30

Credit Card	Contactless
Visa	xxxxxxx4537
Time	9:39 PM
Transaction Type	Sale
Authorization	Approved
Approval Code	034752
Payment ID	Cdrgrp7XcbPW
Application ID	A0000000031010
Application Label	VISA CREDIT
Card Reader	BBPOS
Amount	$27[illegible].30

+ Additional Tip: _____

Fierro Hieff

Ledgerwood

Delaware North

Einstein's Bagels
Tulsa International Airport

633923 Teja

CHK 73403 kelsey
6/21/2025

Dine In

1 Dr Pepper BTL 20oz	3.99
1 Cinnamon Chip Muffin Warmed	4.50
1 Life Water BTL 700ml	4.39
1 Flavored Cold Brew Md Caramel Syrup	6.45
1 Turkey Sausage & Cheddar Egg Sandwich	9.05
$ Jalapeno Cheddar Bagel	
Chocolate Cold Brew Shake Md	8.50
1 Turkey Sausage & Cheddar Egg Sandwich	7.25
Visa	$47.89
**********6535	
Food	$20.80
Beverage NA	
Tax	
Paym	
Char[illegible]	

6/21/25

REDSTONE
AMERICAN GRILL

Redstone American Grill - National Harbor
155 National Plaza
National Harbor, MD 20745

Server: Leah B
Check #390 Table 44
Guest Count: 6
Seats 1, 2, 3, 4, 5, 6
Ordered: 6/21/25 8:19 PM

1 Braised Short Rib Pappardelle	$26.00
1 Honey Cider Bacon Brussels Sprouts	$17.00
1 Half BBQ Baby Back Ribs	$27.00
NO French Fries	
Sub Loaded Baker	$2.00
1 Breaking Bread	$13.00
1 Coke	$3.95
1 Southwest Chicken Salad	$18.00
1 French Fries	$8.00
1 Diet Coke	$3.95
1 Rotisserie Chicken Flatbread	$18.00
1 Steak and Frites	$24.00
Medium Rare	
1 Crab Dip	$18.00
1 Caesar Starter	$9.00
1 Shrimp Scampi	$29.00
Subtotal	$216.90
Large Party (20.00%)	$43.38
Tax	$13.02
Total	$273.30

Credit Card	Contactless
Visa	xxxxxxxx4537
Time	9:39 PM
Transaction Type	Sale
Authorization	Approved
Approval Code	034752
Payment ID	CdrgrpTXcbPW
Application ID	A0000000031010
Application Label	VISA CREDIT
Card Reader	BBPOS
Amount	$27[illegible].30

+ Additional Tip: _____

Fiero Hieff

Ledgerwood

Delaware North.

Einstein's Bagels
Tulsa International Airport

633923 Teja

CHK 73403 kelsey
6/21/2025

Dine In

1 Dr Pepper BTL 20oz	3.99
1 Cinnamon Chip Muffin Warmed	4.50
1 Life Water BTL 700ml	4.39
1 Flavored Cold Brew Md Caramel Syrup	6.45
1 Turkey Sausage & Cheddar Egg Sandwich	9.05
$ Jalapeno Cheddar Bagel	
Chocolate Cold Brew Shake Md	8.50
1 Turkey Sausage & Cheddar Egg Sandwich	7.25
Visa	$47.89
**********6535	
Food	$20.80
Beverage NA	
Tax	
Paym	
Char	

6/21/25

WICKER PARK
CHICAGO O'HARE AIRPORT

246493 RAUN

CHK 372 TBL 906/1
6/21/2025 12:43 PM

For Here

1 ROLL RAINBOW 23.00

Subtotal $23.00
Tax $2.70
Total

The gratuity calculations below are provided for your convenience.

Fiesta Ledgewood Hitt

REDSTONE
AMERICAN GRILL

Redstone American Grill - National Harbor
155 National Plaza
National Harbor, MD 20745

Server: James F
Check #414 Table 74
Guest Count: 6
Ordered: 6/21/25 8:35 PM

1 French Onion Soup	$12.00
1 Signature Filet	$54.00
Medium Rare	
Sub Loaded Baker	$2.00
1 Lobster Bisque	$14.00
1 Steak Cobb Salad	$26.00
Medium Rare	
1 Pan Seared Chilean Sea Bass	$46.00
1 Steak and Frites	$24.00
Medium	
Subtotal	$178.00
Tax	$10.68
Total	$188.68

Credit	Contactless
Visa	xxxxxxxx6535
Time	9:24 PM
Transaction Type	Sale
Authorization	Approved
Approval Code	080836
Payment ID	qmcCTWRPqjsq
Application ID	A0000000031010
Application Label	VISA CREDIT
Card Reader	BBPOS
Amount	$188.68

$32.04
$220.72

6/21/25

Delaware North

Schlotzskys/Cinnabon
Tulsa International Airport

489257 Madelyn

CHK 11930 jennifer
6/21/2025

Dine In

1 Breakfast Sandwich Bacon	7.79
1 Coffee Md	4.29
1 Breakfast Sandwich Bacon	7.79
1 Mountain Dew BTL 20oz	3.99
V	$25.89
******9350	
Food	$15.58
Beverage NA	$8.26
Tax	$2.03
Payment	
Change	

HMSHost

ELI'S CHEESECAKE
CHICAGO O'HARE AIRPORT,

5001293 Soumaya WS#: 136001

CHK 5712
6/21/2025 12:51 PM

To Go

1 PIZ PEPPRONI	11.99
1 HOT DOG	6.99
Subtotal	$18.98
Tax	$2.23
Payment	$21.21
Char	
Vi	

TOM'S
WATCH BAR

Tom's Watch Bar - DC ? NATIONAL HARBOR
200 American Way
Oxon Hill, MD 20745

Server: Aniyah/T
Check #257
Guest Count: 2
Ordered: 6/22/25 8:53 PM

1 Deep-Dish Nachos Adobo Chicken	$19.49
Srv Fee (4.00%)	$0.78
Subtotal	$20.27
Tax	$1.22
Tip	$6.00
Total	

Table 902

CHECK:
TIP: 20.00
TOTAL: 133.84

****
YOUR COMMENTS PLEASE AT WWW.EBBITT.
****
top copy -> customer

Customer Copy

6/22

24

Mason's Famous Lobster Rolls
156 National Plaza
National Harbor, MD 20745
301-298-7850
We'd love your feedback! Scan QR code

Server: Tamyah W
Check #24
Ordered: 6/22/25 1:43 PM

*Lobster Mac & Cheese	$16.00
*Unsweet Ice Tea	$3.50
Subtotal	$19.50
Tax	$1.17
Tip	$3.90
Total	

Credit Card Contactless

4194331

****** VISA CREDIT
Issuer

Amount: $191.33
+ Tip: 40.00
231.33

& & & 423 & & &
Gaylord Resort & Convention Center
201 Waterfront Street
National Harbor, Maryland 20745
Contact us: 301-965-4000
62015 FAID

CHK 7396 TBL 58/1
22 Jun'25 8:52 AM

1 Coffee REGULAR	5.00
1 Old Hickory Signature Breakfast	24.00
FOOD	$29.00
STATE TAX FOOD	$1.74

9:17 AM
TOTAL DUE: $30.74

PLEASE C

GRATUITY
TOTAL Ledgerwood
ROOM NUMBER
PRINT NAME

McCormick & Schmick's
145 National Plaza
Oxon Hill, MD 20745
301-567-6224

Server: Ty
08 PM
Ta 7/1

DOB: 06,
06,

Sale

Visa
Card #**********5578
Card Entry Method: NFC CHIP
****** EMV PURCHASE
App Label:
Mode:
AID: a0000000031010
TVR: 0000000000
TSI:
IAD: 06011203a00000
ARC: 00

Approval: 047799

6/22/25

Stout
Fierro

Old Hickory
STEAKHOUSE

& & & 423 & & &
Gaylord Resort & Convention Center
201 Waterfront Street
National Harbor, Maryland 20745
Contact us: 301-965-4000
28813 NETSANET A

CHK 7394 TBL 44/8
GST 2
22 Jun'25 8:19 AM

2 Old Hickory Signature Breakfast	48.00
1 Iced Tea	5.00
1 Orange Ju	7.00
FOOD	$60.00
STATE TAX FOOD	$3.60

8:47 AM
TOTAL DUE: $63.60

PLEASE COMPLETE FOR ROOM CHARGES

GRATUITY 12.00

TOTAL 75.60

2%
1 VENT CA ... 0.25
REGULAR
2%

Subtotal:	$39.75
STATE TAX FOOD	$0.77
RETAIL TAX	$1.62
Total:	$42.14
Change Due	$0.00
Visa	$42.14
XXXXXXXXXXX4537	

---------- Check Closed ----------
22 Jun'25 9:26 AM

177 Fleet St
Oxon Hill, MD 20745

Server: Oscar M
Check #64 Table 10B
Ordered: 6/22/25 2:59 PM

5 Iced Tea	$22.50
Caesar Salad	$18.16
4 Chicken - Grilled	
Brisket Nachos	$21.00
2 Chopped Salad	$37.00
Chicken Quesadilla	$15.00
Subtota	$113.66
Tax	
Total	

= To $138.55

X _____
GENERAL FUND 8

Suggested Tip:
15%: (Tip $18.07 Total $138.55)
18%: (Tip $21.69 Total $142.17)
20%: (Tip $24.10 Total $144.58)
25%: (Tip $30.12 Total $150.60)
Tip percentages are based on the check price after taxes.

Customer Copy

Thank you for Coming!
The Finest North Carolina EBQ
Follow Us on Social Media

6/23/25

TOM'S
WATCH BAR

Tom's Watch Bar - DC ? NATIONAL HARBOR
200 American Way
Oxon Hill, MD 20745

Server: Tiffany F
Check #312
Guest Count: 1
Ordered: 6/23/25 [illegible] PM

	Table T-1
1 Pickle Brined Crispy Chicken Tots	$19.99
$15 HH Entree SUMMER25	- $4.99
Pre-discount Subtotal	$19.99
Discount Total	- $4.99
Srv Fee (4.00%)	$0.60
Subtotal	$15.60
Tax	$0.94
Total	$16.54

2654

Credit Card
Visa [illegible]

& & & 555 & & &
GAYLORD NATIONAL
**** MARKETPLACE ****
214954 Sam[illegible] B

CHK 8194 GST 1
23 Jun'25 5:32 PM

1 PIZZA, CHEESE	15.00
1 AQUAFINA 20oz	4.00
Subtotal:	$19.00
RETAIL TAX	$1.14
Total:	$20.14
Change Due	$0.00
Visa	$20.14
XXXXXXXXXXXX6535	

---------- Chec
23 Jun

Taylor
Todd

& & & 555 & & &
GAYLORD NATIONAL
**** MARKETPLACE ****
2[illegible]945 Zewditu B

CHK 7205 GST 1
23 Jun'25 9:28 AM

1 STRBX FRAP COFFEE	6.00
1 VENT DRIP COFFEE	5.00
REGULAR	
NO MILK	
Subtotal:	$11.00
STATE TAX FOOD	$0.30
RETAIL TAX	$0.36
Total:	$11.66
Change Due	$0.00
Visa	$11.66
XXXXXXXXXXXX6535	

--------- Check Closed ---------
23 Jun'25 9:29 AM

Amy Lavon

& & & 555 & & &
GAYLORD NATIONAL
**** MARKETPLACE ****
[illegible]8 Azeb

CHK 8173 GST 1
23 Jun 25 5:17 PM

1 SABRA GARLIC HUMMUS	4.50
1 MEAT LOVERS PIZZA	16.00
Subtotal:	$20.50
RETAIL TAX	$1.23
Total:	$21.73
Change Due	$0.00
Visa	$21.73
XXXXXXXXXXXX6535	

---------- Chec Closed ----------
23 Jun'25 5:[illegible]8 PM

Delva Bird
Amy Carlson

6/23

CADILLAC RANCH NH
186 Fleet Street
Oxon Hill,
(301) 8

Server: Kiara
06:04 PM
Table 84/1

DOB: 06/23/2025
06/23/2025
13/130001

Sale

Visa 4194312
Card #**********4537
Card Entry Method: NFC CHIP
****** EMV PURCHASE ******
App Label: CREDIT
Mode: Issuer
AID: a0000000031010
TVR: 0000000000
TSI:
IAD: 06011203a00000
ARC: 00

Approval: 059300

Amount: $39.22

+ Tip: 8.00

47.22

& & & 555 & & &
GAYLORD NATIONAL
**** MARKETPLACE ****
28809 RAHEL T

DRINK 7408 GST 1
23 Jun'25 10:39 AM

1 VENT WHITE MOCHA 6.50
REGULAR
2%
1 VENT CARM MACCHIATO 6.25
REGULAR

Subtotal: $12.75
STATE TAX FOOD $0.77
Total: $13.52
Change Due $0.00
Visa $13.52
XXXXXXXXXXXX4537

Rosa Mexicano
153 Waterfront St
Oxon Hill, MD 20745

r: Franz D
#113 Table 205
Count: 6
1, 2, 3, 4, 5, 6
ed: 6/23/25 6:0 PM

ed Tea $
chiladas Pork Carnitas. $22.00
et Coke $10.00
Quesatacos. $38.00
ete Combo. $40.00
o'e Double $34.00

$156.00
20% (as. 0%) 20
36
$196.56

McCormick & Schmick's
145 National Plaza
Oxon Hill, MD 20745
301-567-6224

Server: Dejanae 06/23/2025
Table 16/1 1:04 PM
Guests: 1 60004
Reprint #: 2
Area: Restaurant

LN Seafood Alfredo 22.50
Iced Tea 4.50

Subtotal 27.00
Tax 1.62

Total 28.62

Visa #XXXXXXXXXXXX5578 $28.62
Auth:014105

+ Tip:

FT SHOP # 3802 - BROAD CREEK BOUTIQUE

TRAVEL TRADERS #3802
201 WATERFRONT STREET
OXON HILL, MD 20745
(301) 965-3300

5340 CRETORS CRML 8CZ T

STOTAL 9.00
X @ 6.000% 0.54
TAL 9.
5.

SA

6/23/25

CADILLAC RANCH NH
186 Fleet Street
Oxon Hill, MD 20745
(301) 839-1100

Server: Diana	06/23/2025
Table 84/1	6:01 PM
Guests: 0	130001
Area: P	

Water (2 @0.00)	0.00
Bang Bang Shrimp (2 @12.50)	25.00
SM Side Salad (2 @6.00)	12.00
Subtotal	37.00
Tax	2.22
Total	**39.22**
Balance Due	$39.22
Food:	37.00

In lieu of gratuity, an 18% Service Charge will automatically be applied to parties of 4 or more. All proceeds are distribute to service team members.

6/24/25

Grace's Mandarin 貴

Grace's Mandarin -
186 Waterfront St
Oxon Hill, MD 20745

Server: Ryan G
Check #116 Table 20
Guest Count: 11
Seats 1, 2, 3, 4, 5, 6, 9, 11, 12
Ordered: 6/24/25 6:19 PM

Soda	$4.50
Pepsi	
Tsunami Tuna Roll	$20.00
Double Smoked Roll	$21.00
Edamame	$9.00
3 Fried Rice	$60.00
Basic	
Fried Chicken Karaage*	$19.00
Hawaiian Chicken	$33.00
Beef And Pork Allergy	
2 Crab Rangoon	$38.00
Miso Soup	$9.00
Hawaiian Chicken	$33.00
Beef Allergy	
Chesapeake Roll*	$21.00
Volcano (5 Pcs)*	$20.00
Strawberry Fields	$20.00
Sweet and Sour Chicken	$32.00
Take Out	
Vegetarian Crispy Spring Rolls	$15.00
Take Out	
Tempura Sampler	$22.00
Hong Kong XO Shrimp*	$38.00
Beef And Pork Allergy	
Subtotal	$414.50
Gratuity (18.00%)	$74.61
Tax	$24.87
Total	**$513.98**

Thanks for coming and have
a
great day!

Grace's Mandarin 貴

Grace's Mandarin -
188 Waterfront St
Oxon Hill, MD 20745

Server: Ryan G
Check #116 Table 20
Guest Count: 11
Seats 1, 2, 3, 4, 5, 6, 9, 11, 12
Ordered: 6/24/25 6:19 PM

Input Type	C (EMV Chip Read)
VISA CREDIT	xxxxxxxx6535
Time	8:08 PM
Transaction Type	Sale
Authorization	Approved
Approval Code	095039
Payment ID	NhrpocrhJ9gM
Applicatic	)10
Applicatio	JIT
Terminal Id	
Card Reader	BBPOS
Subtotal	$414.50
Gratuity (18.00%)	$74.61
Tax	$24.87
Amount	$513.98
+ Additional Tip:	$25.39
= Total:	$539.37

X _____
VISA CARDHOLDER

Customer Copy

Thanks for coming and have
a

6/24

McCormick & Schmick's
145 National Plaza
Oxon Hill, MD 20745
301-567-6224

Server: Paul
Cashier: Dejanae
A6Ldy/1
Guests: 1
Reprint #: 4
Area Bar

06/24/2025
7:42 PM
20126

Seafood A edo 29.30

Subtotal 29.30
Tax Exempt 736026800 0.00

Total 29.30

Visa #XXXXXXXXXXXX [illegible] $29.30
Auth:083342

+ Tip: 5.70

= Balance Due 35

Old Hickory
STEAKHOUSE

& & & 423 & & &
Gaylord Resort & Convention Center
201 Wate[illegible]ont Street
National Har[illegible]yland 20745
Contact us [illegible]965-4000

272297 MILDRED 1

CHK 7207 TBL 46/2
GST 2
24 Jun'25 8:24 AM

1 Farmers Omelet	24.00
1 Coffee	5.00
REGULAR	
FOOD	$29.00
Discount	-$1.74
STATE TAX FOOD	$1.74

8:57 AM
TOTAL DUE: $29.00

PLEASE COMPLETE FOR ROOM CHARGES

GRATUITY _____

TOTAL 29.00

1025

& & & 434 & & &
***** CREDIT CARD VOUCHER *****
****
GAYLORD NATIONAL
NATIONAL HARBOR, MD
**** HARBOR SOCIAL ****
25 Jun'25 8:48 PM

Check: CHK 7746
Table: 23/1
Server: 28939 LORENA T
Card Type: Visa
Acct Num: XXXXXXXXXXX6535
Auth Code: 073078

Amount: $53.53

OR MORE WILL INCLUDE 20%
Y ON FOOD & BEVERAGE

*

GRATUITY $ 10.70

TOTAL $ 64.23

SIGNATURE Debra Burr

please leave signed copy
with your server

SUCCOTASH

Succotash - National Harbor
186 Waterfront St.
National Harbor, MD 20745

Server: Kryshion L
Check #16 Table 44
Guest Count: 8
Ordered: 6/25/25 12:55 PM

6 Taste The South	$174.00
Fried Pickles	$6.00
12 Deviled Eggs	$18.00
Avocado Toast BLT	$19.00
Pimento Cheese Burger	$19.00
Hummingbird Cake	$13.00
2 Diet Coke	$7.50
2 Lemonade	$7.50
Shirley Temple	$4.00
Iced Tea	$3.70
Subtotal	$271.70
20% Gratuity (20.00%)	$54.34
Md State Tax	$16.30
Total	

& & & 555 & & &
GAYLORD NATIONAL
**** MARKETPLACE ****
85356 ANA

CHK 5456 GST 1
22 Jun'25 9:41 AM

EGG & CHEESE BFST SANDWICH 8.00
Breakfast Quesadilla 14.00

Subtotal: $22.00
RETAIL TAX $1.32
Total: $23.32
Change Due $0.00
Visa $23.32
XXXXXXXXXXXX7911

Check Closed
22 Jun'25 9:41 AM

& & & 432 & & &
GAYLORD NATIONAL
**** BELVEDERE LOUNGE****
28780 SHITAYE A

CHK 1995 TBL 207/1
GST 2
21 Jun'25 8:33 PM

1 Southwest Chicken Salad 18.00

FOOD $18.00
STATE TAX FOOD $1.08
9:00 PM
TOTAL DUE: $19.08

PLEASE COMPLETE FOR ROOM CHARGES

GRATUITY _____

TOTAL 19.08

ROOM NUMB

6/25

& & & 555 & & &
GAYLORD NATIONAL
**** MARKETPLACE ****
83931 CHAFIK

IK 4283 GST 1
25 Jun'25 12:08 PM

1 DR PEPPER 20oz	4.00
1 Hot Honey Chix Sandwich	13.00
MD	
Subtotal:	$17.00
STATE TAX FOOD	$0.78
RETAIL TAX	$0.24
Total:	**$18.02**
Change Due	**$0.00**
Visa	$18.02
XXXXXXXXXXXX4537	

---------- Check Closed ----------
25 Jun'25 12:08 PM

CADILLAC RANCH NH
186 Fleet Street
Oxon Hill, MD 20745
(301) 839-1100

Server: Kiara DOB: 06/25/2025
08:58 PM 06/25/2025
TBL 53/1 14/140089

Visa 4194348
Card #**********4537
Card Entry Method: NFC CHIP
****** EMV PURCHASE ******
App Label: VISA CREDIT
Mode: Issuer
AID: a0000000031010
TVR: 0000000000
TSI:
IAD: 06011203a00000
ARC: 00

Approval: 009395

Amount:	$268.71
+Suggested Gratuity:	$45.63
= Balance Due:	$314.34
+ Additional Tip:	$30.00
	$344.34

Succotash - National Harbor
186 Waterfront St.
National Harbor, MD 20745

Server: Kryshion L
Check #:8
Guest Count: 8 Table 44
Ordered: 6/25/25 12:55 PM

Input Type	C (EMV Chip Read)
VISA CREDIT	xxxxxxxx6535
Time	2:43 PM
Transaction Type	Sale
Authorization	Approved
Approval Code	079098
Payment ID	yswHjYjXzpwL
Application ID	A0000000031010
Application Label	VISA CREDIT
Terminal ID	
Card Reader	BBPOS
Subtotal	$271.70
20% Gratuity (20.00%)	$54.34
Md State Tax	$16.30
Amount	$342.34

Add a T.

-[ ] 2%: (Tip $5.7
-[ ] 3%: (Tip $8.64 Total $350.98)
+[ ] 5%: (Tip $14.40 Total $356.74)
+[ ] 7%: (Tip $20.16 Total

Contact us:
28813 NETSANET A

CHK 7434
GST 1
22 Jun'25 12:29 PM

1 Crab Dip	24.00
1 Old Hickory Burger	28.00
FOOD	$52.00
STATE TAX FOOD	$3.12
12:29 PM TOTAL DUE:	$55.12

PLEASE CONTRIBUTE FOR SERVICE

GRATUITY 5.00

TOTAL 60.12

ROOM NUMBER

OKLAHOMA State Department of Education

Applicant: 19-I031 KELLYVILLE
Application: 2025-2026 School Improvement 1003(a) Project 515 - 00-
Cycle: Summary Expenditure Report 1
Application Due Date: 11/1/2025

Project Period: 7/1/2025 - 6/30/2026

Printer-Friendly
Click to Return to Financial To Do List
Click to Return to Organization Select
Click to Return to Menu List / Sign Out

Summary Expenditure Report 1

Instructions

This request has been submitted. No more updates will be saved.

Program: SI-1003a

Click on the "Create Additional Entries" button to enter additional information.

Description of Object Codes and Function Codes

Show Budget Summary: ◉ Yes ○ No
Note: This Budget Summary displays to aid in creating and editing the Summary Expenditure Report and will not display once the Summary Expenditure Report is submitted to the SEA.

Site: 505 - KELLYVILLE MS Go

Function Code	Object Code	Expenditure Description and Itemization	Budgeted Funds
2213	500	Registration fees, airline tickets, and hotel expenses for Model School Conferences in Washington D.C. and Orlando, FL	$63,712.17
1000	600	Instructional/curriculum materials for use in middle school classrooms.	$20,000.00
		Budget Total	**$83,712.17**

Function Code	Object Code	Site	Activity Description	Expenditure Description	Final Approved Budget	Previously Requested	Expenditure Amount
2213	500	0505	Instructional Staff Training Services / Other Services	Registration fees, airline tickets, and hotel expenses for Model School Conferences in Washington D.C.	$63,712.17	$0.00	23
						Sub-Total	$23,
				5400 / 900 Indirect Costs Approved Rate 1.9500%	$0.00	$0.00	
						Total	$23,

NOTE: Data displayed on this page was effective as of 11/11/2025

Payment Tracking Number 19-I0312611001
Expenditures from 7/1/2025 to 10/31/2025 Enter as MM/DD/YYYY
At the outset of the year, your LEA provided the following information:
UEI # HEK7XNKA1M69
CCR Expiration Date 2/4/2026
New SAM Expiration Date (if required)

Click here to access SAM for Expiration Date Information

Note: OSDE is **prohibited** from making payments to LEAs whose CCR Expiration Date (which has now been replaced by the SAM Expiration Date) has passed.
For every Summary Expenditure Report in which an LEA must enter the new SAM Expiration Date, the LEA must also upload a PDF from SAM.gov which shows the LEA name, DUNS #, and expiration date.

RECAP	Amount
Grant Award (Allocation)	$83,712.17
Approved Budget	$83,712.17
Amount Paid To Date	$0.00
Expenses To Date	$0.00
Balance Due LEA	$23,673.43
Funds on Hand	$23,673.43

Attach supporting PDF Choose File No file chosen
(Summary and Detailed Expenditure Reports are required)

I Certify that, to the best of my knowledge and belief, this report is true and correct in all aspects: supporting documentation for all entries in the accounting records are on file and will be retained for five (5) years or until the Applicant is notified that such records are no longer needed for administrative review; and the federal funds have been expended only for the purposes they were granted.

All expenditure reports must be signed by the local Superintendent. If the local school board has authorized a different individual to sign expenditure reports, please upload a copy of the school board minutes that confirms the authorization of this signature.

Previously Attached Documents:
Project 515 Claim with Letter.pdf
Purchase Order 351 Documentation.pdf
Purchase Order 356 Documentation.pdf
Purchase Order 463 Documentation.pdf

Payment Funding Preview

Payment Type	Amount	Fund Stream Program	Reporting Category			
			Year	Code	Warrant #	Federal Aid #
Payment	$23,673.43	SI-1003a	2026	25515		
Total	$23,673.43					

MTW-PROD user ID: Alysia Livingston (225408)

Spell Check

Contact Us

OKLAHOMA STATE
DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Lindel Fields

DATE: November 20, 2025

SUBJECT: **Waiver-Flexibility of Allocated Textbook Funds**

The following schools are requesting a statutory waiver of 70 O.S. § 16-114a. A school district seeking flexibility in the use of state-appropriated funding allocated pursuant to this section for textbooks shall be required to demonstrate to the State Board of Education (the "Board") that the textbooks and instructional materials used by the district for the subject areas being considered in the current textbook adoption cycle are current and appropriate for student learning. Subject to the provisions of subsection E of Section 16-111 of this title, a school district that has received textbook funding flexibility approval from the Board may elect to expend any monies allocated pursuant to this section for textbooks, including any monies carried over as authorized pursuant to subsection A of this section, for any purpose related to the support and maintenance of the school district as determined by the board of education of the school district.

District	County	Request
Roff	Pontotoc	One year request- Wanting to use Alpha Plus

AY/sh
Attachments

2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OKLAHOMA 73105-4599
(405)521-3301 PHONE • (405)521-6205 FAX • WWW.OK.GOV/SDE

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION
for 20 25 – 20 26 school year

Pontotoc - 62	Roff - I037	
COUNTY	SCHOOL DISTRICT	
P.O. Box 157	Roff	74865
SCHOOL DISTRICT MAILING ADDRESS	CITY	ZIP CODE

Roff Elementary School;
NAME OF SITE

Kristal Sapien — 10/22/25
PRINCIPAL SIGNATURE* — DATE

PRINCIPAL SIGNATURE* — DATE

PRINCIPAL SIGNATURE* — DATE

Christopher S.Morgan
SUPERINTENDENT NAME (PLEASE PRINT)

smorgan@roff.k12.ok.us
SUPERINTENDENT E-MAIL ADDRESS

10/22/25
SUPERINTENDENT SIGNATURE* — DATE

THE WAIVER/DEREGUALTION IS REQUESTED FOR:

✓ One Year Only

____ Three Years*

*Please see instruction page for additional requirements for a three year request

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on Oct 22, 20 25

BOARD PRESIDENT SIGNATURE*

JESSICA DARNELL
NOTARY PUBLIC
PONTOTOC COUNTY
STATE OF OKLAHOMA
COMMISSION NO. 23005427
EXPIRES 04-19-2027

NOTARY SEAL →

Jessica Darnell — 10-22-25
NOTARY — DATE

4-19-2027
COMMISSION EXPIRATION DATE

Statute/Oklahoma Administrative Code to be Waived: 70 O.S. 16-111.1
(specify statute or OAC (deregulation) number: (see instructions)

*Original signatures are required. The attached questionnaire must be answered to process.**

SDE USE ONLY

PROJECT YEARS
25 of 26

ENROLLMENT

____ High School
____ Jr./Middle High
____ Elementary
____ District Total Revised

RECEIVED NOV 04 2025
DATE RECEIVED

70 O.S. 16-111.1

OAC –

Textbook Waiver
NAME OF WAIVER

ROFF PUBLIC SCHOOLS

STEVE KILE	KRYSTAL JOPLIN	SCOTT MORGAN	JEFF JENNINGS
Elementary Principal	Middle School Principal	Superintendent	High School Principal
Phone: (580) 456-7251	Phone: (580) 456-7251	Phone: (580) 456-7663	Phone: (580) 456-7252
Fax: (580) 456-7245	Fax: (580) 456-7245	Fax: (580) 456-7245	Fax: (580) 456-7499

100 North Broadway, PO Box 157 Roff, OK 74865

October 22, 2025

To Whom It May Concern:

Roff Public Schools is respectfully requesting supplementary materials for core subjects and a statutory waiver as applied to 70 O.S. § 16-111.1 and OAC 720:10-3-6 in order to continue successful OAS alignment and proficiency in literacy and math in our district. At this time, we are requesting to use state textbook funds to purchase Alpha Plus as supplemental materials for core subjects.

Respectfully,

Scott Morgan
Superintendent

A. Reason for the Waiver request. Please include where you intend to allocate the funds that were designated for textbooks and, what alternative means will have to be employed if your waiver was to be denied.

Roff Public Schools is requesting to utilize textbook funds on Alpha Plus Materials in order to continue marked improvement in student proficiency in ELA/Reading and Math.

B. List alternate strategies/plans which the district/site proposes, and how this plan will best serve the students of your district, i.e., a description of the educational benefits to the students; please include textbooks and instructional materials used by the district for the subject areas being considered in the current textbook adoption cycle are current and appropriate for student learning.

We are continuing use of Alpha Plus ELA/Reading and math based upon its alignment to OAS standards and for continued student proficiency in these subjects. Before implementing Alpha Plus, our academic achievement score on the state report card was a 57%, ranking 155 out of 592 total elementary schools, in 2019. Since implementation of Alpha Plus, we currently have an academic achievement score of 76%, ranking 79 of 599 total elementary schools. We currently utilize McGraw Hill Wonders as our core elementary ELA/Reading curriculum, and we use All Things Algebra and IXL in math.

C. Have you been awarded this waiver before and what was the educational impact to the district: Results of the Statutory Waiver, i.e., effect on student performance levels, impact of plan on other sites in the district.

We have not been awarded this waiver before.

D. Please describe any financial impact to the District (positive or negative) for the proposed waiver/deregulation?

This waiver will drastically reduce the financial burden of this supplemental material by allowing us to utilize state appropriated textbook funds for a portion of the costs.

E. Describe method of assessment or evaluation of effectiveness of the plan both for staff and students, I.E., TLE, graduation rates, etc.

We will assess the effectiveness of this curriculum through TLE observations/evaluations and district student benchmark assessments. We have already determined past effectiveness by the successes that our students have achieved on state assessments and school report card results.

F. Please include with your application the signed minutes from your local board approving this waiver.

Signed minutes are attached.

** You will be contacted if more information is needed to process this request.

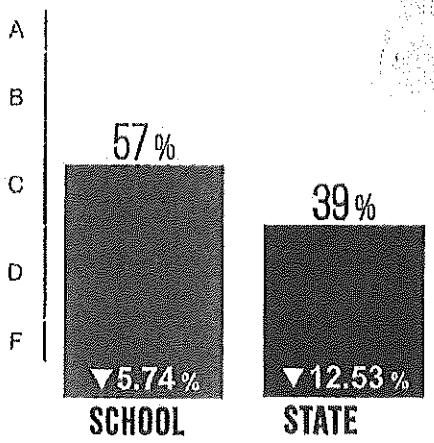
INDICATORS

ACADEMIC ACHIEVEMENT

C

How well prepared for the next grade, course, or level are students at this school compared to other schools in the state?

Middle School Rank: 155 of 592



Points Earned:
20.09 of 35

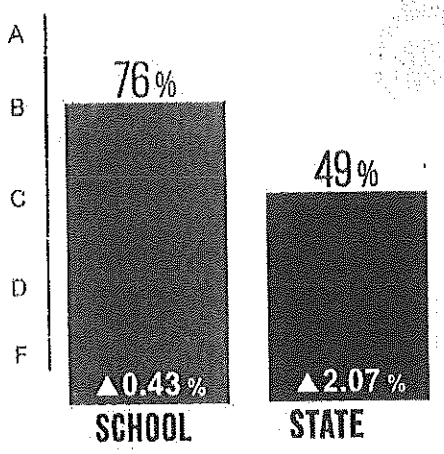
INDICATORS

ACADEMIC ACHIEVEMENT

B

How well prepared for the next grade, course, or level are students at this school compared to other schools in the state?

Middle School Rank: 79 of 599



Points Earned:
26.63 of 35

Minutes of Special Board Meeting
October 22, 2024

The following minutes reflect the proceedings of the Special Board Meeting of the Roff Board of Education, I037, and Pontotoc County, Oklahoma, which was held at 2:00PM on Wednesday, October 22, 2025 in the administration office of Roff Schools. The Pontotoc County Clerk was notified of the time and place of the meeting as required by law. The agenda was posted twenty-four hours prior to the meeting.

1. The meeting was called to order by Keith Huneycutt at 2:00p.m. with roll taken. Members present were: Keith Huneycutt, Ryan Tidwell, Bill Lee, Karon Hedges and Alicson Scott. Visitors were Scott Morgan and Cindy Kile

   Hedges: P
   Huneycutt: P
   Scott: P
   Lee: P
   Tidwell: P

   TIME: 2:00PM

2. A Motion was made to approve convening into Proposed Executive Session Section 307(B) § (1) of the Open Meeting Act to consider:

   a. Employment of a school-based family specialist
   b. Employee resignations

   Motion: Hedges
   2nd: Tidwell
   Vote:
   Hedges: Y
   Huneycutt: Y
   Scott: Y
   Lee: Y
   Tidwell: Y

   TIME IN: 2:00 PM

3. Acknowledge the board's return to Open Session with no action taken in Executive Session.

   TIME OUT: 2:24PM

   NO ACTION TAKEN

4. A Motion was made to approve the employment of Jericho Allen as a school-based family specialist.

Motion: Tidwell
2nd: Hedges
Vote:
Hedges: Y
Huneycutt: Y
Scott: Y
Lee: Y
Tidwell: Y

5. Vote to approve or not approve employee resignations.

NO ACTION TAKEN

6. A Motion was made to approve statutory waiver for supplemental materials for core subjects.

Motion: Hedges
2nd: Scott
Vote:
Hedges: Y
Huneycutt: Y
Scott: Y
Lee: Y
Tidwell: Y

7. A Motion was made to Adjourn.
   Motion: Hedges
   2nd: Huneycutt
   Vote:
   Hedges: Y
   Huneycutt: Y
   Scott: Y
   Lee: Y
   Tidwell: Y

TIME: 2:26 PM

_____, President

_____, Vice President

_____, Clerk

_____, Deputy Clerk

_____, Member

_____, Minutes Clerk

OKLAHOMA STATE
DEPARTMENT *of* EDUCATION

November 5, 2025

Dear Honorable Members of the Oklahoma State Board of Education:

The Office of Accreditation respectfully submits this letter to provide important information and recommendation for the 2025–2026 school year.

Enclosed is a key document for your review:

1. A snapshot page for Insight School of Oklahoma for *Warning* status

We respectfully request the Board's review, feedback, and approval of these recommendations to ensure schools adhere to the highest standards of educational quality and compliance.

Respectfully submitted,

Amy Young
Program Director of Accreditation

Enclosures:

1. District Snapshot Page for Insight School of Oklahoma (Warning Status)

2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OKLAHOMA 73105-4599
(405)521-3301 PHONE • (405)521-6205 FAX • WWW.OK.GOV/SDE

FY26 ACCREDITATION STATUS RECOMMENDATION

DISTRICT/SCHOOL NAME: **Insight School of Oklahoma**

DISTRICT/SCHOOL TYPE: Public Charter Virtual School

DISTRICT OFFICE: Insight Virtual School
1117 S Douglas Blvd
Midwest City, OK 73130

SUPERINTENDENT: Jennifer Pace (Former Jennifer Wilkinson)

GRADES SERVED: 6th – 12th Grade

AVERAGE DAILY MEMBERSHIP: **1,012.96**

SCHOOL LEADERSHIP MEETING:

FY 25 RECOMMENDATION: **Accredited with Warning**

FY 25 DEFICIENCIES ASSIGNED:

231	Noncompliant: Alt. Ed.-No formal intake & screening process in place, or the process is circumvented. Program includes students not meeting the definition in the Alternative Education Rules of an at-risk student. Students are not compliant with ICAP graduation requirements with only 20% of graduating seniors completing the plan. 2nd consecutive year for 231 Code resulting in a downgrade to Warning Status.
225	Tested below basic performance level on state assessment for Math (65.4%)

DISTRICT HISTORY

2025-2026 District Accreditation with Warning

2024-2025 District Accreditation with Warning

2023-2024 District Accreditation with Deficiency

ACADEMIC ACHIEVEMENT INDICATORS FY24

Advanced (Passing)	Proficient (Passing)	Basic (Failing)	Below Basic (Failing)
0	8	33	58

The summary for this district is currently incomplete because the school requested to reschedule their meeting with the OSDE Accreditation team. Once the meeting is held, Accreditation will provide an updated report to Superintendent Walters and the Oklahoma State Board of Education outlining the discussion and proposed next steps.

As a result, this meeting update was not available at the time of the submission deadline for Board packets. The completed report will be provided as soon as the meeting takes place and in advance of the Board meeting.

OKLAHOMA Education

Private School Accreditation Rubric

Category	Criteria	0 - No Information Provided	1 - Minimal Information Provided	2 - Adequate Information Provided	3 - Good Information Provided	4 - Excellent Information Provided
Mission & Vision	Mission Statement, Vision, Purpose, Philosophy	Not included	Vague or generic; lacks clarity	Some clarity, but lacks detail	Clear and aligned with school goals	Detailed, inspiring, and well-aligned with overall purpose
Governance	Model, Board Structure, Bylaws, Conflict of Interest Policy	Not included	Basic structure without detail	Defined governance but lacking specifics	Detailed structure with clear roles	Comprehensive, well-defined, and transparent governance model
Finance	3-Year Plan, Budget, Audit, Insurance, Fundraising	Not included	Minimal information with gaps	Adequate with key components missing	Detailed but lacking some specifics	Comprehensive, clear, and sustainable financial plan
Facilities	Description, Safety, Utilities, Plans	Not included	Vague or generic descriptions	Basic details, missing safety elements	Detailed with safety but incomplete	Fully detailed with safety and future growth plans
Operations	Timelines, Enrollment, Emergency Plans	Not included	Basic but lacks clear timelines	Defined timelines with gaps in detail	Well-structured but missing some specifics	Fully developed, clear, and practical operational plan
Policies	Safety, Discipline, Health, Title IX, Bullying	Not included	Few policies without depth	Covers most policies, lacks clarity	Detailed policies but missing integration	Comprehensive, clear, and consistently applied policies

OKLAHOMA Education

Category	Criteria	0 - No Information Provided	1 - Minimal Information Provided	2 - Adequate Information Provided	3 - Good Information Provided	4 - Excellent Information Provided
Personnel	Recruitment, Training, Evaluation	Not included	Vague or incomplete practices	Adequate practices without depth	Detailed policies, lacking refinement	Thorough and well-documented personnel policies
Curriculum	Course Overviews, Methods, Assessment	Not included	Basic course overviews only	Defined curriculum but lacks assessments	Detailed with benchmarks, incomplete monitoring	Comprehensive with clear benchmarks and continuous assessment
Student Services	Admissions, Health, Discipline	Not included	Vague admissions or policies	Defined but lacks integration	Detailed services with minor gaps	Comprehensive and student-centered approach

- **0**: No evidence or information provided.
- **1**: Limited and vague information.
- **2**: Basic compliance but lacking in detail or depth.
- **3**: Well-defined, thorough but missing minor elements.
- **4**: Exceptional detail, clarity, and alignment with standards.

OKLAHOMA Education

Private School Accreditation Scoring Tool

This scoring tool is designed to accompany the rubric and simplify the evaluation process. Use this tool to assign scores for each category and calculate the total score.

Private School Accreditation Scoring Sheet

Category	Criteria	Score (0-4)	Comments
Mission & Vision	Mission Statement, Vision, Purpose, Philosophy	3	
Governance	Model, Board Structure, Bylaws, Conflict of Interest Policy	2	
Finance	3-Year Plan, Budget, Audit, Insurance, Fundraising	4	
Facilities	Description, Safety, Utilities, Plans	3	
Operations	Timelines, Enrollment, Emergency Plans	3	
Policies	Safety, Discipline, Health, Title IX, Bullying	4	
Personnel	Recruitment, Training, Evaluation	4	
Curriculum	Course Overviews, Methods, Assessment	4	
Student Services	Admissions, Health, Discipline	4	

OKLAHOMA Education

Total Score Calculation

1. **Sum of Scores**: Add up the scores from all categories.
   Total Points Possible: 36
   School's Total Score: 31
2. **Scoring Interpretation**:
   - **32-36: Outstanding** – Meets or exceeds all accreditation requirements with exceptional detail.
   - X **27-31: Good** – Satisfactory compliance with minor gaps.
   - **20-26: Adequate** – Meets basic requirements but lacks depth in multiple areas.
   - **10-19: Needs Improvement** – Several significant areas need further development.
   - **0-9: Inadequate** – Does not meet minimum requirements for accreditation.

Reviewer Information

- **Reviewer Name**: Cynthia Anderson
- **Date**: 8.27.25
- **Additional Notes**: Bootcamp

75% Threshold:

- **Minimum Score**: 27/36
- **Interpretation**: Schools show good overall compliance, with minimal deficiencies in key areas.

NEW SCHOOL FACILITIES CHECK SHEET

Oklahoma State Department of Education

Upon submission of a New School's Application for Accreditation by Oklahoma State Department of Education, a site visit will be scheduled. Please submit documentation that corresponds with each item below. This check sheet provides a list of criteria that a school must meet to satisfy standards of the Accreditation Department. The onsite visit will consist of a facility tour and interview from Regional Accreditation Officer(s). Upon recommendation by the RAO(s), the school will be placed on the State Board agenda for approval. If approved, the school will request a Dist/Site code from the Accreditation Department. The first year, the school will be accredited on provisional status. When all standards have been met at the end of the first year, full accreditation will be granted.

School Name: Basecamp School Leader & Contact Info: Brenna Reaves

The facility complies with federal/state regulations governing health & safety		The facility has been approved by the State Department of Education Office of Accreditation	
The school has a current deed of ownership or signed lease agreement authorizing occupancy & use of the property	Owned Mtg	Security protocols, including tornado, fire, and student safety are in place	✓
The facility complies with applicable health laws, regulations and/or protocols, including receipt of an asbestos inspection that will be made available for public review	N/A	Written policies concerning health & safety of students & staff are in place and are made available to students, staff & parents	✓
The Fire Marshall Inspection found the facility to be in compliance with applicable laws, regulations, code and/or local ordinances	✓	School provides safety procedures concerning student pick up and drop off	✓
The property inspection found the facility acceptable & met the occupancy classification authorized for the facility use	✓	Staff development covering health, trauma & safety protocols is arranged for all personnel	✓
The facility has working utilities, plumbing, HVAC units, etc.....	✓	School provides adequate number of classrooms with space & organization that promotes learning	✓
The facility offers safe environments on exterior and interior of the building	✓	School provides appropriate fixtures/equipment for students & staff (desks, chairs, internet, etc.)	✓
The facility provides safe & private restroom spaces for all students & adults	✓	School provides acceptable teaching materials & effective instructional curriculum	✓
The facility has a designated area to prepare & serve meals to students/staff	✓	School provides library/computer lab to students (can be classrooms or mobile lab)	✓
The facility offers a safe, age-appropriate play area or gathering space for students	✓	IF transportation is offered, buses & drivers meet all state required mandates	N/A
NOTES:			

Approved by Courtney Anderson Date 9.18.25

Mustang Fire Department, Station 1

465 W State Highway 152, Mustang, OK 73064

Eric Halter
Fire Marshal

Office 405-376-7717 Fax 405-376-7727 Cell 405-989-5934 ehalter@cityofmustang.org

Education, Engineering, Enforcement, Emergency Response, Economic Incentives

6/16/2025

Basecamp School
316 N Chris Ter
Mustang, OK 73064

Inspection # 23712 **Inspection Type:** Annual \ Periodic

Property #: 526 **Occupancy Type:** Single Family Dwelling

Inspection History

Inspection Date	Status	Inspected By
6/16/2025	No Violations Found	Fire Marshall Halter

Customer

Fire Marshall Halter

Zac Reaves

Mission

Mission Statement

Statement of Purpose

Vision Statement

Philosophy of Education

Statement of Faith

Community Support

Mission Statement

Basecamp Hybrid School promotes an environment that fosters intrinsic motivation to become a lifelong learner.

Statement of Purpose

Basecamp Hybrid School exists to reimagine education by merging the flexibility of hybrid learning with the depth and engagement of project-based experiences. Our purpose is to cultivate curious, capable, and compassionate learners who are empowered to take ownership of their education and apply their knowledge meaningfully in the world around them.

We serve students and families seeking an alternative to traditional school models—one that values creativity, real-world problem solving, and individualized learning pathways. Through a supportive community, collaborative projects, and flexible in-person and remote learning opportunities, Basecamp Hybrid School nurtures academic growth, personal responsibility, and a lifelong love of learning.

Rooted in innovation and community partnership, we are committed to:

- Designing meaningful, hands-on learning experiences that integrate core academics with student interests.
- Providing a safe and inclusive environment that honors each learner's pace, voice, and unique strengths.

- Empowering educators to act as facilitators and mentors rather than mere deliverers of content.
- Partnering with families to support the holistic development of each student—intellectually, socially, and emotionally.

At Basecamp Hybrid School, we believe that education should be an expedition of discovery—equipping learners not only to succeed, but to lead with purpose in a complex and changing world.

Vision Statement: To transform learning into an inclusive and collaborative community that encourages student engagement and nourishes curious minds.

Philosophy of Education

Basecamp Hybrid School

At Basecamp Hybrid School, we believe education should ignite curiosity, inspire creativity, and prepare students to navigate an ever-changing world with confidence and compassion.

We reject a one-size-fits-all approach. Instead, we embrace **learner-led, project-based learning** that allows students to take ownership of their education and explore subjects through hands-on, inquiry-driven experiences. Our curriculum aligns with Oklahoma State Standards while giving students the freedom to pursue their interests, culminating in **passion projects** and school-wide exhibitions three times each year.

We are committed to small class sizes, personalized instruction, and deep teacher-student relationships. We ensure students receive rich academic guidance in science, social studies, and beyond.

Our campus — a historic one-room schoolhouse and a second classroom surrounded by outdoor learning spaces, gardens, and community gathering areas — reflects our belief that learning happens best in environments that are **welcoming, inspiring, and connected to nature**.

Basecamp is more than a school; it is a **community**. We foster collaboration between students, educators, and families, creating an inclusive environment where everyone belongs. We measure success not by test scores alone, but by the development of **lifelong learners** who are self-motivated, empathetic, and equipped with the skills to think critically and contribute meaningfully to the world.

Our guiding principles:

- **Curiosity over compliance:** We prioritize inquiry, exploration, and discovery over rote memorization.
- **Collaboration over competition:** We value teamwork, mutual respect, and shared success.
- **Real-world connection:** Learning extends beyond the classroom, connecting to authentic experiences and community engagement.
- **Personal growth:** We nurture academic skills alongside character, resilience, and emotional well-being.

At Basecamp Hybrid School, we prepare students not just for the next grade, but for a lifetime of learning, connection, and purpose.

Statement of Faith: Basecamp does not have or require a statement of faith.

Community Support:

Community Classes & Event Space

Basecamp invites community members to host gatherings—book clubs, workshops, meetings, or celebrations—in their cozy 900 sq ft schoolhouse. The space includes a full kitchen, 75" smart TV, and a 200 sq ft deck, all open to local community use.

Book Club: Fostering Reading & Connection
For example, in early 2023 they piloted a book club for grades 3–7, centered around *Matilda* by Roald Dahl. Sessions included creative reading journals, group discussion, snacks, and a celebratory pizza-and-movie finale.

Warm Community Sentiment
On their Facebook presence, Basecamp emphasizes, *“Our community's support for our little school and learners means the world to us!”*

Finance

3-Year Financial Plan

Budget/ Expenses

Fiduciary Responsibilities

Financial Firm/Treasurer

Accounting Practices

Audit Requirements

Insuarance

Fundraising

Tax ID Number- Oklahoma

Financial Plan:

Planning Horizon: Academic Years 2025–26 through 2027–28
Enrollment Growth Goal: Add 25 - 40 additional students by Year 6
Tuition Model: Monthly learning tuition
Staffing Model: Small team of part-time and contract educators
Facility: Existing 900 sq ft schoolhouse and second classroom with utilities, tech, and classroom resources.
Supplemental Income: Event rentals, grant funding (e.g., VELA), summer programming

📊 Summary Table: Projected Financials

Category	Year 1 (2025–26)	Year 2 (26/27)	Year 3 (27/28)
Students Enrolled	44	55	70
Revenue			
Tuition Revenue	$130,303.75	$188,000	$275,000

Budget/ Expenses: Monthly

Tuition: $14,096.25

Teacher/Contracts: $9,957.38
Administration: $1,379.63
Rent/Operations: $2,759.25

Fiduciary Responsibilities of the Owner

Basecamp Hybrid School LLC

As the owner of Basecamp Hybrid School, you hold the highest level of responsibility for the organization's well-being, compliance, and long-term sustainability. Your fiduciary duties require you to act with integrity, good judgment, and unwavering commitment to the school's mission and community.

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1. Duty of Care

You are responsible for making well-informed, thoughtful decisions that benefit the school:

- Stay informed about the school's finances, operations, and strategic goals.
- Review budgets, policies, and reports before approving them.
- Seek expert advice when needed (legal, financial, or educational).
- Ensure the school has strong leadership, effective policies, and resources to meet its mission.

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2. Duty of Loyalty

You must put the interests of the school above your personal or business interests:

- Avoid conflicts of interest and disclose any that arise.
- Base all decisions on what best serves Basecamp's students, staff, and long-term mission.

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3. Duty of Obedience

You are responsible for ensuring that the school's activities align with:

- Basecamp's **mission and vision**.
- All applicable **laws, educational regulations, and licensing requirements**.
- The school's governing documents (operating agreement, policies, and contracts).

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4. Duty of Oversight

You must actively monitor the school's operations:

- Ensure accurate and timely financial reporting.
- Approve major expenditures and contracts.
- Oversee compliance with safety, staffing, and student welfare standards.
- Review risk management policies to safeguard people, property, and reputation.

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5. Duty of Confidentiality

You are entrusted with sensitive information:

- Protect student, family, staff, and financial records.
- Share information only with authorized individuals.
- Safeguard proprietary curriculum, plans, and intellectual property.

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6. Stewardship of Resources

As owner, you are responsible for protecting the school's assets:

- Manage finances prudently to ensure sustainability.

- Invest in staff, curriculum, and facilities to support long-term growth.
- Seek opportunities to strengthen the school's community relationships and reputation.

—----------

Financial Firm/Treasurer

Brenna Reaves- Owner/Founder

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Accounting Practices

Basecamp Hybrid School uses Google Docs and Squareup to track tuition, teacher contract hours/payments, supplies/subscription, and monthly operational expenses.

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Audit Requirements

Yearly taxes are prepared and submitted by:

* Don W. Armstrong CPA, Inc
P.O. Box 699
Norman, OK 73070
405-321-7621

*Turbotax Small Business program.

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Insurance

Business Insurance Plan provided through State Farm, policy number 96-EA-L204-2.

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Fundraising

Occasionally Basecamp will do fundraisers through crowd funding and local businesses such as Crockstars and candy bar sales.

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Tax ID Number- Oklahoma

Basecamp Hybrid School, LLC tax ID number is 87-3454571

Facilities

Leasing/Owning

Location/Address

Building Description

Number of Classrooms

Map

Utilities

Optional Facility Plans

Leasing/Owning

Brenna and Zac Reaves are owners of the facility that Basecamp Hybrid School is located.

Location/Address

Basecamp Hybrid School’s address is 316 N. Chris Ter Mustang, OK 73064.

Building Description

900 square foot modern schoolhouse with full kitchen, bathroom, utilities and outdoor classroom. Additional 400 square foot classroom with full sized bathroom and utilities.

Number of Classrooms

2 classrooms and 1 outdoor 200 square foot deck used for outdoor learning space/outdoor classroom.

Utilities

Water - Provided by City of Mustang Utilities
1501 N. Mustang Rd Mustang, OK 73064
(405) 376-4521

Electric - OG&E
P.O. Box 24990 OKC, OK 73124
(405) 272-9595

Sewage - on site septic system

Governance

Model of Governance

Basecamp Hybrid School uses a Stakeholder Model of Governance. Our **Stakeholder Model** involves a **broad base of constituents** who are affected by the school's decisions. These may include:

- Students
- Parents and guardians
- Teachers and support staff
- Community members or partners
- Donors and grantors
- Local businesses or organizations
- Alumni (for older institutions)

Each group is seen as a stakeholder with a **valid interest** in the school's outcomes.

Operations

Operating Agreement

School Effectiveness Indicators

Student Information System

Minimum/Maximum Enrollment

School Year Calendar

Class Schedules

Learning Environment

Emergency Safety Plans

Transportation

Child Nutrition

1.1 The name of the limited liability company is Basecamp Hybrid School LLC (the "Company").

1.2 Formation
The Company was formed as a Limited Liability Company pursuant to the laws of the State of Oklahoma by filing Articles of Organization with the Oklahoma Secretary of State.

1.3 Principal Office
The principal office of the Company shall be as determined by the Director from time to time.

ARTICLE II - BUSINESS PURPOSE

The purpose of the Company is to fulfill the educational mission of Basecamp Hybrid School as outlined in its guiding principles and charter, and to engage in any lawful activities permitted by the laws of the State of Oklahoma.

ARTICLE III - MEMBER

3.1 Sole Member
The sole Member of the Company is:
Brenna Reaves, owning 100% of the Company's membership interest.

3.2 Initial Capital Contributions
The Member has contributed property, startup funds, and secured a grant from VELA to fund the initial operations of the Company.

3.3 Additional Contributions
No Member shall be required to make additional contributions. Any future contributions shall be determined by the Member in writing.

OPERATING AGREEMENT OF BASECAMP HYBRID SCHOOL LLC

ARTICLE IV - MANAGEMENT

4.1 Manager-Managed
The Company shall be managed by a Manager appointed by the Member. The Member shall have no authority to act on behalf of the Company unless expressly authorized.

4.2 Manager Appointment
The Member hereby appoints Haley Freeman as the Manager of the Company.

4.3 Authority of Manager
The Manager shall have full authority to manage and operate the business and affairs of the Company, including but not limited to hiring staff, entering into contracts, and making business decisions.

4.4 Duties of Manager
The Manager shall act in good faith and in the best interest of the Company and shall be indemnified to the fullest extent permitted by Oklahoma law.

ARTICLE V - ALLOCATIONS AND DISTRIBUTIONS

5.1 Profits and Losses
All profits and losses of the Company shall be allocated entirely to Brenna Reaves, the sole Member.

5.2 Distributions
Distributions shall be made to the Member at such times and in such amounts as determined by the Manager, subject to the availability of funds.

ARTICLE VI - LIABILITY AND INDEMNIFICATION

6.1 Limited Liability
The Member shall not be personally liable for the debts, obligations, or liabilities of the Company beyond their

capital contributions, as provided by Oklahoma law.

6.2 Indemnification
The Company shall indemnify the Member and the Manager against any and all expenses or liabilities incurred in connection with the Company, to the fullest extent permitted by law.

ARTICLE VII - DISSOLUTION

7.1 Events of Dissolution
The Company shall dissolve upon the occurrence of any of the following: (a) Written consent of the sole Member;
(b) The entry of a decree of judicial dissolution;
(c) As otherwise required by Oklahoma law.

7.2 Winding Up
Upon dissolution, the Manager shall wind up the Company's affairs, settle liabilities, and distribute remaining assets to the Member.

ARTICLE VIII - MISCELLANEOUS

8.1 Amendments
This Agreement may be amended only by written consent of the sole Member.

8.2 Governing Law
This Agreement shall be governed by and construed in accordance with the laws of the State of Oklahoma.

8.3 Entire Agreement
This Agreement represents the entire understanding among the parties and supersedes all prior oral or written agreements.

Basecamp Hybrid School – Effectiveness Framework

1. Student Learning & Achievement

Purpose: Ensure students are progressing academically while cultivating curiosity and independence.

- **Project-Based Mastery:** Quality and depth of student projects as shown during Exhibitions.
- **Standards Alignment:** Evidence that core instruction (especially science & social studies) meets Oklahoma State Standards.
- **Individual Growth:** Student portfolios show measurable skill gains from year to year.

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2. Teaching & Learning Quality

Purpose: Maintain high-quality, engaging instruction tailored to the hybrid format.

- **Instructional Methods:** Teachers consistently apply learner-led, hands-on strategies.
- **Collaboration:** Teachers plan and coordinate cross-disciplinary projects.
- **Professional Development:** Ongoing training in project-based learning, assessment, and hybrid teaching methods.

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3. Student Engagement & Well-Being

Purpose: Foster motivation, emotional resilience, and strong attendance.

- **Engagement Indicators:** High participation in projects, fieldwork, and group activities.
- **Attendance:** Steady attendance patterns during on-campus days.
- **Well-Being Measures:** Students demonstrate teamwork, empathy, and problem-solving.

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4. School Culture & Community

Purpose: Build a safe, inclusive, and connected learning community.

- **Safety & Respect:** Consistent enforcement of behavior expectations.
- **Parent Partnership:** Strong communication and participation in events.
- **Community Integration:** Partnerships with local organizations for project resources and mentorship.

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5. Leadership & Governance

Purpose: Ensure strong, mission-aligned decision-making and stewardship.

- **Vision Alignment:** Leadership actions consistently reflect the school's philosophy.
- **Fiduciary Responsibility:** Resources are used effectively and transparently.
- **Policy Compliance:** Adherence to state requirements, school policies, and contracts.

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6. Resource Management

Purpose: Maintain sustainable operations and facilities that support learning.

- **Financial Health:** Balanced budgets and adequate reserves.
- **Facility Upkeep:** Clean, safe, and functional classrooms, outdoor areas, and resources.
- **Technology Access:** Adequate devices and internet access for hybrid learning.

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7. Continuous Improvement

Purpose: Use reflection and data to guide growth.

- **Data-Driven Action:** Academic and engagement data inform decisions.
- **Annual Review:** Formal review of school goals, programs, and results.
- **Innovation:** Willingness to adapt based on emerging needs and opportunities.

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Student Information System

Basecamp Hybrid School uses Google Forms and Docs for our Student Information System.

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Minimum/Maximum Enrollment

Until more classrooms are established and to also give individualized learning instruction to our students, our minimum enrollment per class is 3-6 and maximum is 16 students.

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School Year Calendar

Basecamp 2026-2027

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	T	F	S
		1	2	3	4	5
6		8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13			16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22					27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

First Day of School:

No School- Labor Day

Fall Break:

Thanksgiving Break:

Winter Break:

Conferences:

Spring Break:

Last Day of School:

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3		5	6
7		9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14					19	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19		21	22
23	24	25	26	27	28	29
30	31					

Basecamp Hours/Days:
8:00- 4:30

136 8.5 hour days
30 Minute Lunch

Class Schedules

	Math/Language Everyday								
	Hybrid kids leave early		Basecamp Journey Academy			Parent Meeting with changes, very clear graphics			
	m/w	**t/th**	8:00- 4:30			Academy Path	Hybrid Path	A la carte	
8:00	Math	Math	30 minute lunch			$800/month	$400/month	$100/class ($200 math)	
9:30	Oral Communications	Written communications			1 year returning Studer	$750/month	$375/month		
11:00	Lunch	Lunch	8 academic hours						
11:30	PE	PE			**Paths**	Hybrid Paths:			
12:00	Sociology	Geography			Inca Trail	9:30- 4:30	mon/wed		
1:30	Spanish/ language	Physics	1085		Kilimanjaro	9:30- 4:30	Tue/Thur		
3:00	art	music			Everest Trek	8:00- 12:00	mon-thurs	math/language path	
End 4:30					Camino De Santiago	12:00- 4:30	mon- thurs		
	Friday enrichment options:								
	Financial literacy			Academy	Appalachian Trail	8:00- 4:30	Monday- Thursday		
	Oklahoma History								
	Economics					*Math must be academy or Everest Trek			
					Soujenour's path	a la carte	100/class. (200/math)		
					Academy	Hybrid			
			pk	9:00- 2:00	$800/month	$400/month			
			k-2	9:00- 3:00	$800/month	$400/month			
			3-5	9:00- 4:00	$800/month	$400/month			
			6-8	8:00- 4:30	$800/month	$400/month			
			9-12	8:00- 4:30	$800/month	$400/month			

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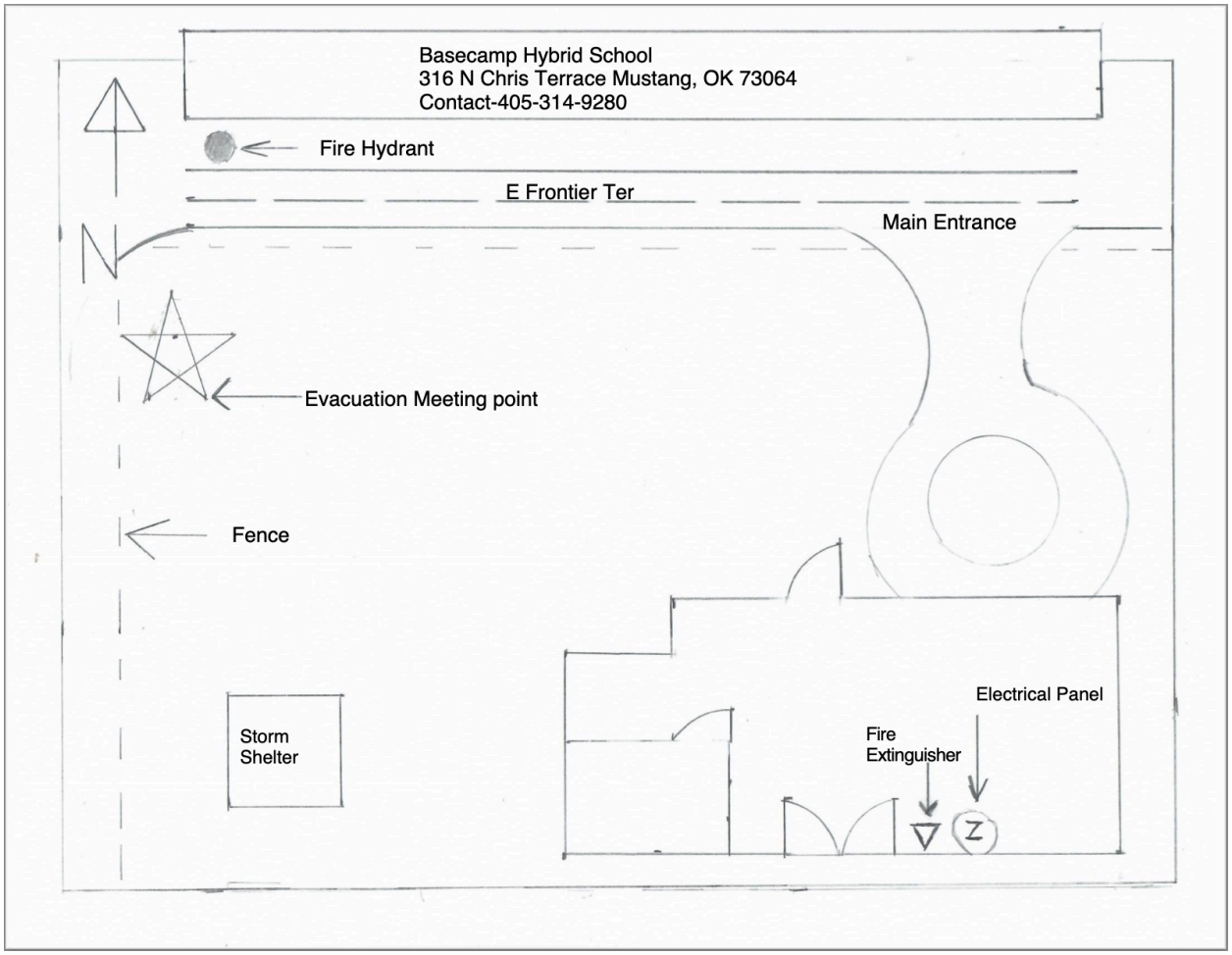
Learning Environment

We hold our classes in open, flexed sitting spaces with plenty of room for creativity, technology use, musical instrument instruction, designated art areas, complete with full kitchen, bathrooms, outdoor learning and play spaces. We have one acre of outdoor discovery and place spaces complete with a working student vegetable garden.

Emergency Safety Plans



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Transportation

Parents provide transportation to and from school and any field trips taken during school hours.

Child Nutrition

Students provide and bring their own breakfast, lunch, and snacks.

Policies

Employee Background Checks

Uniforms

Title IX

Bullying and Harassment

Drug-Free Schools

Smoking Ban

Child Abuse Recognition

Aids Prevention and Confidentiality

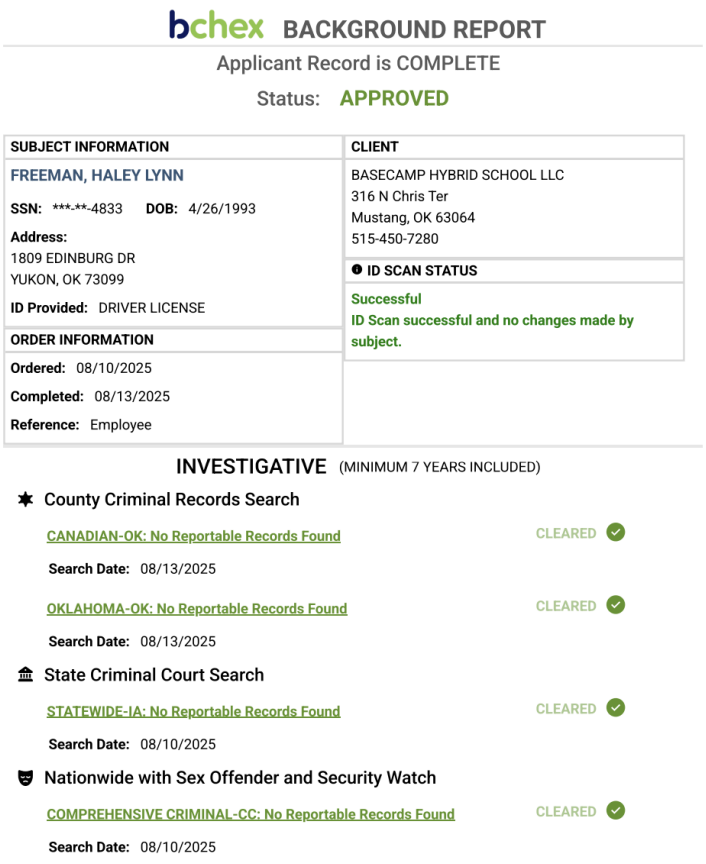
Oklahoma Hazard Communication Standards

Hazardous Emergency Response

Employee Background Checks

Employee background checks are completed through B-chix (safe school volunteers). It goes through the national database, state databases, and even counties.

Name	Order Date	ETA Date	Package	Requestor	Product	Status	Hidden
HOLMES, MORIAH MING	8/19/2025 11:07am	✔ 8/20/2025 11:04pm	Employee	HALEY FREEMAN	Secure Volunteer	APPROVED	☐
STARRS, ALLISON RENEE	8/19/2025 11:07am	✔ 8/20/2025 11:04pm	Employee	HALEY FREEMAN	Secure Volunteer	APPROVED	☐
GONZALEZ, ELIZA DOLLY	8/18/2025 2:02pm	✔ 8/20/2025 1:04pm	Employee	HALEY FREEMAN	Secure Volunteer	APPROVED	☐
MORRIS, KRYSTIN NADEAN	8/18/2025 2:02pm	✔ 8/19/2025 10:13pm	Employee	HALEY FREEMAN	Secure Volunteer	APPROVED	☐
REAVES, BRENNA JANEL	8/14/2025 11:33am	✔ 8/19/2025 2:35am	Employee	HALEY FREEMAN	Secure Volunteer	APPROVED	☐
FREEMAN, HALEY LYNN	8/10/2025 2:49pm	✔ 8/13/2025 1:27am	Employee	HALEY FREEMAN	Secure Volunteer	APPROVED	☐



bchex BACKGROUND REPORT

Applicant Record is COMPLETE

Status: APPROVED

SUBJECT INFORMATION

FREEMAN, HALEY LYNN

SSN: ***-**-4833 **DOB:** 4/26/1993

Address:
1809 EDINBURG DR
YUKON, OK 73099

ID Provided: DRIVER LICENSE

CLIENT

BASECAMP HYBRID SCHOOL LLC
316 N Chris Ter
Mustang, OK 63064
515-450-7280

ID SCAN STATUS

Successful
ID Scan successful and no changes made by subject.

ORDER INFORMATION

Ordered: 08/10/2025
Completed: 08/13/2025
Reference: Employee

INVESTIGATIVE (MINIMUM 7 YEARS INCLUDED)

County Criminal Records Search

CANADIAN-OK: No Reportable Records Found — CLEARED
Search Date: 08/13/2025

OKLAHOMA-OK: No Reportable Records Found — CLEARED
Search Date: 08/13/2025

State Criminal Court Search

STATEWIDE-IA: No Reportable Records Found — CLEARED
Search Date: 08/10/2025

Nationwide with Sex Offender and Security Watch

COMPREHENSIVE CRIMINAL-CC: No Reportable Records Found — CLEARED
Search Date: 08/10/2025

Uniforms

Basecamp does not require a school uniform. We just encourage appropriate clothing for different seasons of weather and safe shoes for running and playing outdoors.

Basecamp Hybrid School — Title IX Policy

Effective Date: August 14, 2025
Last Review: August 14, 2025

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1. Policy Statement & Notice of Nondiscrimination

Basecamp Hybrid School ("Basecamp") does **not discriminate on the basis of sex, race, religion** in any education program or activity it operates. This prohibition applies to students, staff, and participants in all school-sponsored programs, whether on-campus, off-site, or online. Discrimination includes sexual harassment, sexual violence, pregnancy discrimination, inequitable athletics opportunities, and other forms of sex-based misconduct.

Title IX Coordinator
Name: Brenna Reaves, Haley Freeman
Address: Basecamp Hybrid School 316 N Chris Terrace
Email: basecamphybridschool.net

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2. Scope & Jurisdiction

This policy applies to:

- All students, employees, and participants in Basecamp's programs.
- Incidents occurring in any school-controlled environment, including:
    - On-site campuses
    - Field trips and athletic events
    - Virtual learning platforms, email, chat, and online discussion boards
    - Off-campus activities where Basecamp exercises substantial control over the individuals and context

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3. Definitions

- **Sex Discrimination:** Treating someone unfavorably because of their sex, sexual orientation, gender identity, or pregnancy/parental status.

- **Sexual Harassment:**

    1. Quid pro quo harassment by an employee

    2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies equal access to the school's program

    3. Sexual assault, dating violence, domestic violence, or stalking

- **Complainant:** The person alleged to have experienced discrimination or harassment.

- **Respondent:** The person alleged to have committed the misconduct.

- **Formal Complaint:** A document signed by the complainant or Title IX Coordinator requesting investigation.

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4. Reporting

Reports of sex discrimination or harassment may be made:

- In person

- By phone

- By email

- Through the online reporting form on the school website
  Reports can be submitted **at any time**, including outside normal school hours, to the Title IX Coordinator.

Anonymous reports will be reviewed and addressed to the extent possible.

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5. Supportive Measures

Upon receiving a report, Basecamp will promptly offer supportive measures to the complainant and, if applicable, the respondent. These may include:

- Schedule changes (in-person or online)
- No-contact directives
- Academic accommodations
- Counseling referrals
- Technology access adjustments

Supportive measures are **non-punitive** and available regardless of whether a formal complaint is filed.

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6. Formal Complaint & Grievance Process

a. Filing a Formal Complaint
A complainant or the Title IX Coordinator may submit a written, signed complaint requesting investigation.

b. Initial Review
The Coordinator will assess jurisdiction and determine whether the allegations meet the Title IX definition.

c. Investigation

- A trained investigator will gather evidence and interview parties and witnesses.
- Both parties may have an advisor present.
- Evidence will be shared with both parties for review.

d. Determination

- A decision-maker (not the investigator) will review the evidence and issue a written determination.
- Both parties may appeal on limited grounds (procedural error, new evidence, conflict of interest).

7. Confidentiality

The school will respect the privacy of all parties to the extent possible while fulfilling its obligations. Information will only be shared with those who need to know to carry out this policy.

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8. Retaliation

Retaliation against anyone for reporting, participating in, or refusing to participate in any Title IX matter is strictly prohibited. Acts of retaliation will result in disciplinary action.

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9. Training & Publication

- All Title IX personnel receive annual training on this policy, definitions, and procedures.
- This policy is posted on the school website and included in student, parent, and employee handbooks.

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10. Policy Review

This policy will be reviewed **annually** or when legal changes require updates.

Approved by: Haley Freeman, Brenna Reaves
Next Review Date: August 2026

Basecamp Hybrid School

Bullying & Harassment Policy

Purpose

Basecamp Hybrid School is committed to providing a safe, inclusive, and respectful environment for all students, staff, and community members. Bullying and harassment are harmful, violate our school values, and will not be tolerated. This policy outlines expectations, definitions, reporting procedures, and consequences to ensure every member of our community can learn and work free from fear or intimidation.

Scope

This policy applies to:

- All students, staff, volunteers, and visitors of Basecamp Hybrid School.
- All school-related activities, whether on-campus, during off-site field trips, or in virtual/hybrid settings.

Definitions

Bullying is repeated, intentional behavior—verbal, physical, social, or online—that causes harm, intimidation, or distress to another person. It involves an imbalance of power and can include:

- Name-calling, insults, or offensive remarks.
- Physical aggression or threats.
- Spreading rumors or excluding someone socially.
- Cyberbullying (using digital communication to harass or intimidate).

Harassment is unwanted behavior, verbal or physical, that is offensive, humiliating, or intimidating, and relates to a person's race, color, religion, sex, sexual orientation, gender identity, disability, or other protected characteristic.

School Expectations

All members of the Basecamp community are expected to:

- Treat others with kindness, respect, and fairness.
- Speak up if they see or experience bullying or harassment.
- Use digital tools responsibly and respectfully.
- Support classmates and colleagues in creating a safe, welcoming environment.

Reporting Procedures

1. **Who Can Report:** Any student, staff member, or parent/guardian who witnesses or experiences bullying or harassment.
2. **How to Report:**
    - Verbally to a teacher, the Director, or another staff member.
    - In writing via a Bullying/Harassment Incident Report Form (available in the school office or online).
3. **Confidentiality:** Reports will be handled promptly and confidentially to the extent possible.
4. **Protection Against Retaliation:** No one will face retaliation for making a good-faith report.

Investigation Process

- Reports will be reviewed by the Director or designated staff member within **2 school days**.
- All parties involved will have the opportunity to share their perspective.
- Evidence (e.g., witness statements, screenshots) will be collected when relevant.
- Findings and next steps will be communicated to those directly involved.

Consequences

Consequences for confirmed bullying or harassment will be based on the severity and frequency of the behavior and may include:

- Verbal warning and restorative conversation.
- Loss of privileges or removal from certain activities.
- Written reflection and behavior improvement plan.
- Parent/guardian meeting.
- Suspension or removal from the program in severe or repeated cases.

Support for Those Affected

Basecamp Hybrid School will:

- Provide counseling support when needed.
- Facilitate restorative practices to repair relationships.
- Monitor the situation to prevent recurrence.

Prevention & Education

We believe prevention is as important as response. The school will:

- Include social-emotional learning and digital citizenship in the curriculum.
- Promote kindness, empathy, and conflict resolution skills through class projects and discussions.
- Provide training for staff on identifying and addressing bullying and harassment.

Review of Policy

This policy will be reviewed annually and updated as needed to ensure alignment with best practices and legal requirements.

Approved by:
Brenna J. Reaves, Owner
Basecamp Hybrid School LLC

Basecamp Hybrid School

Drug-Free Schools Policy

Purpose

Basecamp Hybrid School is dedicated to providing a safe, healthy, and productive learning environment. The presence or use of drugs, alcohol, or any controlled substances is incompatible with our school values, mission, and commitment to student well-being. This policy ensures our campus and school-related activities remain free from the unlawful use, possession, or distribution of substances.

Scope

This policy applies to:

- All students, staff, contractors, volunteers, and visitors.
- All school property, facilities, and events, including off-site trips, school-sponsored activities, and online/hybrid sessions.

Prohibited Conduct

The following are strictly prohibited on school property, during school hours, or at any school-sponsored activity:

1. **Possession, use, or distribution** of illegal drugs, controlled substances, drug paraphernalia, or alcohol.
2. **Misuse of prescription medication** or over-the-counter medication.
3. **Being under the influence** of illegal drugs, alcohol, or misused medication while participating in any school-related activity.
4. **Promoting or encouraging** substance use in any form.

Prescription Medications

- Students requiring prescription or over-the-counter medication during the school day must have written authorization from a parent/guardian and submit the medication to designated staff.
- All medications must be stored and administered according to school policy.

Consequences for Violations

Consequences will be determined based on the severity of the violation, age of the student, and applicable laws:

- **First Violation:** Parent/guardian meeting, written warning, and possible suspension from school activities.

- **Repeated or Serious Violations:** Extended suspension, mandatory counseling, or dismissal from the program.
- **Staff Violations:** Subject to disciplinary action, up to termination of contract.

Reporting & Investigation

- Any staff member or student who becomes aware of a potential violation must report it to the Director immediately.
- The Director or designated school leader will investigate promptly and confidentially.
- Law enforcement will be contacted if required by law or if the situation poses a serious safety threat.

Prevention & Education

Basecamp Hybrid School will:

- Provide age-appropriate drug and alcohol awareness education.
- Incorporate health and wellness topics into the curriculum.
- Partner with community organizations to promote substance abuse prevention.

Support & Resources

Students or staff struggling with substance use will be referred to appropriate counseling or support services. Basecamp is committed to helping individuals seek recovery while maintaining school safety.

Approved by:
Brenna J. Reaves, Owner
Basecamp Hybrid School LLC

Smoking Ban

Smoking is not permitted on Basecamp's campus or while on any school related outings by staff or students.

Basecamp Hybrid School
Child Abuse Recognition and Reporting Policy
(Compliant with Oklahoma Law)

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1. Policy Statement

Basecamp Hybrid School is committed to providing a safe learning environment. We recognize our legal and ethical responsibility to protect students from abuse and neglect and to report suspected cases as required by Oklahoma law.

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2. Definitions

Child Abuse and Neglect include, but are not limited to:

- Physical or mental injury
- Sexual abuse or exploitation
- Neglect or abandonment
- Failure to protect a child from harm

Mandated Reporter: All Basecamp staff, volunteers, and contractors are mandated reporters under Oklahoma law.

---

3. Recognition of Abuse

Staff are trained to recognize the following indicators:

- Unexplained injuries or repeated bruises
- Fear of adults or sudden behavior changes
- Inappropriate sexual behavior or knowledge
- Poor hygiene, malnutrition, or consistent lack of supervision

---

4. Reporting Procedure

Any employee or volunteer who has reasonable cause to believe that a student is being abused or neglected **must**:

1. **Immediately call DHS** Child Abuse Hotline: **1-800-522-3511**
2. **Notify local law enforcement**, especially if the child is age 18 or older.
3. **Inform the Head of School** after the report has been made (for coordination purposes only—not as a prerequisite to reporting).

   Reports must be made personally and cannot be delegated. Failure to report is a misdemeanor offense in Oklahoma.

---

5. Confidentiality & Protection

- Reporter identity will be kept confidential to the extent permitted by law.
- Good faith reporters are protected from legal liability.

---

6. Training

In compliance with **70 OK Stat § 6-194**:

- All certified educators must receive training on abuse recognition and reporting **in their first year** and **every five years** thereafter.
- Basecamp will extend this training to all staff and volunteers, regardless of certification.

Training topics include:

- Identifying physical, emotional, and sexual abuse
- Recognizing signs of neglect
- Understanding proper reporting channels
- Knowing community resources

---

7. Student & Family Awareness

Basecamp will provide age-appropriate student education on personal safety, boundaries, and how to seek help.

---

8. Community Partnerships

We will maintain ongoing relationships with:

- Oklahoma Department of Human Services (DHS)
- Local law enforcement
- Mental health and counseling agencies
- Child advocacy centers

---

9. Review and Updates

This policy will be reviewed annually by school leadership and updated to remain in compliance with state law.

Adopted: Aug. 1, 2025
Reviewed By: Brenna Reaves, Owner
Next Review Date: Aug. 1, 2026

HIV/AIDS Prevention Policy

Purpose

Basecamp Hybrid School is committed to promoting student health, safety, and well-being through accurate, age-appropriate, and respectful health education. This policy aligns with Oklahoma law while ensuring our instruction is inclusive, medically accurate, and free from stigma.

Scope

This policy applies to:

- All students in required grade bands (5–6, 7–9, 10–12).
- All instructional settings, including on-campus and hybrid learning.
- Any school-sponsored activities where health education is provided.

Legal Compliance

In accordance with **Oklahoma Statutes § 70-11-103.3**, Basecamp Hybrid School will:

- Provide **AIDS prevention education** at least once in each required grade range.
- Use curriculum that is **medically accurate**, age-appropriate, and approved by the State Department of Education or developed in partnership with the State Department of Health.
- Offer parents/guardians:
    - The right to **review instructional materials**.
    - An opportunity to attend a **presentation at least one month in advance**.
    - The option to **opt out** their child via written notice.

Instructional Approach

Basecamp Hybrid School's HIV/AIDS prevention education will:

- Focus on **facts** about HIV, its transmission, and prevention.
- Teach that **abstinence from sexual activity** is the only certain method of prevention.
- Include information about **risk-reduction strategies** while clarifying their limitations.
- Address **nonsexual transmission risks**, such as sharing needles or contact with infected blood.
- Provide **age-appropriate skills training**, including:
    - Refusal and peer-resistance skills.
    - How to identify and avoid risky situations.
    - How to support others in making safe, healthy choices.
- Be delivered in a **respectful, inclusive manner**, without stigmatizing individuals based on sexual orientation, gender identity, or health status.

Prevention and Safety Message

Our instruction will:

- Promote compassion and understanding toward people living with HIV/AIDS.
- Emphasize that HIV is a **medical condition, not a moral judgment**.
- Encourage healthy decision-making and respect for self and others.

Parental Involvement

We recognize parents/guardians as primary educators in their child's life. Basecamp will:

- Communicate in advance about instructional dates and content.
- Provide access to all materials upon request.
- Respect all parental opt-out decisions without penalty to the student.

Review Cycle

This policy will be reviewed annually to:

- Ensure compliance with current Oklahoma law.
- Incorporate the latest public health guidance.
- Reflect best practices for inclusive, evidence-based instruction.

Hazard Communication Program

Purpose

The purpose of this program is to ensure all staff members at Basecamp Hybrid School understand the potential hazards of chemicals they may encounter at school and know how to work safely with them. This plan meets the requirements of the **Oklahoma Hazard Communication Standard** (OSHA 29 CFR 1910.1200 as adopted by Oklahoma).

---

1. Program Scope

This program applies to:

- All employees, contractors, and volunteers who may work with or near hazardous chemicals.
- All areas where chemicals are stored, used, or disposed of—including classrooms, art spaces, kitchens, bathrooms, maintenance closets, and outdoor areas.

---

2. Chemical Inventory

- The school will maintain an **up-to-date list** of all hazardous chemicals used or stored on campus.
- The list will include the product name, manufacturer, location stored, and date of inventory update.
- Inventory will be updated **at least annually** and whenever a new chemical is introduced.

---

3. Safety Data Sheets (SDS)

- SDS for every hazardous chemical will be kept in a **central binder** located in the school office and/or maintenance area.
- Digital copies will also be stored in a secure, shared staff drive.
- SDS must be accessible to all employees during every work shift.

---

4. Labeling Requirements

- All containers of hazardous chemicals must be labeled with:
    - Product identifier
    - Hazard warnings (signal words, pictograms, hazard statements)
    - Manufacturer information
- Secondary containers (such as spray bottles) must also be labeled, even if used for a short time.

---

5. Employee Training

All employees who handle or may be exposed to hazardous chemicals will receive **HazCom training**:

- At the time of hire.
- Whenever a new hazard is introduced.
- At least annually as a refresher.

Training topics will include:

- Understanding chemical labels and SDS.
- Safe handling and storage procedures.
- Proper use of personal protective equipment (PPE).
- Emergency and spill response procedures.
- Employee rights under the HazCom standard.

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6. Non-Routine Tasks

If staff are asked to perform a task not part of their regular duties that involves hazardous chemicals (e.g., deep cleaning with stronger disinfectants), they will receive **task-specific hazard training** before starting.

---

7. Contractor Communication

- Contractors will be informed of any hazardous chemicals they may be exposed to while working at Basecamp.
- Contractors must inform the school of any hazardous materials they bring on site.

---

8. Employee Rights

Employees have the right to:

- Receive information and training about hazardous chemicals in the workplace.
- Review SDS at any time.
- Report hazards without fear of retaliation.
- Refuse work involving hazardous chemicals if safety information is not provided.

---

9. Program Administration

The **School Director** will:

- Maintain the written HazCom Program.
- Keep the chemical inventory and SDS up to date.
- Ensure all training is documented.

Asbestos Emergency Response Procedure
(In Compliance with AHERA & Oklahoma Regulations)

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1. Purpose

To ensure the safety of students, staff, and visitors in the event of a suspected or confirmed disturbance of asbestos-containing materials (ACM) at Basecamp Hybrid School, this procedure outlines the required response actions, roles, and documentation protocols.

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2. Immediate Response Steps

a. Cease Activity & Secure the Area

- Immediately stop any work or activity that may have disturbed ACM.
- Evacuate all individuals from the affected area.
- Close off and secure the space using signage, cones, or barriers.

b. Notify Key Personnel

- Contact the **Asbestos Designated Person (ADP)**.
- Inform the **Head of School** and building custodian.
- If outside contractors were involved, notify their supervisor.

c. Initial Assessment

- The ADP will arrange for an inspection by a certified asbestos inspector to assess:
    - Whether ACM was disturbed
    - Condition of the material
    - Potential exposure risk

---

3. Remediation Actions

a. Emergency Containment (If Needed)

- Use plastic sheeting or tape to temporarily seal off damaged ACM.
- Avoid sweeping, vacuuming, or disturbing debris.

b. Engage Licensed Abatement Contractor

- Hire a licensed Oklahoma asbestos abatement contractor for repair, encapsulation, or removal.
- Ensure contractor follows all safety and reporting regulations under Oklahoma Administrative Code and NESHAP.

c. Air Quality Clearance

- Following remediation, conduct air monitoring to ensure fiber levels are within safe limits.
- Do not reoccupy the area until clearance is received.

---

4. Notification Requirements

a. Internal Communication

- Inform all staff of the disturbance and temporary access restrictions.

b. Parent/Guardian Notification

- Send written notice to families including:
    - Date and location of disturbance
    - Description of actions taken
    - Contact information for questions

---

5. Documentation

- Record all details of the incident including:
    - Date and time of occurrence
    - Witness statements
    - Inspection reports
    - Actions taken and clearance results
- Update the school's **Asbestos Management Plan** accordingly.

---

6. Use of Temporary Spaces

- If relocation is needed to an uninspected building, conduct a full asbestos inspection **within 30 days** as required by AHERA.

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7. Annual Review

This emergency procedure will be reviewed annually and after any asbestos-related event to ensure accuracy and regulatory compliance.

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Personnel

Hiring Policies and Procedures

Teacher Recruitment

Employee Contracts

Job Descriptions

Teaching Methods

Roles, Responsibilities, and Duties

Staff Evaluations

Rubric for Staff Evaluations

Professional Development

Counseling Services

Special Education and ELL Services

Volunteers/ Parent Involvement

Hiring Policies and Procedures

1. Purpose

The purpose of this policy is to establish fair, transparent, and consistent hiring practices that support the mission and values of Basecamp Hybrid School. We aim to recruit and retain high-quality staff who are committed to innovative, student-centered education.

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2. Equal Employment Opportunity

Basecamp Hybrid School is an equal opportunity employer. We do not discriminate on the basis of race, color, gender, gender identity, sexual orientation, religion, age, national origin, disability, marital status, veteran status, or any legally protected status.

---

3. Hiring Philosophy

We seek educators and staff who:

- Are passionate about student growth and personalized learning.
- Excel in project-based teaching methodology.
- Demonstrate cultural competence and a growth mindset.
- Align with Basecamp's core values: innovation, community, and integrity.

---

4. Hiring Process Overview

A. Needs Assessment

- Department heads or leadership identify staffing needs based on enrollment, curriculum plans, and budget.
- Roles are defined or updated with input from relevant stakeholders.

B. Job Description Development

Each position includes:

- Title and classification (full-time, part-time, exempt, etc.)
- Duties and responsibilities
- Required qualifications (certifications, degrees, experience)
- Preferred qualifications
- Work environment details (onsite, remote, hybrid)
- Salary range and benefits (if applicable)

C. Job Posting

- Positions are posted internally and externally for a minimum of 14 days.
- Platforms may include: Basecamp website, Indeed, local job boards, education networks, and university programs.

D. Application Collection

- Required documents: cover letter, resume, references, and relevant credentials.
- Optional: teaching portfolio, sample lesson plans, video introduction.

E. Initial Screening

- HR or hiring committee screens candidates for minimum qualifications and cultural fit.
- Selected candidates move to the interview stage.

F. Interview Process

- First-round interview (virtual or in-person)
- Second-round interview and/or teaching demo or skill assessment
- Final interview with leadership or school founder

G. Reference and Background Checks

- Minimum of 2 professional references verified.
- Criminal background check required (in compliance with state law).
- Verification of academic degrees, licenses, and certifications.

H. Selection and Offer

- Hiring committee discusses top candidates.
- Final offer made contingent upon satisfactory background check and credential verification.
- Offer letter includes position details, salary, start date, and onboarding instructions.

---

5. Onboarding Procedures

- Signed offer letter and employment documents.
- Orientation session (policies, technology, systems, expectations).
- Assignment of a mentor or team lead.

- Training in curriculum platforms (e.g., Google Classroom, Zoom, Canvas, etc.)
- Compliance training (e.g., FERPA, child protection, hybrid teaching best practices).

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6. Probationary Period

- New employees have a 90-day probationary period.
- Regular check-ins and performance reviews are conducted during this time.
- Permanent status is granted upon successful completion.

---

7. Record-Keeping

- All hiring documents are securely stored in compliance with data protection regulations.
- Personnel files include employment application, offer letter, tax forms, and verification documents.

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8. Policy Review

This hiring policy is reviewed annually by the leadership team and updated as needed to remain compliant with legal requirements and aligned with organizational goals.

Teacher Recruitment

1. Purpose

The purpose of this policy is to ensure the effective, fair, and strategic recruitment of high-quality teachers who align with Basecamp Hybrid School's mission to deliver a flexible, innovative, and personalized hybrid learning experience for students.

---

2. Recruitment Objectives

We aim to recruit teachers who:

- Demonstrate strong pedagogical knowledge and adaptability in both in-person and virtual settings.
- Are committed to student-centered, project-based, and differentiated instruction.
- Embrace the use of technology in hybrid learning environments.
- Reflect the diversity of our student community.
- Are licensed or qualified according to applicable state laws and school standards.

---

3. Equal Opportunity Commitment

Basecamp Hybrid School is an equal opportunity employer. All recruitment decisions are made without discrimination based on race, religion, gender, sexual orientation, age, disability, or other protected characteristics. We are committed to building a diverse and inclusive faculty team.

---

4. Recruitment Strategy

A. Needs Assessment

- Annual review of enrollment trends, staffing needs, subject area gaps, and student-teacher ratios.
- Input gathered from administrators, department leads, and educational strategists.

B. Job Advertisement

- Positions posted on:
    - Basecamp website and newsletters
    - National education job boards (e.g., EdJoin, SchoolSpring, Indeed Education)
    - University education departments and teacher preparation programs
    - DEI-focused platforms to promote diversity in hiring
- Postings remain live for a minimum of two weeks or until the position is filled.

C. Outreach and Networking

- Attend teacher job fairs and virtual hiring events.
- Collaborate with colleges of education for student-teacher placements and potential hires.
- Leverage referrals from current staff and partner organizations.

---

5. Application Process

Applicants are required to submit:

- Resume
- Cover letter explaining their fit for hybrid learning and Basecamp's values
- Copy of teaching license or certification (if applicable)
- At least two professional references
- (Optional) Sample lesson plan, digital teaching portfolio, or recorded lesson

---

6. Screening and Interviewing

A. Preliminary Screening

- Applications are reviewed by HR and academic leadership.
- Candidates are screened for alignment with school philosophy, minimum qualifications, and experience in hybrid or innovative models.

B. Interview Stages

- **First Round:** Virtual or in-person interview focused on instructional philosophy, technology use, classroom management, and student engagement.
- **Second Round:** Teaching demonstration (live or recorded) evaluated by academic team.
- **Final Interview:** One-on-one with a school leader or head of school focusing on culture fit, collaboration, and vision alignment.

---

7. Reference and Background Checks

- Verification of employment history, teaching credentials, and academic degrees.
- Minimum of two references contacted.
- Criminal background check conducted in accordance with state and federal laws.

---

8. Offer and Appointment

- Formal written offer includes job title, compensation, work schedule, responsibilities, and onboarding timeline.
- All offers are contingent upon successful completion of background and credential verification.

---

9. Induction and Onboarding

- New teachers participate in a structured onboarding program, including:
    - Orientation to Basecamp's hybrid learning model
    - Training in technology tools and platforms
    - Introduction to school policies, culture, and support systems
    - Assignment of a mentor teacher or instructional coach

---

10. Policy Review

This Teacher Recruitment Policy will be reviewed annually by the school leadership team and updated as needed to remain aligned with school goals, compliance requirements, and best practices.

BASECAMP HYBRID SCHOOL LLC

TEACHER INDEPENDENT CONTRACTOR AGREEMENT
(One-Year Term)

This Teacher Independent Contractor Agreement ("Agreement") is entered into by and between **Basecamp Hybrid School LLC**, an Oklahoma limited liability company doing business as basecamphybridschool.net ("School"), and the undersigned educator ("Contractor" or "Teacher"). This Agreement shall be effective as of the date of signature and remain in effect for **one (1) academic year**, unless terminated earlier in accordance with this Agreement.

---

1. Position and Term

The Teacher is hired to serve as a **Project-Based Educator** for Basecamp Hybrid School for the term beginning **August 1** and ending **May 29**, subject to renewal or termination under this Agreement.

---

2. Employment Status (Independent Contractor / 1099)

- The parties acknowledge and agree that Teacher shall serve as an **independent contractor** and not as an employee of Basecamp Hybrid School LLC. Teacher shall receive a Form 1099 for tax reporting purposes.
- As an independent contractor, Teacher shall be solely responsible for all federal, state, and local taxes, including but not limited to income tax, self-employment tax, Social Security tax, and Medicare tax.
- Teacher shall not be eligible for employee benefits of any kind, including but not limited to health insurance, retirement benefits, paid time off, unemployment benefits, or workers' compensation.
- Nothing in this Agreement shall be construed to create a partnership, joint venture, or employer-employee relationship between the parties.

---

3. Duties and Responsibilities

The Teacher agrees to fulfill the following duties:

- Arrive on campus at least **15 to 30 minutes prior to the scheduled class start time** each school day.
- Remain on campus **until all students have safely departed with a parent, guardian, or authorized adult**.
- If the Teacher is the **last person to leave campus**, it shall be the Teacher's responsibility to **securely lock each classroom and any applicable school spaces for the day**.
- Ensure that the classroom, bathrooms, outdoor spaces, kitchen areas, and all learning environments are **cleaned, organized, stocked, and properly prepared for the following school day and the next teacher's use**.
- Promptly **notify the Director of any shortages of essential supplies** including, but not limited to, paper towels, toilet paper, soap, printer paper, or any malfunctioning classroom, office, or facility equipment, as soon as the shortage or issue is discovered.
- Provide **timely notification to the School Director if unable to report for a scheduled class day**. Teacher shall be responsible for compensating any substitute teacher at the rate of **$50.00 per day**, unless otherwise agreed upon between the Teacher and substitute.
- Teachers may use **available school supplies provided by Basecamp Hybrid School as reasonably available**, but the Teacher is ultimately responsible for **providing any additional supplies, materials, or resources necessary for classroom projects, lessons, or assignments initiated by the Teacher**.
- **All use of classrooms, common spaces, or facilities outside of regular operating hours for any purpose, including but not limited to tutoring, extracurricular**

activities, workshops, or private instruction must receive prior written approval from the Owner, Brenna J. Reaves.
- Design and facilitate project-based learning experiences aligned with Basecamp's mission and educational philosophy.
- Create and maintain a safe, inclusive, and engaging classroom environment.
- Collaborate with other educators and staff to plan integrated and interdisciplinary projects.
- Communicate regularly and professionally with students, parents/guardians, and administrators.
- **Any concerns regarding tuition payments, financial obligations, or billing must be addressed directly and privately with the student's parent or guardian. Teachers shall not discuss tuition matters with students directly.**
- Participate in staff meetings, professional development, and student conferences.
- Assess student growth using formative and summative tools and provide timely feedback.
- Maintain accurate attendance and academic records.
- Uphold all school policies, including attendance, safety, and behavior guidelines.
- Ensure that student and family information remains confidential in accordance with FERPA.

---

4. Ethical Standards and Conduct

The Teacher shall:

- Interact with students, parents, and colleagues with professionalism, respect, and compassion.
- Model ethical behavior, fairness, and inclusion in all school-related activities.
- Avoid favoritism, bias, or inappropriate relationships with students or families.
- Immediately report any concerns regarding student safety or ethical violations to school leadership.

---

5. Compensation and Payments

- Compensation shall be **$[amount]** for the term of this contract, payable in accordance with the School's standard payment schedule for independent contractors.
- No payroll deductions will be made; the Teacher shall be fully responsible for managing tax obligations.
- The Teacher may be eligible for additional stipends, reimbursements, or payments as agreed upon separately in writing.

6. Termination

This Agreement may be terminated:

- By either party with **45 days' written notice**;
- Immediately by the School for cause, including but not limited to: breach of contract, gross misconduct, or violations of school policy;
- Automatically upon expiration of the one-year term, unless renewed in writing.

---

7. Non-Compete and Non-Solicitation Clause

For a period of **twelve (12) months** following the termination or expiration of this Agreement, the Teacher agrees:

- Not to **directly or indirectly solicit, recruit, or encourage** any current student or parent of Basecamp Hybrid School to withdraw or enroll in another educational program initiated by the Teacher;
- Not to establish or participate in any new educational enterprise (including but not limited to co-ops, microschools, or hybrid learning environments) within a **50-mile radius** of Basecamp Hybrid School that targets the same student demographic.

The Teacher acknowledges that this clause is essential to protect the School's mission, relationships, and community.

---

8. Confidentiality and Access to Systems

- During and after the term of this Agreement, the Teacher agrees not to disclose, share, or misuse any confidential information, including but not limited to student records, financial data, curriculum materials, internal communications, or proprietary school documents.
- Upon conclusion or termination of this Agreement, the Teacher shall immediately cease use of, and shall not access, any systems, logins, apps, forms, databases, or any digital or paper platforms that are owned, licensed, or paid for by Basecamp Hybrid School LLC.
- The Teacher agrees not to retain or use any login credentials, passwords, access codes, or proprietary documents belonging to Basecamp Hybrid School after separation from service.

---

9. Entire Agreement

This Agreement constitutes the entire understanding between the parties and supersedes all prior discussions or agreements, whether oral or written. Any amendments must be in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date(s) below.

Basecamp Hybrid School LLC
By: _____
Haley Freeman, Manager
Date: _____

Basecamp Hybrid School LLC (Owner)
By: _____
Brenna J. Reaves, Owner
Date: _____

Teacher (Independent Contractor)
Name: _____
Signature: _____
Date: _____

Job Description: Contract Teacher

Basecamp Hybrid School
Position Type: Independent Contractor (Contract)
Location: Hybrid – Combination of in-person and virtual instruction
Reports To: Lead Educator / Program Director

About Basecamp Hybrid School

Basecamp Hybrid School offers a flexible, project-based learning environment that blends in-person collaboration with online learning tools. We are committed to building a student-centered, safe, and innovative academic experience where teachers lead with passion and purpose.

Position Summary

Basecamp Hybrid School seeks contract teachers who are experienced, student-focused, and collaborative. Teachers will guide students through project-based learning, monitor academic progress, and maintain consistent, professional communication with students, families, and staff. This is a non-employee, contractor position, compensated based on an agreed service contract.

Key Responsibilities

- **Instruction & Planning**
    - Design and facilitate engaging, standards-aligned project-based learning experiences.
    - Differentiate instruction to meet the diverse needs of students in a hybrid setting.
    - Incorporate both in-person and online instructional strategies.
- **Communication & Collaboration**
    - Maintain regular, clear communication with parents, students, and staff.
    - Attend scheduled team meetings and contribute to collaborative planning.
    - Provide timely updates on student progress, challenges, and successes.
- **Student Monitoring & Support**
    - Supervise and monitor student engagement, behavior, and progress during both in-person and online activities.
    - Offer academic support and encouragement, adjusting instruction as needed.
    - Track and report student attendance and performance data as agreed in contract terms.
- **Leadership & Professionalism**
    - Model a growth mindset, responsibility, and respectful communication.
    - Serve as a positive role model for students and the learning community.
    - Follow all school protocols, including those related to hybrid learning, attendance, and student conduct.
- **Safety & Compliance**
    - Prioritize student safety and maintain a secure, respectful environment at all times.
    - Report any concerns related to student safety, well-being, or misconduct promptly.

- Adhere to all health, safety, and reporting policies as outlined by Basecamp Hybrid School.

Qualifications

Required

- Bachelor's degree or higher (education or related field preferred)
- Experience in project-based or student-centered instruction
- Excellent communication and interpersonal skills
- Ability to work independently and meet deadlines
- Commitment to maintaining a safe, inclusive, and positive learning environment

Preferred

- Valid teaching certification (state-specific or national)
- Experience in hybrid or blended learning environments
- Familiarity with digital learning platforms (e.g., Google Classroom, Zoom)

Contract Terms

- Contracted services may include specific days, subjects, or student groups.
- Compensation, schedule, and expectations are detailed in each individual contract.
- Contractors are responsible for their own taxes, insurance, and professional licensing.

How to Apply

Interested candidates should submit:

- Resume
- Letter of interest detailing relevant experience with hybrid/project-based learning
- Two professional references

Teaching Methods

At Basecamp Hybrid School, our teaching is grounded in **project-based learning (PBL)**, where students engage in meaningful, real-world projects that promote deep understanding and critical thinking. We emphasize **content mastery over seat time**, allowing students to progress as they demonstrate true understanding of concepts. Teachers use **clear, standards-aligned rubrics** to guide instruction, assess learning, and provide actionable feedback. Learning is personalized, collaborative, and designed to develop both academic skills and real-world competencies in a hybrid (in-person and online) environment.

Roles, Responsibilities, and Duties

1. Instructional Design & Delivery

- Design and implement **project-based learning units** aligned with academic standards.
- Facilitate both **in-person and online instruction**, adapting strategies for hybrid learners.
- Use **formative and summative assessments** to monitor progress toward content mastery.
- Create and revise **rubrics** to assess student work with clarity and consistency.

2. Student Support & Monitoring

- Track and support individual students' **academic growth and mastery** of skills/content.

- Provide **individualized support**, including feedback, tutoring, and guidance.
- Monitor student **engagement, attendance, and participation** in both online and physical settings.
- Maintain high expectations for **student conduct and personal responsibility**.

3. Communication & Collaboration

- Communicate regularly with **parents/guardians** about student progress, behavior, and needs.
- Collaborate with fellow teachers and staff to ensure a **cohesive, interdisciplinary approach**.
- Participate in **team meetings, training, and planning sessions**.

4. Leadership & Modeling

- Model strong character, responsibility, and a **growth mindset** for students.
- Promote and maintain a **positive, inclusive, and safe classroom environment**.
- Uphold and enforce **school policies, routines, and behavioral expectations**.

5. Professional Practices

- Reflect on teaching practices and **participate in professional development** as required.
- Stay current on **educational best practices** in hybrid and project-based learning.
- Maintain accurate records of student progress, attendance, and communication.

Staff Evaluations at Basecamp Hybrid School

At Basecamp Hybrid School, staff evaluations are designed to support professional growth, uphold instructional quality, and align with our core values of innovation, communication, and

student-centered learning. Teachers are evaluated based on **classroom/project effectiveness, student engagement, communication, and commitment to safety and school culture**.

Evaluations include:

- **Classroom observations** (in-person or virtual)
- Review of **student work and mastery data**
- Feedback from students, families, and colleagues
- Evaluation of **rubric use and project design quality**
- **Self-reflection** and goal-setting by the teacher
- A formal review and **collaborative check-in** with leadership or mentors

Rather than focusing solely on compliance, our evaluations are formative and focused on growth, helping teachers refine their practice and maximize student success in a hybrid model.

Basecamp Hybrid School – Staff Evaluation Rubric

Staff Member: _____

Evaluator: _____

Rating Scale:

Score	Description
4	Exceeds Expectations
3	Meets Expectations
2	Approaching Expectations

1 Needs Improvement

---

1. Instructional Design & Delivery (Project-Based Learning)

Criteria	4	3	2	1
Lesson and project planning	Designs exceptional, engaging, real-world projects aligned to standards and mastery goals	Designs effective and appropriate project-based lessons aligned to goals	Designs lessons with some project-based elements but inconsistent alignment	Projects lack rigor, clarity, or alignment with standards
Use of rubrics and mastery-based assessment	Uses clear, detailed rubrics; regularly revises based on student needs; mastery tracking is strong	Uses rubrics and tracks mastery consistently	Uses rubrics but inconsistently or without clarity	Rarely uses rubrics or mastery-based assessments

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2. Classroom/Environment Management

Criteria	4	3	2	1
Engagement and student responsibility	Fosters deep engagement; students take ownership of their learning	Maintains engagement; encourages independent learning	Engagement is inconsistent; teacher-dependent environment	Low engagement; lacks structure for student responsibility
Safety and classroom culture	Proactively models and enforces safety and respectful behavior at all times	Maintains a safe, respectful classroom environment	Occasionally overlooks behavior/safety concerns	Frequently fails to maintain a safe or respectful environment

---

3. Communication & Collaboration

Criteria	4	3	2	1

Communication with families	Consistently proactive, timely, and clear communication	Communicates effectively and regularly	Inconsistent communication or follow-through	Rarely communicates or delays important updates
Team collaboration	Actively contributes, supports peers, and fosters a collaborative team culture	Participates positively in meetings and planning	Occasionally contributes; limited collaboration	Rarely collaborates or disrupts team dynamics

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4. Professionalism & Growth

Criteria	4	3	2	1
Reflection and growth mindset	Seeks feedback and consistently applies it; reflects deeply and proactively improves	Reflects on practice and applies feedback appropriately	Accepts feedback but struggles to apply it	Resists feedback or does not engage in reflection
Dependability and follow-through	Exceeds expectations for reliability and meeting deadlines	Dependable and meets expectations	Occasionally misses deadlines or follow-through	Frequently misses deadlines or expectations

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5. Hybrid Learning Practices

Criteria	4	3	2	1
Use of technology tools	Innovatively integrates tools to enhance learning in hybrid environments	Uses technology effectively to support instruction	Uses tools inconsistently or without clear purpose	Lacks skill or consistency in using tech tools
Hybrid instruction	Seamlessly blends in-person and online	Balances hybrid	Struggles to adapt instruction across settings	Instruction is ineffective in

and adaptability	instruction; highly adaptable	instruction effectively	one or both settings

---

Evaluator Comments:

Strengths:
(List key strengths observed during evaluation.)

Areas for Growth:
(List specific areas where improvement is encouraged.)

Recommended Actions/Support:
(e.g., coaching, PD, peer collaboration)

Professional Development at Basecamp Hybrid School

At Basecamp Hybrid School, professional development is ongoing, collaborative, and tailored to the unique needs of hybrid teaching. We focus on building skills in **project-based learning**, **mastery-based assessment**, **technology integration**, and **student-centered practices**. Through workshops, peer collaboration, coaching, and reflective practice, our teachers grow as innovative educators and leaders. Professional development is not just about compliance — it's about continuous growth, aligned with our mission to create meaningful, flexible learning experiences for every student.

Counseling Services at Basecamp Hybrid School

At Basecamp Hybrid School, we believe that **mental health is essential to student and staff well-being**. While we do not provide on-site counseling services, we are committed to creating a supportive, caring environment. If a student or staff member needs mental health support, we

are happy to **provide recommendations and referrals** to trusted local professionals or community resources upon request. Our goal is to ensure every individual feels heard, respected, and connected to the help they need.

Student Support Services at Basecamp Hybrid School

At Basecamp Hybrid School, we are committed to supporting the unique needs of every student through a flexible, student-centered approach. Our services are designed to ensure that each learner receives the tools, resources, and guidance necessary to thrive in a hybrid learning environment.

Special Education
We work closely with families to honor existing IEPs and collaborate on developing individualized plans tailored to each student's strengths and challenges. Our team is dedicated to providing appropriate modifications and accommodations that empower all students to succeed academically and personally. Whether supporting learning differences or addressing specific needs, we prioritize inclusive education and meaningful progress.

Language and Communication Support
While we do not offer a formal ELL (English Language Learner) program, we are experienced in working with students who face challenges in communication. Additionally, we offer foreign language instruction as part of our curriculum, helping students broaden their language skills and cultural understanding.

Volunteers/ Parent Involvement

At Basecamp Hybrid School, we deeply value the partnership between school and home. We believe it truly takes a village to educate and raise confident, capable children—and our volunteers are an essential part of that village.

Our **Hero's Club** is the heart of our parent helper program. Whether assisting in the classroom, helping with events, or serving as substitute support, our Hero's Club members make a meaningful impact on the day-to-day life of our school.

To ensure the safety and well-being of all students, **all adult volunteers are required to complete a background check through BCHEX (Safe School Background Checks)** and **attend a Volunteer/Sub Training** before participating on campus. We welcome capable, caring individuals who are committed to supporting our students—and keeping our learning environment safe and positive.

We're grateful for the time, energy, and care our volunteers bring. Basecamp wouldn’t be the same without you!

Curriculum

Course Overviews

Textbook/ Virtual Programs

Teaching Methods

Grade Level Competencies

Benchmarks

Student Progress

Monitoring/Assessments

Academic Indicators

Library Plan

Extracurricular Activities

Course Overviews

At Basecamp Hybrid School, we offer a diverse range of courses designed to inspire and engage students. Every class is aligned with Oklahoma Academic Standards to ensure a strong educational foundation. Our project-based learning approach emphasizes creativity, collaboration, and critical thinking. By incorporating hands-on activities and fun, innovative teaching methods, we make learning both meaningful and enjoyable for all students.

Courses Offered:
Pre-Algebra
Algebra
World History
Human Anatomy and Physiology
Spanish 1
Spanish 2
Life Skills
United States History
Honors Biology

Middle School Social Studies
Middle School Science
Middle School Enrichment

Elementary Social Studies
Elementary Science
Elementary Enrichment

Music
Art

🌟 Sparks (K–1st Grade)

Fridays | Enrichment Class
Young learners ignite curiosity through hands-on activities in **STEM, art, music, and imaginative play**. Sparks encourages creative expression, collaboration, and discovery in a warm, joyful environment that nurtures the whole child.

🔎 Explorers (2nd–4th Grade)

Project-Based Science, Social Studies & Enrichment
Students dive into **science and social studies aligned with Oklahoma standards**, while also pursuing passion projects and enrichment experiences. Explorers fosters critical thinking, creativity, and a love of learning through inquiry, teamwork, and exploration.

🧭 Trailblazers (5th–7th Grade)

Integrated STEM, Humanities & Life Skills
Trailblazers expand their knowledge through **standards-based science and social studies**,

beginner **Spanish**, and practical **life skills**. Project-based learning fosters independence, curiosity, and collaboration—preparing students to lead, create, and problem-solve in meaningful and effective ways.

🏞️ Pioneers (8th–10th Grade)

Interdisciplinary Academics with Real-World Relevance
Students take a deeper dive into core subjects, including **pre-algebra, algebra, literature, creative writing, psychology, world history, anatomy & physiology, Spanish**, and **life skills**. Pioneers is designed to build critical thinking, communication, and practical knowledge through engaging, student-centered projects and authentic inquiry.

🛠️ Life Skills (Middle & High School)

Practical Skills for Everyday Living
In this hands-on course, students gain essential tools for adulthood—like folding fitted sheets, creating a budget, planning meals, managing time, and cultivating a “see it, do it” mindset. Empowering students to become confident, capable, and proactive in the real world.

➗ Pre-Algebra

A hands-on introduction to foundational algebra concepts. Students explore patterns, equations, ratios, and problem-solving through real-world applications and collaborative projects.

📐 Algebra

Students deepen their understanding of expressions, equations, functions, and graphing. Algebra comes alive through real-life challenges and creative, project-based problem solving.

📚 Literature

Through classic and contemporary texts, students explore timeless themes like justice, identity, and resilience. This class emphasizes thoughtful discussion, literary analysis, and connections to history and current events.

✍️ Creative Writing

Students unleash their voices through storytelling, poetry, personal narrative, and script writing. Focused on imagination and expression, this class builds confidence, style, and storytelling skills.

🧠 Psychology

An introduction to how the human brain, emotions, and behavior work. Students explore topics like memory, personality, and mental health through interactive activities, discussions, and case studies.

🌍 World History

Students journey through ancient civilizations, global revolutions, and cultural shifts that shaped our world. This class emphasizes connections between the past and present using projects, simulations, and primary sources.

🧬 Anatomy & Physiology

From body systems to cells, students explore the structure and function of the human body. Interactive labs and models help bring biology to life and connect science to everyday health and wellness.

🇪🇸 Spanish

Beginning Spanish learners build vocabulary, conversation skills, and cultural awareness through games, songs, role-plays, and projects. This class emphasizes real-world language use and joyful learning.

A variety of Music programs are available; reach out for more information.

See flyer for art options.

Join Remind for other upcoming opportunities!

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A variety of Music programs are available; reach out for more information.

See flyer for art options.

Join Remind for other upcoming opportunities!

Textbook/ Virtual Programs

TEXTBOOKS
If a textbook is needed for a class, parents/students will be notified and are required to purchase it beforehand.

Virtual Programs
We use Teaching Textbooks in tandem with teacher lessons for our pre-Algebra and Algebra classes.

Teaching Methods

At Basecamp Hybrid School, our teaching is grounded in **project-based learning (PBL)**, where students engage in meaningful, real-world projects that promote deep understanding and critical thinking. We emphasize **content mastery over seat time**, allowing students to progress as

they demonstrate true understanding of concepts. Teachers use **clear, standards-aligned rubrics** to guide instruction, assess learning, and provide actionable feedback. Learning is personalized, collaborative, and designed to develop both academic skills and real-world competencies in a hybrid (in-person and online) environment.

Grade Level Competencies

Please refer to Oklahoma Academic Standards for grade-level standards. Basecamp Hybrid School bases all classes on Oklahoma's standards.

Our Approach to Benchmarks at Basecamp Hybrid School

At Basecamp Hybrid School, benchmarks serve as clear academic milestones that help us measure student growth and guide personalized learning. Our approach blends state standards with innovative instructional strategies to ensure that all students are supported in achieving mastery.

✅ Aligned with Oklahoma Academic Standards

Every course and learning objective is rooted in the **Oklahoma Academic Standards**, ensuring students gain the essential knowledge and skills required at each grade level. These standards provide the foundation for our benchmark goals and assessments.

🎯 Project-Based Learning

We believe that deep learning happens through doing. That's why our benchmarks are embedded in **authentic, hands-on projects**. These projects are designed to help students apply what they've learned in meaningful contexts—solving real problems, creating products, and presenting their thinking to others.

🧰 Rubric-Driven Assessment

Each benchmark is assessed using **detailed rubrics** that clarify expectations and make learning goals visible. Rubrics help students understand where they are in their learning journey and what steps they need to take to improve. Teachers use rubrics for feedback, self-assessment, and tracking progress toward mastery.

🏆 Focus on Mastery, Not Just Completion

Rather than simply moving through content, our focus is on **mastery learning**. This means students have multiple opportunities to practice skills, receive feedback, and demonstrate understanding. They advance when they're ready—when they truly understand the material—not just when a unit ends.

This approach ensures that benchmarks at Basecamp are not just checkboxes, but part of a dynamic, student-centered learning process that prioritizes engagement, clarity, and growth.

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📈 Monitoring Student Progress at Basecamp Hybrid School

At Basecamp Hybrid School, student progress is measured in meaningful, authentic ways that reflect real learning—not just test scores. Our approach is rooted in observation, creativity, and student growth, with a strong focus on **mastery** rather than memorization.

🎯 Mastery-Based Learning

Progress isn't based on how quickly students move through material—it's based on how deeply they understand it. We give students the time, support, and flexibility they need to fully master key concepts and skills. Learning is personalized, and students advance when they're truly ready.

🧩 Project-Based Assessment

Instead of traditional worksheets or tests, students demonstrate understanding through hands-on, **project-based learning**. Whether they're designing models, leading presentations, writing stories, or building experiments, students show what they know in creative and meaningful ways.

📋 Rubrics & Observation

Teachers use detailed **rubrics** to assess projects and performances. Rubrics clearly define expectations and allow teachers to track progress over time. We also rely heavily on **teacher observation** during class activities, discussions, and collaborative work to assess both academic and social growth.

🧠 Student Voice & Choice

Students often have multiple options for how to show mastery. Whether it's a video, poster, model, skit, or writing piece, we encourage students to choose formats that showcase their

strengths and creativity. This helps us get a clearer, fuller picture of what each student truly understands.

📨 Monthly Progress Updates

Families receive **monthly progress updates** that highlight each student's strengths, areas for growth, and mastery levels. These updates are personalized and provide meaningful insight—not just letter grades—so families stay informed and involved in their child's learning journey.

At Basecamp, progress is not a number—it's a story of growth, discovery, and confidence. By focusing on mastery and offering diverse ways for students to succeed, we empower learners to take ownership of their education and thrive.

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Would you like this turned into a visual one-pager or something for your school website or family handbook?

You said:

what are some academic indicators for basecamp hybrid school

ChatGPT said:

Great question! At **Basecamp Hybrid School**, academic indicators should reflect your unique learning model—**project-based**, **mastery-focused**, and aligned to **Oklahoma Academic Standards**. Rather than relying on standardized test scores or worksheet completion, your indicators can emphasize meaningful learning, skill development, and student engagement.

Here are some strong academic indicators tailored to Basecamp's approach:

📊 Academic Indicators for Basecamp Hybrid School

1. Standards Mastery

- Student demonstrates mastery of grade-level Oklahoma Academic Standards.
- Progress is tracked using rubric-aligned evaluations.

- Mastery is evident through projects, presentations, and applied work.

2. Project Completion & Quality

- Student completes core and enrichment projects on time and at a high level of quality.
- Projects show clear understanding, creativity, and real-world application.
- Work is evaluated using performance-based rubrics tied to learning objectives.

3. Growth Over Time

- Students show measurable growth in skills and understanding throughout the year.
- Growth is visible through comparison of project complexity, depth of explanation, and increased independence.

4. Student Engagement

- Student participates actively in discussions, workshops, and group projects.
- Demonstrates curiosity, problem-solving, and willingness to take creative risks.

5. Reflection & Self-Assessment

- Student is able to reflect on their learning process and set meaningful academic goals.
- Uses teacher feedback and rubrics to revise work and improve performance.

6. Collaboration & Communication

- Works effectively in teams and communicates ideas clearly in written, verbal, or visual formats.
- Actively contributes to group work and gives/receives constructive feedback.

7. Evidence of Learning Beyond Tests

- Student shows understanding through varied formats: art, videos, models, written pieces, coding, etc.

- Teachers observe and document learning in action through ongoing formative assessments.

8. Consistency of Work Habits

- Regular attendance, preparedness for class, and follow-through on assignments and revisions.

- Demonstrates responsibility and independence in managing long-term projects.

9. Monthly Progress Reports

- Academic progress is documented monthly through personalized narratives and rubric-based data.

- Teachers provide detailed insight into strengths, areas of growth, and next steps.

🧭 Why These Indicators Matter at Basecamp

These indicators go beyond traditional report cards—they reflect **whole-child learning**, **creativity**, and **deep understanding**, which align with your mission. They also provide transparency and clarity for families, staff, and students about what success looks like in our unique hybrid setting.

Library Plan

📚 We Love Books at Basecamp Hybrid School

At Basecamp Hybrid School, fostering a love of reading is at the heart of everything we do. We believe that books open doors to imagination, knowledge, empathy, and lifelong learning. That's why we've created a warm, welcoming **classroom library** environment that encourages curiosity and joyful reading.

📖 Classroom Library

Each classroom is equipped with a carefully curated selection of **age-appropriate books** that reflect a wide range of genres, voices, and interests. From picture books and early readers to

middle grade and young adult novels, our library offers something for every reader—whether they're just beginning their journey or ready for a challenge.

🌱 Encouraging Independent Reading

Students are encouraged to explore our library and select books that interest them. We promote **independent reading time** regularly, allowing students to build stamina, confidence, and a personal connection with books. Teachers help guide choices to ensure that students find books that are both enjoyable and developmentally appropriate.

📚 Library Plan & Book Access

- Books are rotated throughout the year to align with student interests, seasonal topics, and classroom themes.
- Teachers track student reading habits to ensure a rich and balanced experience across genres and reading levels.
- Families are encouraged to participate by donating books, suggesting titles, or sharing favorite family reads.

🤝 A Culture of Literacy

We celebrate books through **read-alouds, author studies, book projects**, and **reading challenges**. Our goal is to create not just strong readers, but passionate ones—kids who see reading as a source of joy, inspiration, and connection.

🎨🎶 Extracurricular Activities at Basecamp Hybrid School

At Basecamp Hybrid School, we believe that learning extends beyond the core curriculum. That's why we offer a diverse selection of **extracurricular activities** designed to spark creativity, curiosity, and joy in every student.

🎼 Cultural Music & Art Classes

Students explore global traditions and creative expression through our **cultural music and art classes**, where they engage with instruments, rhythms, and visual arts from around the world.

🎉 Friday Enrichment for Littles

Our younger learners enjoy **Friday Enrichment**, a playful and engaging rotation that includes:

- 🎨 Art
- 🔬 STEM activities
- 🎵 Music and movement

🥁 Individual Music Lessons

Students have the opportunity to take **private or small-group music lessons**, including:

- 🎹 Piano
- 🥁 Drums
- 🎤 Voice and more

🍪 Pop-Up Classes & Camps

We regularly offer **pop-up classes and seasonal camps** that tap into student interests—such as:

- 🧁 Baking
- 🏕️ Themed camps
- 🎭 Creative workshops
  These offerings vary throughout the year and are designed to enrich the hybrid learning experience.

Students

Admission Policies

Enrollment Procedures

Student Recruitment

Student Handbooks

Geographic Boundaries

Grades Served

Health Services

Target Student Population

Interviews/ Tuition/ Fees

Class Size and Structure

Behavior/ Discipline Procedures

📝 Admission Policy

Basecamp Hybrid School

Basecamp Hybrid School is committed to providing a flexible, innovative, and engaging educational environment for families seeking a hybrid learning model. We welcome students from diverse backgrounds who are excited about hands-on learning, creative exploration, and academic growth.

📌 Eligibility

- Students in grades Pre-K through 12 are eligible to apply.

- Families must be able to support the hybrid model (part-time on-campus, part-time home-based learning) if they choose, or commit to being present for our academy 4 days in person.

- We welcome both homeschool and non-traditional learners who thrive in project-based environments.

🗒️ Application Process

1. **Submit an Interest Form or Application**
   Families complete an online application or interest form to begin the process.

2. **Family Meeting / Tour**
   We schedule a meeting or tour (in person or virtual) to share our learning philosophy, daily structure, and expectations.

3. **Student Interview or Observation (if applicable)**
   For certain age groups, we may schedule a brief student visit or informal assessment to better understand learning needs and fit.

4. **Enrollment Decision**
   Families will receive a notification regarding acceptance, followed by steps for completing enrollment paperwork.

🎓 Admission Priorities

If space is limited, we give priority to:

- Returning students

- Siblings of currently enrolled students

- Students who align with our educational philosophy and hybrid learning structure

📅 Enrollment Timeline

Enrollment is accepted on a **rolling basis** as space allows. However, early application is encouraged due to limited classroom sizes.

⚖️ Non-Discrimination Policy

Basecamp Hybrid School admits students of any race, color, national or ethnic origin, gender identity, or ability status. We do not discriminate in the administration of our educational programs, admissions, or extracurricular offerings.

🏫 Enrollment Procedures

Basecamp Hybrid School

We're excited that you're considering joining the Basecamp Hybrid School community! To ensure the best fit for both students and families, we follow a clear and supportive enrollment process:

1. Submit Application & Fee

Begin by completing our **online application form** and submitting the **$50 non-refundable application fee**. This helps us begin the process of getting to know your family and student.

2. Schedule a Tour or Family Meeting

Once your application is received, we'll reach out to schedule a **school tour and family meeting**. This is a great opportunity to:

- Learn more about our hybrid model and educational philosophy
- Ask questions about daily routines, curriculum, and expectations
- Ensure that Basecamp is the right fit for your learner

3. Review & Fit Check

After the tour, we take time to carefully review each application. If we feel the partnership is a great fit for both the family and the school, we'll move forward with acceptance.

4. Acceptance Letter

Families will receive an **official acceptance letter** via email, outlining next steps for enrollment.

5. Submit Enrollment Fee

Once accepted, families will be asked to pay the **enrollment fee** to secure their student's spot in the program. This fee confirms your commitment and reserves your place in the class.

6. Join the Basecamp Community!

After enrollment is finalized, students and families will receive welcome materials, orientation info, and class start dates. We can't wait to have you as part of our Basecamp family!

👨‍👩‍👧 Student & Family Recruitment

At Basecamp Hybrid School, we grow our community through **authentic connections** and **local outreach**. Most of our families come to us through **word of mouth**, as parents share their positive experiences with friends and neighbors. We also engage with our community through **social media**, sharing highlights of our unique hybrid model, and by participating in **local events** where families can learn more about our approach to hands-on, mastery-based learning.

Basecamp Hybrid School Student Handbook

Welcome to Basecamp Hybrid School!

We are excited to have you as part of our learning community. This handbook will help guide students and families through expectations, routines, and policies that support our mission of hands-on, project-based, mastery-focused learning.

✨ Our Mission

To cultivate curious, confident, and capable learners through a flexible, hybrid model rooted in project-based learning, creativity, and real-world application.

🏡 School Structure

- **Academy Schedule**: Students will attend 4 days a week and get all core subjects, with some projects to be finished at home.
- **Core Subjects:** Math, Reading/Writing, Science, and Social Studies aligned with Oklahoma Academic Standards.
- **Enrichment:** Art, Music, STEM, and Pop-Up Classes.

🎓 Academic Expectations

- **Project-Based Learning:** Students demonstrate understanding through creative, hands-on projects.
- **Mastery Focus:** Students progress by mastering content, not by simply completing work.
- **Rubric-Based Assessment:** Teachers use rubrics to evaluate understanding, provide feedback, and track growth.
- **Monthly Progress Reports:** Families receive updates with strengths, areas for growth, and current mastery levels.

✏️ Attendance

- Consistent attendance is important for collaborative learning.
- Notify the school of any absences via email or text.
- Students are expected to complete assigned home-learning tasks if absent.

✨ Behavior Expectations

- Be Respectful: Speak kindly and treat others with respect.
- Be Responsible: Take care of your materials, time, and work.
- Be Ready to Learn: Come prepared and open to new experiences.

💼 Supplies

- Students should bring a backpack, water bottle, and basic supplies (list provided per grade level).
- Label personal items with student names.
- Bring lunch and any snacks.

🎟️ Extracurricular Activities

- Music, Art, STEM, Friday Enrichment for Littles
- Optional music lessons (piano, drums)
- Pop-Up classes and seasonal camps (e.g., baking, nature walks, etc.)

👩‍💼 Parent Expectations

- Support the hybrid model by guiding home-based learning.
- Communicate regularly with teachers.
- Attend parent-teacher meetings and school events when possible.

📅 Calendar & Communication

- Yearly calendar provided at the start of the school year.
- Communication through email, monthly updates, and school messaging app.

👩‍🏫 Admission & Enrollment

- Complete application & pay application fee.
- Schedule a tour/meeting.
- Receive acceptance letter and pay enrollment fee.
- Join the Basecamp community!

⚖️ Non-Discrimination Statement

Basecamp Hybrid School admits students of any race, color, national or ethnic origin, gender identity, or ability status. We do not discriminate in the administration of our educational programs or policies.

Let's learn, create, and grow together at Basecamp!

Basecamp Handbook

2025-2026 School Year

https://basecamphybridschool.net/ @basecamphybridschool

Welcome to Basecamp Hybrid School!

Welcome to Basecamp Hybrid School!
We are so excited to begin a new year of learning, growth, and exploration with your students. Thank you for joining our community — we're thrilled to have you on this journey. This handbook provides important information to ensure clarity, safety, and shared expectations for our hybrid learning community, rooted in hands-on, project-based, mastery-focused learning.

Warm regards,

Brenna Reaves
Head of School

Haley Freeman
Director

Our Vision

A thriving educational community where students take ownership of their learning and grow through collaboration, creativity, and real-world exploration.

Our Mission

To cultivate curious, confident, and capable learners through a flexible, hybrid model rooted in project-based learning, creativity, and real-world application.

Core Values

- Community – We support and uplift each other.
- Curiosity – We ask questions, seek answers, and explore deeply.
- Responsibility – We take ownership of our learning, actions, and materials.
- Respect – We treat others, ourselves, and our environment with care.
- Innovation – We create, adapt, and solve problems in new ways.

1. Welcome Letter

Academic Expectations

01

- Students demonstrate understanding through creative, hands-on projects.

02 Mastery Focus and Rubric-Based Assessment

- Students progress by mastering content, not just completing tasks.
- Teachers use rubrics to evaluate work, provide feedback, and track growth.

03 Monthly Progress Reports:

- Families receive updates on strengths, areas for growth, and mastery levels.

Attendance Policy

- Consistent attendance is vital for collaboration and project work.
- Notify the school by 8:45 AM if absent.
- Contact teacher for missed work, some projects can be done at home, some will just be missed.
- If anticipated to be more than 15 minutes late, please notify teacher.
- We understand family vacations, happenings, and sick days happen. Tuition will remain the same even if a student needs to miss.

*** When arriving after or before standard pick-up/drop-off times, the gate will be closed so you must text, call, or use Remind to contact teacher to open gate.

We are proud of:

- STEAM (Science, Technology, Engineering, Arts, Math) activities.
- Social-emotional learning through guided role-playing and problem-solving games.
- Outdoor nature exploration and physical fitness activities.

Behavior Expectations

01 Be Respectful

Speak kindly, treat others well, and follow safety rules. Be generous with differences.

02 Be Responsible

Take care of space, things, time, and work.

03 Be Ready to Learn

Come prepared and open to new experiences.

Discipline & Behavior Support

At Basecamp Hybrid School, our goal is to maintain a safe, respectful, and fun learning environment for all students. We believe discipline is most effective when it's rooted in guidance, collaboration, and mutual respect.

When challenges arise, teachers will:

- **Redirect behavior toward a positive choice.**
- **Offer a break or change of location to help students reset.**
- **Communicate with parents to create a plan that supports the student's success.**

Our expectations:

- No physical aggression or violence of any kind will be tolerated.
- Repeated disruptive or unsafe behaviors will prompt a teacher–parent meeting to develop a plan.

If behaviors continue despite these steps, Basecamp may determine that our program is not currently the best fit for the student. This decision will be made with care and in partnership with families whenever possible.

We know that parents know their children best, and we see families as essential partners in supporting student growth. Together, we can ensure that every learner at Basecamp thrives.

Dress Code

Comfortable, weather-appropriate clothing for outdoor exploration and hands-on projects.
K–2nd grade students should keep an extra change of clothes in their backpack.
Students may want socks, we don't wear shoes in the schoolhouse.

Technology & Devices

Students should bring a tablet or computer with them daily. Basecamp does have a few on hand if it is not possible. Personal devices will only be used/touched by their owner and will come home nightly. Common websites used are Kahoot and our Basecamp Students Drive.
Students must follow digital citizenship guidelines and treat devices respectfully.

Health & Safety

- Stay home if sick or feverish. We want your student here but not at the expense of everyone sharing germs. Please respect others and don't come sick.
- Medications must be turned in with a signed form and will be locked in school house.
- Emergency drills will be discussed and conducted.
- No food sharing (except on party days).

No-School Days

Inclimate Weather/ Acts of Nature

- We occasionally have inclimate weather (snow days, high tornado risk days), Basecamp follows Mustang Public Schools when it comes to canceling. Other unplanned events (widespread electricity outages, water main breaks, acts of nature…) sometimes happen too. We want to be open every calendar day but can't account for nature. **Check Remind for important updates!**
- On that note, tuition remains the same despite unplanned closings.

Make-up days are not standard at Basecamp but would be considered if a plethora of days resulted in unexpected closings.

Pioneers will need to bring school-issued planner each day.

What to pack Daily

WATER

Water bottle is a must. We can refill them if needed.

LUNCH

Fridge, Microwave, Stove available

No sharing lunch/snacks without permission.

SNACK

Class list of allergies will be sent home.

WEATHER GEAR

Bugspray, Sunscreen, rainboots
We will be outside often!

TABLET/COMPUTER

Personal Devices only for student who brought them, taken home daily.

SOCKS

Shoes not worn in school house.

Non-Discrimination Statement

Basecamp Hybrid School admits students of any race, color, national or ethnic origin, gender identity, or ability status. We do not discriminate in the administration of our educational programs or policies.

Tuition

- Due on the 25th of the month prior to attendance.
- Late fee: $10/day after due date.
- Payment options:
  - Online invoice or Cash App (+3.3% processing fee)
  - Cash or check (no fee, place in envelope with student name in locked mailbox)
- Basecamp financial contracts (tuition) cover the full 9-month school year, from September through May. If you choose to withdraw during the school year, a 45-day written notice is required. Tuition for those 45 days remains payable, and partial month payments will not be prorated.

Parent Expectations

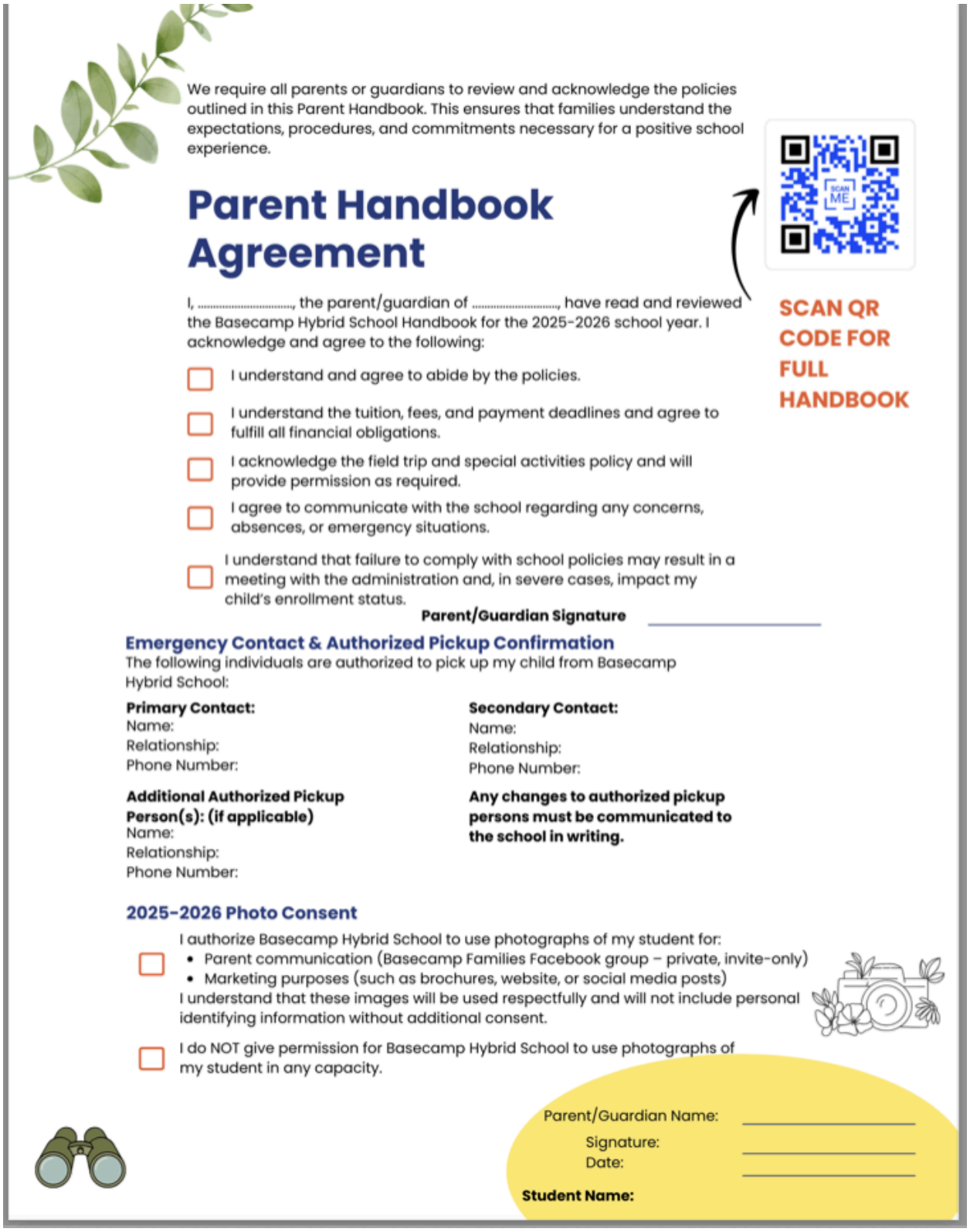
- Talk with your student about appropriate school conversations. Some conversations are at-home topics.
- Communicate regularly with teachers.
- Attend conferences, exhibitions, and events when possible.
- Volunteer opportunities available.

Donations welcome — see Remind for supply donation link.

Communication

- Updates via email, monthly newsletters, Remind, and text/call.
  - Haley Freeman- Remind or (515)450-7280
- Keep contact information current.
- Collaboration is key — you know your child best, and we want to work as a team.

Welcome to Basecamp Hybrid School! We are excited to partner with your family on this educational



We require all parents or guardians to review and acknowledge the policies outlined in this Parent Handbook. This ensures that families understand the expectations, procedures, and commitments necessary for a positive school experience.

Parent Handbook Agreement

SCAN QR CODE FOR FULL HANDBOOK

I, ..., the parent/guardian of ....., have read and reviewed the Basecamp Hybrid School Handbook for the 2025-2026 school year. I acknowledge and agree to the following:

- ☐ I understand and agree to abide by the policies.
- ☐ I understand the tuition, fees, and payment deadlines and agree to fulfill all financial obligations.
- ☐ I acknowledge the field trip and special activities policy and will provide permission as required.
- ☐ I agree to communicate with the school regarding any concerns, absences, or emergency situations.
- ☐ I understand that failure to comply with school policies may result in a meeting with the administration and, in severe cases, impact my child's enrollment status.

Parent/Guardian Signature _____

Emergency Contact & Authorized Pickup Confirmation

The following individuals are authorized to pick up my child from Basecamp Hybrid School:

Primary Contact:
Name:
Relationship:
Phone Number:

Secondary Contact:
Name:
Relationship:
Phone Number:

Additional Authorized Pickup Person(s): (if applicable)
Name:
Relationship:
Phone Number:

Any changes to authorized pickup persons must be communicated to the school in writing.

2025-2026 Photo Consent

☐ I authorize Basecamp Hybrid School to use photographs of my student for:
- Parent communication (Basecamp Families Facebook group – private, invite-only)
- Marketing purposes (such as brochures, website, or social media posts)

I understand that these images will be used respectfully and will not include personal identifying information without additional consent.

☐ I do NOT give permission for Basecamp Hybrid School to use photographs of my student in any capacity.

Parent/Guardian Name: _____
Signature: _____
Date: _____

Student Name:

journey. This handbook provides important information to ensure clarity, safety, and shared

expectations for our hybrid learning community.

2. Mission & Vision

Mission: To empower learners through a flexible, project-based hybrid model that cultivates curiosity,
capability, and compassion.
Vision: A thriving educational community where students take ownership of their learning and grow
through collaboration and real-world exploration.

3. Core Values

- Community - Curiosity - Responsibility - Respect - Innovation

4. Contact Information

Website: basecamphybridschool.net Head of School: Brenna Reaves Director: Haley Freeman Email:
basecamphybridschool@gmail.com Phone: 405-314-9280 Address: 316 N. Chris Terr Mustang, OK
73064

5. Calendar & Hours

- First Day of School: September 3, 2025 - Hybrid Schedule: Monday–Friday (in-person) / Friday (asynchronous remote learning) - School Hours: 9:00 AM – 3:30 PM - Breaks & Events: Refer to official
school calendar

6. Attendance Policy

Consistent attendance is essential. Please notify the school by 8:45 AM or as soon as you know if your
child will be absent. Students are responsible for making up missed work.

7. Behavior Expectations

We expect students to: - Treat others with kindness and respect - Follow safety and classroom guidelines - Take responsibility for their work and actions Disruptive or unsafe behavior will be addressed promptly and may include restorative conversations, parent meetings, or suspension for
serious incidents.

8. Dress Code

Students should wear comfortable, weather-appropriate clothing suitable for outdoor exploration and
hands-on projects. K-2nd grade students may want to bring an extra change of clothes in backpack.

9. Technology & Devices

Basecamp provides access to devices for learning activities. Personal devices may only be used with
permission. Students must follow digital citizenship guidelines and treat devices responsibly.

10. Drop-Off & Pick-Up

- Drop-Off: 9:20 AM - Pick-Up: 3:30 PM sharp - Please use designated parking and follow campus
safety rules - If parents need to visit with a teacher, please contact the teacher through the designated

app and schedule an appointment time agreed upon by both parties.

11. Health & Safety

- Students must stay home if sick or feverish. - Medications must be turned in to the office with a signed
form. - Emergency drills are conducted regularly.

12. Tuition

Tuition is due on the 25th of the month prior to attendance. Payments received after this date will incur
a $10 per day late fee. Accepted payment methods: - Online invoice or Cash App (includes an added
3.3% processing fee) - Cash or check (no processing fee) Cash or check payments may be placed in
the locked mailbox on the front porch of the schoolhouse.

13. Communication

We use email and our parent portal to share updates, newsletters, and student progress. Please keep
contact information current and reach out directly with any questions or concerns.

14. Supplies & Projects

Basecamp provides general classroom materials. Students may be asked to bring specific items for
projects. Teachers will communicate in advance.

15. Parent Involvement

Families are welcome to volunteer, attend exhibitions, and participate in school events. Parent input is
valued in shaping our learning community.

16. Acknowledgment

By enrolling at Basecamp Hybrid School, families agree to uphold the policies and values outlined in
this handbook. We look forward to a successful year together!
Reviewed By: Brenna Reaves, Head of School Review Date: August

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🗺️ Geographic Boundaries

Basecamp Hybrid School is proudly located in **Mustang, Oklahoma**, and we welcome students from a broad surrounding area. While we are rooted in the Mustang community, we serve families from across the region—**including those who live up to an hour away**.

There are **no strict geographic boundaries** for enrollment. Our only requirement is that families are able to consistently attend in-person days at our Mustang campus. If you can make it here, you're welcome here!

We currently serve students from:

- Mustang
- Yukon
- Oklahoma City
- Moore
- Norman
- El Reno

- Tuttle

- Newcastle
- Lawton

- And many other nearby communities

If you're unsure whether the commute would be manageable for your family, we're happy to talk through the schedule and help you decide if Basecamp is the right fit!

Grades Served

At Basecamp Hybrid School, we proudly serve students pre-k- 11th grade. We plan to add 12th grade for 2026/2027!

🏥 Health & Wellness at Basecamp Hybrid School

At Basecamp Hybrid School, we strive to create a supportive, responsive environment where **every child can thrive—physically, emotionally, and academically**. While we do not operate a formal health clinic, we have team members with **medical backgrounds** and are committed to partnering with families to meet the unique needs of each student.

💙 What We Offer:

- **Health-Conscious Environment:** We aim to honor family preferences around wellness, nutrition, and health-related practices.

- **Inclusive Accessibility:** Our campus is **wheelchair-friendly** and designed to accommodate students with a variety of physical, developmental, or medical needs.

- **IEP & 504 Support:** We work closely with families to **honor and support existing IEPs or 504 plans**, and we collaborate in the process of identifying and supporting additional learning or medical needs as they arise.

- **Team Collaboration:** While we don't have on-site medical staff, some of our team members are **trained medical professionals**, ready to assist with first aid and help monitor any specific student health considerations.

🤝 A Commitment to Care

We deeply respect and support family-led decisions when it comes to health. Whether it's managing allergies, mobility needs, sensory preferences, or chronic conditions, we are here to listen, adapt, and ensure every student feels **safe, included, and supported** in our learning environment.

If your child has a specific medical, physical, or developmental need, please reach out—we're ready to work with you to create a personalized plan for success.

📋 Staff Health & Safety Protocol Sheet

For internal use and staff training at Basecamp Hybrid School

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🚑 General Guidelines

- Respond with care and calm to all student health needs.
- Follow health info from the **Health Intake Form** and emergency plans on file.
- Keep all health information **confidential** and share only with necessary staff.

🧯 In Case of Emergency

- Follow parent-provided **Emergency Care Plan**, if applicable.
- Call 911 for life-threatening emergencies.
- Notify parents immediately of any injury or concerning health incident.
- Fill out an **Incident Report** for significant events (form available in office or digital file).

💊 Medication Procedures

- Only designated staff may assist with or administer medications (must be pre-approved by parents).

- All medications must be stored securely and labeled with student name and instructions.

🧠 Supporting Students with Needs

- Refer to student files for info on IEPs, 504s, or sensory accommodations.
- Allow for movement breaks, quiet spaces, or calming strategies if noted.
- Always ask and offer support respectfully: *“How can I help you feel comfortable?”*

♿ Accessibility

- Ensure all spaces are accessible and free of obstructions.
- Respect assistive equipment—do not touch or move without permission.
- Monitor safety in high-traffic areas for students with mobility challenges.

💙 Partnership with Families

- Communicate promptly and respectfully with parents about health-related observations.
- Collaborate with families to create/update care plans as needed.
- Listen to and honor family preferences for health, wellness, and support.

📝 Basecamp Hybrid School Health Intake Form

To be completed by a parent or guardian at enrollment.

Student Information

- Student Name: _____
- Date of Birth: _____
- Grade Level: _____

⚕️ Medical Conditions & Needs

Please check all that apply and provide details below:

- Allergies (food, environmental, etc.)
- Asthma
- Diabetes
- Seizures
- Physical Disability or Mobility Need
- Sensory Processing Needs
- Other: _____

Details and Care Instructions:

_____

_____

_____

💊 Medications

- Does your child take medication during the school day?

- Yes
- No

If yes, please list medications and instructions:

🪑 Accessibility & Support

- Does your child require assistive devices (e.g., wheelchair, walker, hearing aid)?
  - Yes
  - No

If yes, please describe:

- Are there any emotional, behavioral, or learning needs we should be aware of to better support your child?
  - Yes
  - No

If yes, please explain:

📄 Documentation & Plans

- Does your child have any of the following (check all that apply):
  - IEP
  - 504 Plan

- Emergency Care Plan
- Allergy Action Plan

Please attach copies of any relevant plans or documentation.

Parent/Guardian Contact Information

- Name: _____
- Phone Number: _____
- Email: _____
- Emergency Contact (if different): _____

Parent/Guardian Signature: _____
Date: _____

🎯 Target Student Population

Who thrives at Basecamp Hybrid School?

Basecamp Hybrid School is designed for students who flourish in **creative, flexible, and community-centered learning environments**. We welcome learners who:

- 🌿 **Love to Move and Explore**
  Our days often include **outdoor learning, nature walks, and open-ended play**, making Basecamp an ideal fit for students who thrive when learning is active and hands-on.

- 🧠 **Learn Best Through Doing**
  We are a **project-based school**, which means students build knowledge by engaging in real-world problems, experiments, creations, and collaborative work.

- 🤝 **Value Relationships and Connection**
  We focus on building a strong classroom community rooted in **trust, kindness, and emotional safety**. Students who benefit from strong teacher-student relationships and peer collaboration do especially well here.

- 🧩 **Need Something Different**
  Basecamp is a home for students who may not fit neatly into traditional school models—whether they are gifted, neurodivergent, creative thinkers, sensitive souls, or deep feelers. We embrace **diverse learning styles and needs**.

- 🏕️ **Appreciate a Small, Close-Knit Environment**
  With small class sizes and mixed-age groupings, students receive **personalized attention** and grow in a setting that feels more like a community than a conventional school.

If your child lights up when they're outside, learns better through making than memorizing, and thrives in a supportive, flexible setting—**Basecamp might be the perfect place for them.**

—----------

Interviews/ Tuition/ Fees

Visit our website to see most current pricing for tuition. Enrollment fee is $150 yearly. Fees may be applicable for certain classes.

—----------

🏕️ Class Size & Structure

At **Basecamp Hybrid School**, our structure is intentionally designed to support **deep relationships, hands-on learning, and individualized attention**.

👩‍🏫 Small Class Sizes

- We believe students thrive in **small, nurturing environments**, so we **cap our classes at 16 students**.

- This allows for meaningful collaboration, personalized instruction, and a calm, connected classroom experience.

📚 Multi-Age Groupings

Rather than traditional single-grade classrooms, we organize students in **multi-age cohorts** to foster leadership, mentorship, and flexible learning. Our groupings are:

- **Pre-K – 2nd Grade**
- **2nd – 4th Grade**
- **5th – 7th Grade**
- **8th – 10th Grade**
- **11th – 12th Grade**

These groupings allow for students to work at their **own pace**, build relationships across ages, and access content that meets their level of mastery, not just their age.

🧠 **Project-Based Structure**

Each class is led by experienced educators who guide students through **Oklahoma standards-aligned, project-based units**. Learning is:

- Collaborative and hands-on
- Inquiry-driven and creative

🌱 Behavior & Discipline at Basecamp Hybrid School

At Basecamp, we believe that **connection comes before correction**. Our approach to behavior is grounded in **positive relationships, emotional safety, and collaboration with families**. We see behavior as a form of communication and an opportunity to support growth—not punish mistakes.

💚 **Our Approach:**

- **Positive Relationships First**
  We build strong, trusting relationships with students so they feel safe, seen, and valued. This foundation helps prevent many behavior challenges before they start.

- **Positive Peer Influence**
  Through mixed-age classes and a strong community culture, students are encouraged to lead by example, support each other, and take pride in creating a safe, respectful

environment.

- **Redirection & Reflection**
  When challenges arise, our first step is gentle redirection and helping the student reflect on their choices. We guide them toward more appropriate behavior with empathy and support.

- **Nature Breaks & Regulation Tools**
  Sometimes kids just need space. We offer **nature breaks, movement time, or quiet moments** to help students reset when they're overwhelmed or dysregulated.

- **Parent Partnership**
  We believe **parents know their children best**. If a behavioral concern arises, we communicate openly and respectfully with families, working together as a team to support the student.

🧭 Our Goals:

- Help students develop **self-awareness, emotional regulation, and personal responsibility**

- Foster a classroom environment built on **mutual respect, safety, and compassion**

- Avoid shame-based or punitive systems; instead, use **restorative, growth-focused responses**

At Basecamp, we're not just shaping learners—we're helping children become **kind, confident humans** who know how to navigate challenges, take ownership of their actions, and contribute positively to their community.

SCHOOL DAYS/HOURS WORKSHEET

Date: _____

COUNTY	DISTRICT	SITE
Canadian	Private	Basecamp

Parent-Teacher Conference Days/Hours (2 days and/or 12 Hours maximum)

Number of Days	# of Hours per Day		
136	8		1,088.00

Actual/Regular School Year *(Do Not Include Parent-Teacher Conferences, Additional Minute, Partial Days or Virtual Days)

Start Time	End Time	Minutes in School Day	Minutes of Lunch/Breakfast	Total Minutes	Number of Days Taught*	Total Hours
8:00 AM	4:30:00 PM	12:00:00 AM	30	12:00:00 AM		0.00

Adding Additional Days/Minutes in Bulk (If minutes are added to a large number of school days)

Start Time	End Time	Minutes in School Day	Minutes of Lunch/Breakfast	Total Minutes	Number of Days Taught	Total Hours
		12:00 AM		12:00 AM		0.00

Adding Additional Days/Hours or Partial Days/Hours (Partial days appear as days only when minutes are 240 or longer. Partial days appear as hours when minutes are longer than 120 and shorter than 240.)

Start Time	End Time	Minutes in School Day	Minutes of Lunch/Breakfast	Total Minutes	Date	Total Hours
		12:00 AM		0		0.00
		12:00 AM		0		0.00
		12:00 AM		0		0.00
ADDITIONAL DAYS TAUGHT		**0**	**TOTAL MINUTES**	**0**	**TOTAL HOURS**	**0.00**

Full virtual days for all students (should not exceed 360 min. per day)

Number of Days	# of Minutes per Day		
			0

Professional Development Hours/Days *(can not exceed 30 total hours to count toward instruction)*

Number of Days	Number of Hours		
4	7	TOTAL PROFESSIONAL DEVELOPMENT HOURS	28

GRAND TOTAL HOURS	1116.00

Meets 1086 Requirement

Total Days Taught for ASR =	136

Does Not Meet 166 Requirement

Total Days for 166 Requirement	140

Superintendent Signature _____ Date _____

RAO Signature _____ Date _____

NOTES: Type here to enter a note.

SCHOOL DAYS/HOURS WORKSHEET Date: _____

SCHOOL DAYS/HOURS WORKSHEET Date: _____

OKLAHOMA Education

Private School Accreditation Rubric

Category	Criteria	0 - No Information Provided	1 - Minimal Information Provided	2 - Adequate Information Provided	3 - Good Information Provided	4 - Excellent Information Provided
Mission & Vision	Mission Statement, Vision, Purpose, Philosophy	Not included	Vague or generic; lacks clarity	Some clarity, but lacks detail	Clear and aligned with school goals	Detailed, inspiring, and well-aligned with overall purpose
Governance	Model, Board Structure, Bylaws, Conflict of Interest Policy	Not included	Basic structure without detail	Defined governance but lacking specifics	Detailed structure with clear roles	Comprehensive, well-defined, and transparent governance model
Finance	3-Year Plan, Budget, Audit, Insurance, Fundraising	Not included	Minimal information with gaps	Adequate with key components missing	Detailed but lacking some specifics	Comprehensive, clear, and sustainable financial plan
Facilities	Description, Safety, Utilities, Plans	Not included	Vague or generic descriptions	Basic details, missing safety elements	Detailed with safety but incomplete	Fully detailed with safety and future growth plans
Operations	Timelines, Enrollment, Emergency Plans	Not included	Basic but lacks clear timelines	Defined timelines with gaps in detail	Well-structured but missing some specifics	Fully developed, clear, and practical operational plan
Policies	Safety, Discipline, Health, Title IX, Bullying	Not included	Few policies without depth	Covers most policies, lacks clarity	Detailed policies but missing integration	Comprehensive, clear, and consistently applied policies

OKLAHOMA Education

Category	Criteria	0 - No Information Provided	1 - Minimal Information Provided	2 - Adequate Information Provided	3 - Good Information Provided	4 - Excellent Information Provided
Personnel	Recruitment, Training, Evaluation	Not included	Vague or incomplete practices	Adequate practices without depth	Detailed policies, lacking refinement	Thorough and well-documented personnel policies
Curriculum	Course Overviews, Methods, Assessment	Not included	Basic course overviews only	Defined curriculum but lacks assessments	Detailed with benchmarks, incomplete monitoring	Comprehensive with clear benchmarks and continuous assessment
Student Services	Admissions, Health, Discipline	Not included	Vague admissions or policies	Defined but lacks integration	Detailed services with minor gaps	Comprehensive and student-centered approach

- **0**: No evidence or information provided.
- **1**: Limited and vague information.
- **2**: Basic compliance but lacking in detail or depth.
- **3**: Well-defined, thorough but missing minor elements.
- **4**: Exceptional detail, clarity, and alignment with standards.

OKLAHOMA Education

Private School Accreditation Scoring Tool

This scoring tool is designed to accompany the rubric and simplify the evaluation process. Use this tool to assign scores for each category and calculate the total score.

Private School Accreditation Scoring Sheet

Category	Criteria	Score (0-4)	Comments
Mission & Vision	Mission Statement, Vision, Purpose, Philosophy	3	
Governance	Model, Board Structure, Bylaws, Conflict of Interest Policy	3	
Finance	3-Year Plan, Budget, Audit, Insurance, Fundraising	3	
Facilities	Description, Safety, Utilities, Plans	3	
Operations	Timelines, Enrollment, Emergency Plans	3	
Policies	Safety, Discipline, Health, Title IX, Bullying	4	
Personnel	Recruitment, Training, Evaluation	3	
Curriculum	Course Overviews, Methods, Assessment	3	
Student Services	Admissions, Health, Discipline	3	

OKLAHOMA Education

Total Score Calculation

1. **Sum of Scores**: Add up the scores from all categories.
   Total Points Possible: 36
   School's Total Score: 28
2. **Scoring Interpretation**:
   - **32-36: Outstanding** – Meets or exceeds all accreditation requirements with exceptional detail.
   - X **27-31: Good** – Satisfactory compliance with minor gaps.
   - **20-26: Adequate** – Meets basic requirements but lacks depth in multiple areas.
   - **10-19: Needs Improvement** – Several significant areas need further development.
   - **0-9: Inadequate** – Does not meet minimum requirements for accreditation.

Reviewer Information

- Reviewer Name: Cindy Anderson
- Date: _____
- Additional Notes: Funk

75% Threshold:

- **Minimum Score**: 27/36
- **Interpretation**: Schools show good overall compliance, with minimal deficiencies in key areas.

NEW SCHOOL FACILITIES CHECK SHEET

Oklahoma State Department of Education

Upon submission of a New School's Application for Accreditation by Oklahoma State Department of Education, a site visit will be scheduled. Please submit documentation that corresponds with each item below. This check sheet provides a list of criteria that a school must meet to satisfy standards of the Accreditation Department. The onsite visit will consist of a facility tour and interview from Regional Accreditation Officer(s). Upon recommendation by the RAO(s), the school will be placed on the State Board agenda for approval. If approved, the school will request a Dist/Site code from the Accreditation Department. The first year, the school will be accredited on provisional status. When all standards have been met at the end of the first year, full accreditation will be granted.

School Name: Funk Learning Lab School Leader & Contact Info: Skylar Funk

The facility complies with federal/state regulations governing health & safety		The facility has been approved by the State Department of Education Office of Accreditation	
The school has a current deed of ownership or signed lease agreement authorizing occupancy & use of the property	✓	Security protocols, including tornado, fire, and student safety are in place	✓
The facility complies with applicable health laws, regulations and/or protocols, including receipt of an asbestos inspection that will be made available for public review	✓	Written policies concerning health & safety of students & staff are in place and are made available to students, staff & parents	✓
The Fire Marshall Inspection found the facility to be in compliance with applicable laws, regulations, code and/or local ordinances	TBA	School provides safety procedures concerning student pick up and drop off	✓
The property inspection found the facility acceptable & met the occupancy classification authorized for the facility use		Staff development covering health, trauma & safety protocols is arranged for all personnel	✓
The facility has working utilities, plumbing, HVAC units, etc.....	✓	School provides adequate number of classrooms with space & organization that promotes learning	✓
The facility offers safe environments on exterior and interior of the building	✓	School provides appropriate fixtures/equipment for students & staff (desks, chairs, internet, etc.)	✓
The facility provides safe & private restroom spaces for all students & adults	✓	School provides acceptable teaching materials & effective instructional curriculum	✓
The facility has a designated area to prepare & serve meals to students/staff	✓	School provides library/computer lab to students (can be classrooms or mobile lab)	Public Library
The facility offers a safe, age-appropriate play area or gathering space for students	✓	IF transportation is offered, buses & drivers meet all state required mandates	NA
NOTES:			

Approved by _____ Date _____

4-Day Weekly Class Schedule

Overview

- **Grades**: K–8 (grouped as K–2, 3–5, 6–8)
- **Days**: Monday–Thursday
- **Daily Hours**: 6 hours (9:00 AM–3:00 PM), including 5.5 hours of direct instruction and 30 minutes for lunch/recess
- **Annual Hours**: 5.5 hours/day × 4 days/week × 36 weeks = 792 hours (core instruction), supplemented by 288 hours of asynchronous online tasks and community projects (e.g., 2 hours/week/student × 36 weeks) to meet 1,080 hours, per O.S. §70-1-109
- **Modalities**: In-person (Fairview, OK) and online (synchronous via video conferencing, asynchronous via ThinkWave)
- **Notes**: Schedules are tailored by grade level to support developmental needs. Online students join synchronously for core subjects and community activities; asynchronous tasks (e.g., projects, homework) are assigned via ThinkWave. iReady assessments (3–4 times/year) inform differentiated instruction.

Lower Elementary (K–2) Schedule

Monday–Thursday, 9:00 AM–3:00 PM

Time	Activity	Description
9:00–9:15 AM	Morning Meeting	Community-building, prayer, daily goals (in-person and synchronous online)
9:15–10:00 AM	Reading/Phonics	OAS-aligned literacy: phonemic awareness, guided reading (iReady-driven)

10:00–10:45 AM	Math	Hands-on math: manipulatives, number games, OAS-aligned, differentiated
10:45–11:15 AM	Science/Environmental Studies	Hands-on experiments, nature projects (e.g., gardening), OAS-aligned
11:15–11:45 AM	Lunch/Recess	In-person: cafeteria/play; online: break
11:45–12:15 PM	Social Studies/Character Education	OAS-aligned history, civics, faith-based character lessons
12:15–1:00 PM	Writing	Creative/expository writing, OAS-aligned, using iReady insights
1:00–2:00 PM	Interdisciplinary Project	Theme-based project integrating core subjects, environmental stewardship
2:00–2:45 PM	Enrichment	Art, music, or community service, emphasizing creativity and values
2:45–3:00 PM	Wrap-Up/Reflection	Review learning, set homework via ThinkWave, prayer (in-person/online)

Notes:

- **Instructional Time**: 5.5 hours/day (330 minutes), with 30 minutes for lunch/recess.
- **Online Students**: Synchronous for Morning Meeting, core subjects, and Wrap-Up; asynchronous tasks (e.g., projects, enrichment) via ThinkWave, contributing to 1,080-hour requirement.
- **Projects**: Environmental focus (e.g., recycling, community garden) aligns with mission.

Upper Elementary (3–5) Schedule

Monday–Thursday, 9:00 AM–3:00 PM

Time	Activity	Description
9:00–9:15 AM	Morning Meeting	Community-building, prayer, daily goals (in-person and synchronous online)
9:15–10:00 AM	Reading	OAS-aligned literature, comprehension, iReady-driven differentiation
10:00–10:45 AM	Math	OAS-aligned math: problem-solving, hands-on activities, differentiated

10:45–11:15 AM	Science/Environmental Studies	Experiments, sustainability projects (e.g., composting), OAS-aligned
11:15–11:45 AM	Lunch/Recess	In-person: cafeteria/play; online: break
11:45–12:15 PM	Social Studies/Character Education	OAS-aligned history, civics, faith-based character lessons
12:15–1:00 PM	Writing	Expository/creative writing, OAS-aligned, using iReady insights
1:00–2:00 PM	Interdisciplinary Project	Theme-based project integrating core subjects, community engagement
2:00–2:45 PM	Enrichment	Art, music, or service projects, emphasizing creativity and values
2:45–3:00 PM	Wrap-Up/Reflection	Review learning, set homework via ThinkWave, prayer (in-person/online)

Notes:

- **Instructional Time**: 5.5 hours/day (330 minutes), with 30 minutes for lunch/recess.
- **Online Students**: Synchronous for core subjects and community activities; asynchronous tasks via ThinkWave.
- **Projects**: Include community partnerships (e.g., Major County agricultural groups).

Middle School (6–8) Schedule

Monday–Thursday, 9:00 AM–3:00 PM

Time	Activity	Description
9:00–9:15 AM	Morning Meeting	Community-building, prayer, daily goals (in-person and synchronous online)
9:15–10:00 AM	English Language Arts	OAS-aligned reading, writing, discussion, iReady-driven differentiation
10:00–10:45 AM	Math	OAS-aligned algebra, geometry, problem-solving, hands-on, differentiated
10:45–11:15 AM	Science/Environmental Studies	Labs, sustainability projects (e.g., renewable energy), OAS-aligned

11:15–11:45 AM	Lunch/Recess	In-person: cafeteria/play; online: break
11:45–12:30 PM	Social Studies/Character Education	OAS-aligned history, civics, faith-based leadership and ethics
12:30–1:30 PM	Interdisciplinary Project	Theme-based project integrating core subjects, real-world problem-solving
1:30–2:15 PM	Elective	Choice-based: art, music, coding, or community service, OAS-aligned
2:15–3:00 PM	Enrichment/Wrap-Up	Service projects or reflection, set homework via ThinkWave, prayer

Notes:

- **Instructional Time**: 5.5 hours/day (330 minutes), with 30 minutes for lunch/recess.
- **Online Students**: Synchronous for core subjects and Morning Meeting; asynchronous electives/projects via ThinkWave.
- **Electives**: Offer choices to foster student agency, supporting mission of responsible citizenship.

Additional Notes

- **Asynchronous Hours**: To meet the 1,080-hour requirement, students complete 2 hours/week of asynchronous tasks (e.g., iReady practice, project extensions, or community service reflections) via ThinkWave, totaling 288 hours/year (2 × 36 × 4). This is tracked in ThinkWave for OSDE reporting.
- **iReady Integration**: Assessments (3–4 times/year) inform differentiated instruction, with data stored in ThinkWave for teacher evaluations (Marzano/TLE) and OSDE compliance.
- **Community Engagement**: Projects involve partnerships with Major County organizations (e.g., agricultural groups, environmental nonprofits), documented in ThinkWave for accreditation.
- **Teacher Evaluation**: Marzano or TLE evaluations use iReady data to assess instructional effectiveness, ensuring alignment with OSDE standards (OAC 210:35-3-86).
- **Online Modality**: Synchronous sessions use video conferencing (e.g., Zoom); asynchronous tasks (e.g., readings, project submissions) are managed via ThinkWave's portal, ensuring equity for online learners.

Effective Operations

Governance and Administration

As a limited liability company (LLC), Funk's Learning Lab will be managed by its owner(s) or designated manager(s), ensuring efficient decision-making while meeting OSDE's accreditation standards for private schools (OAC 210:35-3-86). The management team will maintain a written statement of philosophy and objectives, reflecting the school's commitment to academic excellence, character development, and environmental stewardship, developed with input from families and the Major County community. A full-time principal or head administrator, holding at least a bachelor's degree and meeting Oklahoma's certification standards (OAC 210:35-3-46), will oversee daily operations, ensuring compliance with OSDE regulations on health, safety, and education. Regular meetings with staff and stakeholders will promote transparency and align operations with the school's mission to provide personalized, hands-on learning.

Curriculum and Instruction

The curriculum will align with the Oklahoma Academic Standards (OAS), integrating core subjects (math, English language arts, science, and social studies) with faith-based values and environmental education for an interdisciplinary, hands-on approach. For K–8 students, with planned expansion to grades 9–12, instruction will foster deep thinking, real-world problem-solving, and literacy across subjects, as required by OAS. Teachers will deliver evidence-based Tier 1 instruction as the foundation, supplemented by differentiated instruction informed by iReady assessment data to personalize learning. Curriculum materials will comply with Oklahoma's textbook adoption process (OAC 210:35-3-68). Both in-person and online programs will provide 1,080 hours of annual instruction (O.S. §70-1-109) within a 4-day school week, optimized for engagement.

Teacher Qualifications and Professional Development

All instructional staff will hold bachelor's degrees and meet Oklahoma's teacher certification standards, as required by OSDE (OAC 210:35-3-86). Teachers will be selected for their expertise, passion, and alignment with the school's mission to foster intellectual curiosity and moral integrity. Professional development, including training in Tier 1 instruction, differentiated instruction, iReady assessment use, and ThinkWave's SIS, will ensure high-quality teaching aligned with OAS. Teachers will complete at least 75 points of approved professional development every five years, per OSDE requirements. Training will also cover the chosen teacher evaluation system (Marzano or TLE), ensuring proficiency in its implementation.

Teacher Evaluation

Funk's Learning Lab will adopt the Marzano Teacher Evaluation Model or another OSDE-approved Teacher and Leader Effectiveness (TLE) framework to evaluate instructional staff, ensuring compliance with OAC 210:35-3-86. The Marzano model, a TLE-approved option, includes four domains (Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism), with its Focused Teacher Evaluation Model streamlined to 23 competencies. It supports Tier 1 instruction and differentiation by integrating iReady data for data-driven feedback. Alternatively, another TLE-approved model (e.g., Danielson) may be customized to align with iReady and the school's mission. Evaluations will combine qualitative observations with quantitative measures of student growth via iReady assessments (administered 3–4 times per year), meeting OSDE's focus on professional growth and student achievement.

Student Support and Services

Funk's Learning Lab will provide equitable educational opportunities for all students, including English Language Learners and those with special needs, through OAS-aligned accommodations and modifications (OAC 210:35-3-86). A part-time, certified school counselor will support academic, social, and emotional development, maintaining a manageable student-to-counselor ratio. The counselor will use iReady data, managed via ThinkWave, to develop individualized learning plans with families. Health services, including access to a nurse, will comply with OAC 210:35-3-107 and immunization requirements (O.S. §70-1210.194). Online learners will access virtual counseling and support to ensure consistency across modalities.

Facilities and Safety

The Fairview, Oklahoma, facility will meet OSDE health, safety, and accessibility standards, including fire codes, to support hands-on, small-group learning (OAC 210:35-3-107). Classrooms will facilitate project-based activities and environmental education, aligning with the

school's mission of sustainable practices. Online programs will use a secure, user-friendly platform (e.g., ThinkWave's cloud-based interface) for synchronous and asynchronous instruction, ensuring accessibility for students in surrounding counties. Regular safety drills, staff training, and background checks for all personnel (O.S. §70-6-190) will maintain a secure environment. A written emergency preparedness plan, covering fire, tornado, and lockdown procedures, will be documented and practiced regularly.

Community Engagement and Partnerships

Reflecting the community spirit of a one-room schoolhouse, Funk's Learning Lab will partner with local organizations, such as Major County agricultural groups and environmental nonprofits, to enrich the curriculum with real-world applications. Parents will engage through feedback sessions, shadowing days, and community events, facilitated by ThinkWave's parent portal for real-time access to grades and assignments. These partnerships will support student-led projects, such as sustainable gardening, promoting environmental stewardship and responsible citizenship, aligning with OSDE's emphasis on community involvement (OAC 210:35-3-86).

Assessment and Accountability

Student progress will be monitored through iReady assessments, administered three to four times per year, to ensure academic growth in math and reading, aligned with OAS. iReady will store and organize data, enabling teachers to track student performance and inform Tier 1 and differentiated instruction. The school will maintain records of iReady results, attendance, and dropout rates in ThinkWave, as required by OSDE (O.S. §70-35e). Annual reviews of student performance data, including college remediation rates (OAC 210:35-25-4), will guide curriculum improvements. Any deficiencies identified during OSDE accreditation visits will be addressed within 90 days (O.S. §70-3-104.4).

Library Media Program

A library media program will support the OAS-aligned curriculum with age-appropriate resources, including books, digital subscriptions , and materials on environmental stewardship and faith-based values. A designated library space in the Fairview facility will be staffed by a trained teacher or part-time librarian. Online students will access digital resources via ThinkWave's and Google file-sharing capabilities, ensuring equity. The program will be documented for OSDE review (OAC 210:35-3-126).

Financial Accountability

As an LLC, Funk's Learning Lab will maintain transparent financial records, including annual budgets and statements, to demonstrate fiscal stability to OSDE (OAC 210:35-3-86). Funding sources (e.g., tuition, grants) will support operations and expansion to grades 9–12.

ThinkWave's cost-effective pricing (starting at $17/month for 1–15 students) ensures efficient resource allocation. Financial records will be prepared for OSDE accreditation review, with proof of LLC compliance with Oklahoma's tax and business regulations.

Student Records and Reporting

ThinkWave will serve as the SIS, managing enrollment, attendance, immunization records, and iReady assessment data, meeting OSDE's record-keeping requirements (O.S. §70-35e). Key features include:

- **Enrollment and Attendance**: Tracking student data and ensuring 1,080 instructional hours, with real-time parent access via ThinkWave's portal.
- **Academic Records**: Storing iReady results and generating custom report cards/transcripts for OSDE reporting (e.g., dropout rates, college remediation rates).
- **Immunization Compliance**: Maintaining records of immunizations or exemptions (O.S. §70-1210.194).
- **Data Security**: Cloud-based, password-protected accounts ensure compliance with OSDE's data privacy standards. Annual reports will be submitted to OSDE, and records will be accessible for accreditation reviews.

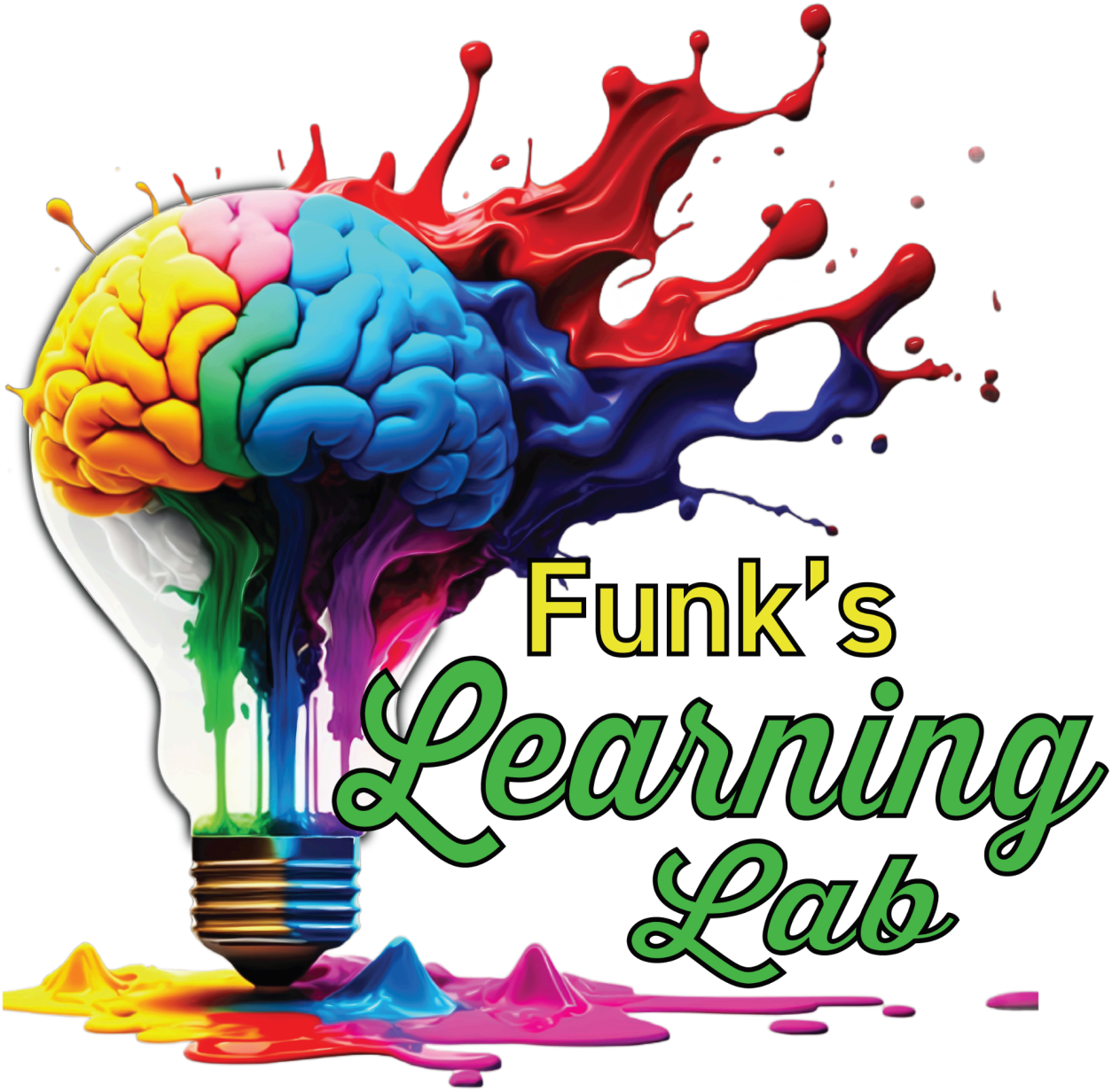
Written Policies and Procedures

A policy manual will outline:

- **Non-Discrimination**: Ensuring equal opportunities per federal and state laws (e.g., Title IX, Section 504).
- **Discipline**: Procedures for behavior management, aligned with faith-based values.
- **Attendance**: Tracking via ThinkWave, ensuring compliance with O.S. §70-10-105.
- **Grievance**: Processes for addressing concerns, promoting transparency. The manual will be accessible to families via ThinkWave's portal and submitted to OSDE.

Continuous Improvement

Funk's Learning Lab will conduct annual self-evaluations, using iReady data from ThinkWave and stakeholder feedback, to ensure alignment with its mission and OSDE standards. The school will participate in Oklahoma's standards review process every six years to maintain curriculum relevance. By leveraging ThinkWave for data management, Marzano or TLE for evaluations, and community partnerships, the school will exceed OSDE accreditation requirements while modeling innovative, small-scale education in rural Oklahoma.



2025 - 2026
Family and Student Handbook

MISSION OF FUNK'S LEARNING LAB

Funk's Learning Lab is dedicated to providing a nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship through personalized, hands-on learning. Serving K–8 students (expanding to 9–12) in Major County and surrounding counties, we offer in-person and online micro-school and tutoring programs, inspiring a lifelong love for learning and responsible citizenship.

VISION OF FUNK'S LEARNING LAB

To be a leading rural Oklahoma model for small-scale education, blending the community spirit of the one-room schoolhouse with innovative, hands-on teaching and sustainable practices, accessible both in-person and online, empowering students to thrive academically and contribute meaningfully to their communities.

PURPOSE OF HANDBOOK

This handbook was adopted by the administration of Funk's Learning Lab. The entire document is considered official Board Policy. The school reserves the right to change portions of this document throughout the course of the school year as might be necessary. The school is governed by the LLC, whose function is to set policy for the operation of the school. The administration of the school is assigned to the Owner, who oversees the total school program, and the principals, who supervise academic programs, student activities, and disciplinary procedures. When a student has applied and been accepted by the school, it is understood that the parents and the student will read and accept the policies outlined in this handbook and agree to abide by these in full support of the school program from the time of acceptance until graduation or until a student terminates attendance at the school. It should be understood that acceptance into Funk's Learning Lab is on a per year basis. The faculty and staff are dedicated to education and seek to help all students realize their full potential.

ACCREDITATION AND AFFILIATIONS

Funk's Learning Lab is accredited Kinder through 8th grade by the (need).

ADMISSIONS

Funk's Learning Lab is a LLC that admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It is our goal to educate our students to the best of our ability. All students are required to have a minimum cumulative GPA of 2.0 to be admitted to the school. To continue enrollment the student should maintain at least a cumulative GPA of 2.0. All first year students will be accepted on behavioral and academic probation for a period of one calendar year. During this period, conduct and scholarship will be monitored closely. Continued enrollment is dependent upon acceptable levels of attendance, behavior, psychological maturity, and academic achievement.

Full policy in Policy handbook.

FINANCIAL POLICY

Funks Learning Lab, organized as an LLC, sustains its operations primarily through tuition from its school program and revenue from tutoring services, supplemented by contributions from friends and families. The tuition and tutoring fees charged to parents are significantly lower than the actual cost of providing these educational services. The shortfall is offset by generous donations from supporters who value the exceptional education and personalized tutoring offered by Funks Learning Lab.

PAYMENT TERMS

Fees for tuition and tutoring services may be paid according to the following options:

- **Annual Payment**: A single payment for the full school year, paid directly to Funks Learning Lab.
- **Monthly Payments**: Monthly payments for either tuition, tutoring, or both, as applicable.

WITHDRAW POLICY

If a parent or legal guardian decides that a student will not return for the upcoming school year or will discontinue tutoring services, written notification must be provided to Funks Learning Lab. This notification, along with a completed withdrawal form, must be submitted to the Owner by **March 1** to avoid incurring tuition or tutoring fees for the following school year. Failure to notify by this deadline indicates a commitment to continue school enrollment and/or tutoring services for the next school year.

This policy allows Funks Learning Lab to plan effectively, securing teachers, tutors, and staff well in advance to maintain the high quality of our educational programs.

GUESTS

We welcome guests at Funk’s Learning Lab. All guests must report to the front desk and wear a guest's badge. To avoid disruption of classes, only potential students who are applying for admission may visit classes. Visits must be scheduled through the Admissions Coordinator. Lunch visitations will be allowed for family members only (exceptions may be approved by principals).

On campus guests should:

- Follow all handbook policies (dress, food, etc.),
- Not cause disruption of regular activities in halls or classrooms, and
- Get permission from the Administration or a Teacher for classroom visits.

INSURANCE

The school does not furnish health or accident insurance for students. All families, students, international students, exchange students, and anyone associated with Funk's Learning Lab is required to provide their own insurance. Funk's Learning Lab will not be liable for injuries or medical assistance to students.

AHERA MANAGEMENT PLAN

As required by Public Law 99-519, the Asbestos Hazard Emergency Response Act of 1986, Local Education Agencies (LEA) are required to have a management plan and notify its patrons of the locations of the plan. Funk's Learning Lab certifies that a plan is in place, and we will continue to comply with all applicable laws and regulations. The plan is in the office.

SEARCH AND SEIZURE

Administrators may search or authorize a search of the property of any student, including but not limited to vehicles, lockers, and backpacks. The school reserves the right to use search dogs at the administration's discretion for periodic random searches.

ACADEMIC INFORMATION

Honor Rolls

A student may qualify for the Principal Honor Roll(s) based on his or her semester grades.

- Principal Honor Roll: Students qualify by maintaining all A's in every class.
- A&B Honor Roll: Students qualify by maintaining all A's and B's in every class.

Wednesday Night Homework

We understand and appreciate the importance of time spent with families. Therefore, homework will not be assigned on Wednesday nights to allow families to attend mid-week Bible study. If there has been an appropriate amount of time given to a student to finish their work or study for a test, some assignments may be due on Thursday.

Late Assignment Turn-in Policy

- Policy set by classroom teachers (K-5th Grades)
- 6th-8th grade: ○ If the assignment is late, the most it can achieve after the time it was due is 70%. Additional points will be deducted from that 70% at the same rate as the original assignment.

Make-Up Work Requirements

(Illness/Medical/Dental Attention of the student or Illness/Death in Immediate Family)

- Students are responsible for initiating and completing all work during an unplanned absence.
- Students present for any part of the school day are responsible to turn in assignments due on that day, whether or not they attend the specific class in which the assignment is due.

- If a student is absent only on the day of a test, the student may be tested on the next school day or at the discretion of the teacher.
- Students with an extended illness may request a special schedule for making up work. This request should be directed to the teachers or through the principal.
- Students will be allowed one day to make up work for each absence:
    - 1 day absence = 1 day to make up missed work, the work is then due the following school day.
        - For example, if a student misses class on Monday, then the student has Tuesday to make up the work, meaning the work is at the beginning of class on Wednesday.
    - 2 day absence = 2 days to make up missed work
        - For example, if a student misses class on Monday and Tuesday, then the student will have Wednesday(to make up for Monday and Thursday to make up for Tuesday) making Monday's work due Thursday and Tuesday work due Friday. If the class does not meet on that Friday, it is still expected that the student turns in all relevant work on that day. Make up tests are to be coordinated with teachers, however, tests are expected to be made up the next school day, regardless if the class is meeting.

Academic Integrity

Academic cheating is the attempt to obtain information, knowledge, or material from any other source (including AI resources) and submit it as one's own work. This can be done either by giving or receiving information for homework, classroom assignments, or tests. Students caught cheating or plagiarizing on any assignment or major research project will receive a zero and be subject to disciplinary action.

Online and Correspondence Courses

The principal must approve all correspondence work.

Report Cards/Progress Reports

Progress reports with students' grades in each class are issued weekly. At the end of each semester, students will receive a report card with semester grades. In elementary school, report cards will be submitted each 9 weeks.

Grading Scale

Grading Scale		
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0

The Kindergarten, 1st Grade and 2nd Grade report cards are an indication of mastery of standards.

Middle School Grading Policy

6th - 8th Grade

- 60% Formative Assessment (Daily Evaluations, Homework, & Quizzes)
- 40% Summative Assessment (Chapter Tests, Unit Assessments)

PROBLEM RESOLUTION

Grievance policy

RIGHT OF ACCESS TO RECORDS

The Buckley Amendment of the Family Educational Rights and Privacy Act (FERPA—as stated below) grants the right of access to educational records. Access must be granted within forty-five days of a parent's written request, and this request must be submitted to the principal. Available records include grades, evaluations, and standardized test results. Parents or guardians may request that their student's records be released to persons and institutions outside of Funk's Learning Lab. The school reserves the right to hold records due to unmet financial obligations.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. The Federal Compliance Office may also be contacted at the following address: Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Avenue, SW; Washington, D.C. 20202-8520.

CHANGE OF RESIDENCE/EMPLOYMENT/CUSTODY

The Administration believes in the importance of close working relationships with families. This is especially critical in terms of every student’s safety, health and security. As a result, all parents are required to notify the school promptly of any changes in addresses, phone numbers (home and work), or custodial arrangements that might occur during the course of the school year.

CHILD CUSTODY

Funk’s Learning Lab will provide school records, upon request, to either parent UNLESS supplied with a copy of a court order. It is the parents’ responsibility to provide the school with updates of any court orders. ONLY the custodial parent will be allowed to check out a child from school unless Funk’s Learning Lab is otherwise notified in writing.

TEXTBOOKS

Students are responsible for textbooks issued to them. Damages to a textbook or losing a book will require reimbursement. Payment should be received before a new book will be issued. The classroom teacher or media center coordinator will issue books. The teacher or media center coordinator will record the student’s name and the condition of the book in the front of the book using the following scale: N=New; G=Good; F=Fair; and P=Poor.

CONTAGIOUS SYMPTOMS, ILLNESS OR INJURY

Parents are expected to keep a student who is ill out of school for 24 hours after a fever. In the event a student becomes ill during school hours, the student will be sent home. Symptoms that

cause a student to be sent home include, but not limited to, untreated impetigo or undiagnosed rash, ringworm, head or body lice, conjunctivitis, or scabies. For these illnesses, the student must have a doctor's note before returning to class. Parents are responsible for any costs involved for a 911 call.

MEDICATIONS

There shall be no medication in a student's possession when on campus. All medications must be checked in at the office. A record is kept of medications administered. Students caught with medication in their possession will be addressed by the Administration.

It is against federal law to dispense prescription medication to a student without the original container with the child's name and instructions for administering medication.

Funk's Learning Lab requires that a "Medication Consent Form" must be on file in the office prior to administering any medication.

SCHOOL CANCELLATIONS

Local news outlets will be notified if school is to be canceled or dismissed early due to weather conditions. Parents should listen to one of these stations if the weather is questionable. We will also notify parents via email and text of any weather-related schedule changes.

LOST AND FOUND

Students finding lost articles should take them to the school office. Unclaimed articles will be donated at the end of each month.

DRILLS

Students, teachers, and other employees shall participate in drills of emergency procedures—fire, tornado, and lockdown. When the alarm is sounded, students must follow the directions of the teacher quickly and in an orderly fashion. Instructions for these drills will be posted in each classroom and discussed by each teacher.

CODE OF CONDUCT

The purpose of the code of conduct is to provide students at the school an effective and safe learning environment. Students should be guided by biblical teachings to conduct themselves in a manner that is respectful of self and others. Our code of conduct at Funk's Learning Lab can be summarized by trust, respect, and responsibility. Critical elements of this principle include the following:

- Students will act in accordance with the safety rules of the school at all times.
- Students will not impede classroom instruction or school culture.
- Students will act in accordance with school policies, and classroom procedures.
- Students will respect their peers, teachers, and the Funk's Learning Lab community. Violations of the code of conduct or other rules and guidelines will subject the student to disciplinary measures.

Moral Clause

All students and staff at Funks Learning Lab are expected to uphold the highest standards of ethical conduct and foster a respectful, welcoming community. This includes:

1. Integrity: Acting with honesty and fairness in all academic and personal interactions, taking responsibility for one's actions, and maintaining trustworthiness in all endeavors.
2. Respect: Treating others with dignity, kindness, and consideration, valuing others' perspectives, and fostering a safe and supportive environment for learning and collaboration.
3. Compassion: Demonstrating care and empathy toward others, offering support to those in need, and promoting a spirit of unity and encouragement within the community.
4. Accountability: Committing to personal and academic growth by adhering to the Lab's policies, striving for excellence, and addressing conflicts or challenges with humility and constructive dialogue.
5. Stewardship: Using resources responsibly, caring for the shared environment, and contributing positively to the well-being of the Funks Learning Lab community.

By embracing these principles, students and staff contribute to a culture of mutual respect, personal growth, and collective success.

STUDENT DRESS CODE

Students at Funks Learning Lab are expected to dress in a way that shows respect for themselves, their peers, and the learning environment. The dress code promotes modesty, neatness, and a positive atmosphere for education. Please follow these guidelines:

1. Modesty: Wear clothing that is appropriate and non-revealing. Avoid tight, sheer, or low-cut tops, and ensure skirts, shorts, or dresses reach at least mid-thigh. Tops must have sleeves and cover the midriff.
2. Neatness: Clothing should be clean, free of rips or holes, and suitable for a classroom setting. Casual attire like jeans or t-shirts is acceptable if neat, but avoid athletic wear, beachwear, or pajamas.
3. Respectful Appearance: Avoid clothing with messages, graphics, or symbols that could be offensive or disruptive to the learning environment.
4. Footwear: Wear appropriate shoes at all times for safety. Closed-toe shoes are preferred; flip-flops or beach sandals are not allowed.
5. Grooming: Maintain good personal hygiene and neat grooming. Avoid excessive or distracting accessories.

Students not following the dress code may be asked to change or cover up by staff. Repeated violations may result in a discussion with parents or guardians. By adhering to this dress code, students help create a respectful and focused learning community.

SERIOUS DISCIPLINARY OFFENSES

Serious discipline offenses as listed below will result in immediate office referrals and may be subject to disciplinary action. For serious discipline offenses, consequences will begin at a higher level, and even suspension or dismissal for the first offense. The 3rd - 5th office referrals will be treated as serious disciplinary offenses and could result in dismissal at the administrator's discretion. Excessive referrals (i.e., more than 11) shows a behavioral pattern contrary to the Funk's Learning Lab code of conduct, policies, and mission.

Other offenses resulting in disciplinary action, which could result in dismissal, include but are not limited to:

- Altercations, verbal and physical
- Bullying will not be tolerated and is defined as but not limited to the initiation or participation in intimidation by name calling, using racial or ethnic slurs, making derogatory statements, or threatening physical violence. Students will not engage in bullying one another; furthermore, no student shall encourage, permit, or assist any other person in bullying. Internet bullying will not be tolerated. A substantiated charge of bullying will result in disciplinary action up to and including dismissal. (Additional information regarding bullying is listed below.)
- Cheating
- Inappropriate use of technology
- Deliberate and/or repeated classroom disruptions
- Disrespect
- Excessive referrals
- Falsification of documents, plagiarism
- Gambling
- Harassment
- Profane or vulgar language
- Sexual misconduct
- Theft
- Throwing rocks, sticks, and/or other objects
- Truancy or leaving school without permission
- Use/possession of alcohol, illegal substance, tobacco, or vaping
- Paraphernalia of drug, alcohol, tobacco, vaping, or anything in conflict with the mission of OCA as determined by administration
- Vandalism (Students will be responsible for repair/replacement cost.)
- Possession of a weapon as determined by the principal

DISCIPLINE STRATEGIES

This list of disciplinary strategies is not exhaustive:

Apology

The program of apologizing to peers is something we view as transformational and healing for our students. This would involve students apologizing in chapel, classrooms, or anywhere the administration sees value in an apology.

Think Sheet

Think sheets allow students to reflect on their choices, encourage self ownership of behavior and identify lessons and alternatives to student misbehavior.

Before/After School Accountability Time

The program is designed to allow the student an opportunity to reflect on choices made while completing their individual work or participating in school community service. Before school time begins at 9:00am, and after school time begins at 3:00pm.

Probation

When a student is placed on behavioral probation, any misbehavior can be a precursor for dismissal. A student placed on probation risks forfeiture of his/her right to participate in any extracurricular activity at the discretion of the Administration. See appendices for behavioral probationary forms.

In-School Suspension (ISS)

The program is designed to allow the student an opportunity to reflect on choices made while completing their individual work and school community service. Students who are placed in ISS may be suspended from extracurricular activities during their placement. Families may be required to pay for a school-selected substitute to monitor and supervise their student during ISS.

Out-of-School Suspension (OSS)

The student will not attend school and must complete all academic work/quizzes during OSS and must submit all work the day that they return to the classroom. Students are responsible for communicating with teachers to obtain assignments and instructions. Students may make up missed tests upon their return to class for a grade, scheduled at the teacher's convenience.

Expulsion/Dismissal

Serious offenses (such as those involving criminal actions) and repeated violations may result in dismissal from Funk's Learning Lab.

BULLYING

Funk's Learning Lab requires students to honor our bullying policy on and off campus. We believe character and moral absolutes do not stop when students are dismissed at the end of a school day. The school has been and always will be concerned about the behavior of students both on and off campus. The school adheres to the "School Bullying Prevention Act" as stated in the Section 487 of the School Law book.

Extensive policy on bullying and grievance is linked here.

PROPERTY DAMAGE

Any student destroying, removing, or in any other way defacing property or trespassing on another person's or group's property will be subject to disciplinary action. A charge will be made for the property damage.

SUBSTANCE USE POLICY

No student shall possess, abuse, transmit, or be under the influence of alcohol, over-the-counter (OTC) drugs, prescripton drugs or illegal substances.

The same applies to the selling, or transferring of alcohol, drugs, or other illegal substances at a school-sponsored activity whether on or off campus. Such activity will not be tolerated and will result in disciplinary action up to and including dismissal. Furthermore, if a student has

knowledge of such activity on school property and fails to inform school officials, that student may be subject to disciplinary action up to and including dismissal.

Substances represented to be a drug or an alcoholic beverage shall be treated as drugs or alcohol for the purpose of student discipline. The school reserves the right to require approved professional counseling and random drug testing at the student's expense.

STUDENT COMMUNICATIONS

Cite as: 70 O.S. § 6-401 (OSCN 2024)

A. As used in this section:

1. "Electronic or digital communication" includes, but is not limited to, emails, text messages, instant messages, direct messages, social media messages, messages sent through software applications, and any other electronic digital means of communication; and

2. "School personnel" means teachers, coaches, administrators, school bus drivers, or any other persons employed full-time or part-time by a public school or charter school.

B. School personnel engaging in electronic or digital communication with an individual student shall include the student's parent or guardian in any electronic or digital communication, unless such communication is on a school-approved platform and related to school and academic communications.

C. Exceptions to the requirement in subsection B of this section may be made in case of an emergency, subject to subsequent notification to the parent or guardian. School personnel shall make reasonable efforts to use school-approved platforms, systems, or applications that allow automatic inclusion of parents or guardians in communications with students.

D. Schools shall provide training, developed by the State Department of Education, for school personnel on the student communication requirements of this section.

E. Any school personnel who is reported to be in violation of subsection B of this section shall be put on administrative leave while the school district investigates the incident and notifies the board of education. If the investigation finds that no misconduct occurred, the school personnel shall be reinstated and the incident shall be noted in the school personnel's employee file. If the investigation finds misconduct occurred, the school personnel shall be disciplined according to the school district board of education's policy, up to and including termination of employment, and the incident shall be reported to law enforcement pursuant to Section 1210.163 of Title 70 of the Oklahoma Statutes.

ELECTRONIC DEVICES

Funk's Learning Lab recognizes the importance of communication and collaboration, and provides devices for students to be productive in the classroom. Our goal is to have students and educators collaborating in rich engaging learning experiences using technology. As such, Funk's Learning Lab will provide devices and programs that will support learning goals. Students will be required to pay for damages to school issued electronic devices. Students may not bring their own device for learning (such as tablet or laptop) in substitution for a

school-issued device. On occasion, students may use approved devices when administration deems them appropriate for educational purposes.

Students may not utilize cell phones or smart watches on campus. Students are prohibited from taking photographs or making recordings of themselves or others that would be classified as harassment, intimidation, or bullying as described by the “School Bullying Prevention Act” as stated in the Section 487 of the School Law book.

Families should refrain from texting or calling their students during the school day. If there is a family emergency, students may be reached by calling the school office.

To keep the focus on academics and to reduce unnecessary distractions, the school enforces the following rules:

- Cell phone/smart device usage is prohibited from 9a-3:00p. Including lunch, during athletics, and passing periods.
- If cell phones and smart mobile devices must be on campus, all shall be powered off and kept in a student’s backpack or locker – not on self (in clothing pockets etc.).
- Cell phones and all smart mobile devices are not allowed to be used in classrooms, common areas, or restrooms.
- Cell phones and all smart mobile devices can be turned back on at the end of school day and used to communicate directly with parents/friends who are assisting in transportation.
- Cell phones and all smart mobile devices are not allowed to be used during transition times between classes or during lunch.
- If a student needs to make an emergency call during the day, they are to come to the main office to use the office phone.
- In the case of a campus-wide emergency, necessary communication will be sent via text message from a school issued platform.

Wired headphones are only permitted; the use of bluetooth or wireless headphones is prohibited during the school day.

Students with needs that require the use of their cell phone, smart watch, or mobile device for assisting, tracking, or aiding in a **physical** medical condition will be granted an exception to these rules. However, medical documentation is required for such devices to be used on school grounds and only as it pertains to the medical condition.

TECHNOLOGY USAGE

Funk’s Learning Lab authorizes students to use technology owned or otherwise provided by the school as necessary for instructional purposes. The use of school technology is a privilege permitted at the school's discretion and is subject to the conditions and restrictions set forth in this handbook and the Acceptable Use Agreement. The school reserves the right to suspend access at any time, without notice, for any reason. The school expects all students to use technology responsibly in order to avoid potential problems and liability. The school may place reasonable restrictions on the sites, material, and/or information that students may access through the system. Each student who is authorized to use school technology shall sign and have his/her parent/guardian sign this Acceptable Use Agreement as an indication that he/she has read and understands the agreement. Inappropriate usage will result in disciplinary consequences.

SOCIAL MEDIA

Funk's Learning Lab recognizes the popularity of social networking applications like SnapChat, Facebook, Instagram, TikTok and Twitter (list is not exhaustive). Students should take extreme caution when posting on such sites. Students are representatives of Funk's Learning Lab, and all posts should reflect our school, the employees, and other students and families in a positive light. As a general rule, students should consider all social media postings as public. Students may not use electronic devices to take or post pictures or videos of teachers or staff without written consent. Also, students should not use social media as a way to hurt, offend, or demean another person. The administration may require that parents become involved in the disciplinary process, including communicating with other parties involved. Students who post such media will be subject to disciplinary action and may be dismissed from Funk's Learning Lab.

PERSONAL ITEMS

Funk's Learning Lab is not responsible for the loss or damage of any items brought from home. Personal items, toys, and electronic devices (not to include cell phones) are not permitted at school.

DANGEROUS WEAPONS POLICY

It is the policy of Funk's Learning Lab to absolutely prohibit the use, threat, and/or possession of dangerous weapons and related instrumentalities (bullets, shells, gunpowder, etc.) on school premises or at school functions. Any student who brings a firearm or weapon on school premises or at school functions shall be referred to the criminal justice or juvenile delinquency system (Public Law 107-110, Section 4141.) This policy on dangerous weapons is applicable to all students without regard to age or grade:

A. "Gun or Device Capable of Discharging or Throwing Projectiles" The term as defined in this policy shall include but not be limited to (a) rifles, pistols or shotguns or any caliber and/or (b) BB guns or air pistols and/or (c) potato throwers, dart guns or blow guns and/or (d) any other device the purpose of which is to throw, discharge or fire objects, bullets, or shells.
    a. 1. The use, display or possession of any kind of gun, weapon or device capable of discharging or throwing projectiles, whether loaded or unloaded, on the OCA campus, parking lots, premises or during school sponsored or authorized activities, functions or events shall result in the immediate out-of-school suspension of all students involved for a period of time which shall be not less than one calendar year in compliance with Oklahoma Statute Title 70, sections 24-101.3. However, the president of Funk's Learning Lab or his/her designee may modify the suspension requirement on a case-by-case basis for clearly extenuating circumstances.
    b. 2. Any student who aids, knowingly accompanies, assists, or participates with another student who uses, displays or possesses a gun or device capable of discharging or throwing projectiles in violation of this policy, may also be subject to suspension out of school for not less than one calendar year.
B. Facsimile of Gun Any student who has a facsimile of a gun including cap, toy, or water gun or any other item resembling a gun in his/her possession at school, on school property or at any school-sponsored or authorized event will be disciplined as follows:
    a. Parent(s)/Guardian(s) will be notified
    b. The student may be suspended out of school

c. If harm or threat should occur, the student will be dealt with the same as having a gun

C. C. Knives, Weapons, or Other Dangerous Devices The term “knife, weapon or device” shall include but not be limited to (1) knives of all sizes and types, (2) brass knuckles, chains, clubs, and sharp instruments, (3) explosives, bombs, combustible fluids or materials, firecrackers, poisons, chemicals or spray paint and/or (4) knives, weapons or devices, the use, threat or purpose of which is to cause personal injury or property damage.
   a. The use, display or possession of any kind of knife, weapon or device capable of stabbing, cutting, injuring, maiming or disfiguring other persons OR damaging property, on the campus, parking lots, premises or property of the Funk’s Learning Lab or during school sponsored or authorized activities, functions or events, will be subject to disciplinary actions.
   b. Any student who aids, knowingly accompanies, assists or participates with another student who uses, displays or possesses a knife, weapon or device capable of causing personal injury or property damage in violation of this policy, may also be subject to the same disciplinary action as the student who actually uses, displays, possesses or threatens to use such knife, weapon or device.
   c. For students identified under C1 and 2 above, the following disciplinary actions are to result for all students involved:
      i. Warning: A warning will be given when the knife, weapon or device (1) has not been displayed or used in a threatening manner and (2) has not caused any harm, injury, destruction or damage and (3) is a knife or device commonly used or carried by persons for use other than as a weapon and (4) no verbal threats to use such knife, weapon or device in an inappropriate manner have preceded the possession and (5) the student has no prior school disciplinary record of physical violence, aggression, injury, damage or threats.
      ii. Out-of-School Suspension: Suspension out of school for not less than ten (10) school days and not more than two (2) semesters shall occur under any of the following conditions: (1) if the student has previously been warned not to bring such knife, weapon or device on school property or to school events; or (2) when the knife, weapon or device is one not commonly carried and is used, intended or designated for the purpose of causing physical injury or property damage; or (3) when the particular circumstances surrounding the use or possession of the knife, weapon or device reflect that such possession posed a danger to persons or property.
      iii. Automatic Long-term Suspension: Suspension out of school for not less than the current semester and not more than the current and ensuing semesters shall occur under any of the following conditions: (1) when the knife, weapon or device was used or displayed in a threatening manner; or (2) when the knife, weapon or device has caused harm, injury, destruction or damage to persons or property; or (3) when the student involved had threatened any other person with harm or physical injury with a knife, weapon or device, or (4) the student has a prior school disciplinary record of violence, aggression, injury, damage or threats.

STUDENT ACTIVITIES

Student groups must be under complete supervision of a school sponsor. Sponsor(s) and the principal must express written approval for all school-sponsored programs, projects, and social events. Students participating in a school activity during school hours requiring transportation to another school or site must ride in transportation provided by parents.

BEFORE/AFTER-SCHOOL SUPERVISION

Students may arrive at school at 8:45 am.

Any child not picked-up prior to 3:15 pm will be considered late. Upon multiple offenses the parent will be charged an hourly fee.

ATTENDANCE

Absence Policy

Because the following policies are not based on excused/unexcused absences, all absences will be counted towards the maximum absences allotted per semester. However, if a student is absent for two or more days due to an extended illness or surgery, these absences may be appealed to the school principal(s). The parent will need to submit an appeal request to the office with a doctor's note verifying the dates of the extended illness/surgery. All appealed absences are at the discretion of the principal(s).

- Elementary (1 st -5 th Grade) - A student must not have more than ten (10) absences per semester.
- Secondary (6 th -12 th Grade) - Students must be in a class more than half of the designated class period in order to validate their attendance. A student must not have more than 5 block absences in a specific class per semester (equivalent to two full weeks of class in a given course). There is no distinction between excused or unexcused. Absence appeals may be made to the principal.
- Extracurricular - Students may not participate in any extracurricular activity (such as banquets, drama, and sports activities) on the same day they have been absent from school more than one-half of the school day (the current daily secondary (7th-12th) schedule requires four (4) periods attended of an eight (8) period day). Any exceptions to this rule are at the discretion of the principal. Students on attendance probation will be restricted from participation in extracurricular activities.

Tardy Policy

All students must sign in at the office.

STUDENT ORGANIZATIONS

Elections and Selections

Students elected or selected for leadership positions must maintain good academic, behavioral, and attendance standings with the school. Failure to do so may lead to the loss of such positions.

Student Leadership Council (SLC)

At a time set by the SLC sponsor, the high school will elect SLC officers for the designated year. The constitution of the SLC must be followed strictly in regard to qualifications and responsibilities.

National Elementary Honor Society – NEHS

- Student must be in 4th, 5th, or 6th grade
- Student must exemplify responsibility, character, and citizenship

Additional information may be attained by contacting the principal.

FAMILY ACKNOWLEDGMENT

I acknowledge that Funk's Learning Lab shall have complete discretion in all educational matters including, but not limited to, curriculum offerings, class and teacher assignments, and the assessment of student and teacher performance.

I acknowledge that Funk's Learning Lab shall have the right to decline enrollment or re-enrollment of any student or to suspend or dismiss any student at its discretion and for any cause deemed sufficient by the school. I acknowledge that a positive and constructive working relationship between the school and a student's parents/guardian is essential to the fulfillment of the school's educational purpose. Thus, the school reserves the right to (at the school's discretion) dismiss a student or not to extend the privilege of re-enrollment to a student if the school reasonably concludes that the actions of a parent(s)/guardian(s) make such a positive and constructive relationship impossible or otherwise seriously interfere with the school's accomplishment of its educational purpose.

Foundational Statements

Mission Statement

Funk’s Learning Lab is dedicated to providing a nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship through personalized, hands-on learning. Serving K–8 students (expanding to 9–12) in Major County and surrounding counties, we offer in-person and online micro-school and tutoring programs, inspiring a lifelong love for learning and responsible citizenship.

Vision Statement

To be a leading rural Oklahoma model for small-scale education, blending the community spirit of the one-room schoolhouse with innovative, hands-on teaching and sustainable practices, accessible both in-person and online, empowering students to thrive academically and contribute meaningfully to their communities.

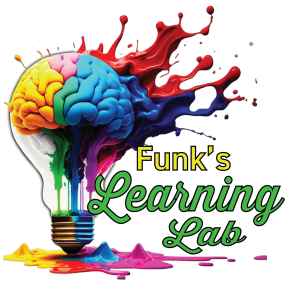
Statement of Purpose

Funk's Learning Lab provides a small, dynamic learning environment tailored to each student’s unique needs, fostering intellectual curiosity, moral integrity, and real-world problem-solving through an interdisciplinary approach. Operating on a 4-day week in Fairview, Oklahoma, we blend faith-based values with hands-on learning, partnering with families to prepare compassionate, capable individuals who thrive in a changing world.

Vision Statement

To be a cornerstone of innovative education in Fairview, Oklahoma, where Funk's Learning Lab empowers every student to discover their God-given potential through interdisciplinary exploration, community collaboration, and a nurturing, faith-filled environment, shaping leaders who impact their world.

Philosophy of Education



Montessori Version

At Funk's Learning Lab, we believe education is a vibrant, child-led journey that nurtures the whole student—mind, body, and spirit—through an interdisciplinary lens inspired by Oklahoma's microschool movement. Rooted in the Montessori philosophy, our 4-day week program encourages independence and curiosity by integrating subjects like science, history, and art into hands-on projects, often tied to Fairview's agricultural roots (e.g., studying soil science alongside local history). In mixed-age classrooms, students use specialized materials to explore interconnected themes at their own pace, guided by teachers as facilitators. Anchored in a Christian worldview, we weave faith into learning through reflection and service, fostering holistic thinkers who connect knowledge to community and creation, ready for lifelong learning.

Classical Version

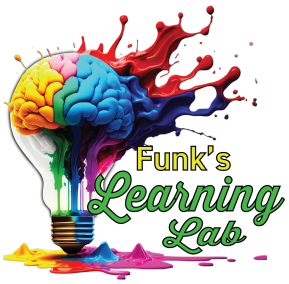
At Funk's Learning Lab, we believe education is a disciplined pursuit of truth, beauty, and goodness, enriched by an interdisciplinary lens that reflects Oklahoma's innovative microschool trends. Guided by Classical philosophy and the Trivium—Grammar, Logic, and Rhetoric—our 4-day week program integrates subjects like literature, science, and history to tackle big ideas, such as exploring Fairview's farming heritage through historical texts and data analysis. Through Socratic discussions, rigorous study, and interdisciplinary projects, students hone critical thinking and eloquent expression. Rooted in a Christian worldview, scripture unifies our curriculum, equipping students to analyze complex issues, lead with wisdom, and contribute meaningfully to their community and beyond.

Statement of Faith

Funk's Learning Lab is guided by a Christian worldview, affirming God as the creator and sustainer of all things. We uphold the authority of Scripture as God's inspired Word, shaping our values and actions. Recognizing the inherent worth of every individual, created in God's image, we reflect Christ's love through service, integrity, and humility. Our faith drives our commitment to a grace-filled community where students grow in knowledge, character, and devotion.

Community Support

Funk's Learning Lab thrives through deep partnerships with Fairview, Oklahoma, families and the broader community, a hallmark of Oklahoma microschools. We view parents as co-educators, engaging them through workshops, volunteer roles, and open dialogue. Weekly community events, service projects (e.g., local garden initiatives), and collaborations with



Fairview’s churches and businesses enrich our 4-day program. By leveraging local resources, like public parks and agricultural expertise, we create meaningful learning experiences that inspire students to apply their faith and knowledge in service to others.

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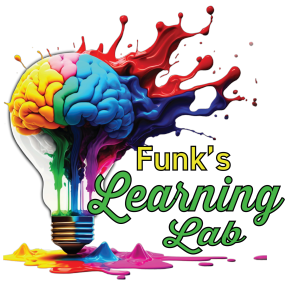

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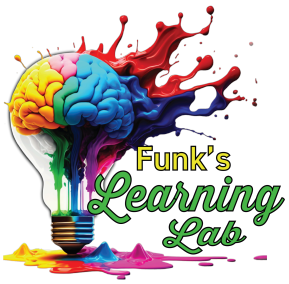

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Funk's Learning Lab - Micro School
2025-2026 School Year

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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31						

SEPTEMBER

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OCTOBER

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26	27	28	29	30	31	

NOVEMBER

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IMPORTANT CALENDAR INFORMATION

LEGEND STUDENT & STAFF HOLIDAYS REPORTING PERIODS DAYSMINUTES	
Labor Day	Sep 1
Thanksgiving Break	Nov 24-28
Christmas Break	Dec 22 - Jan 2
Spring Break	Mar 16 -20
Memorial Day	May 25

Lab Closed June 29-July 3

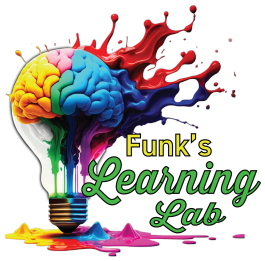
Regular School Hours

Monday - Thursday
9:00 AM to 3:00 PM

[	Grading Period Begins	1st Aug 6 - Oct 9	39	14,040
]	Grading Period Ends	2nd Oct 13 - Dec 18	38	13,680
	Student/Staff Holiday	**First Semester**	**77**	**27,720**
	Professional Development			
		3rd Jan 5 - Mar 12	41	14,760
*	Benchmark Testing - Reading and Math	4th Mar 23 - May 28	40	14,400
		Second Semester	**81**	**29,160**
		TOTAL 158		**78,795**

Total Daily Minutes: 360 TOTAL 158

Change Date	Changes Made



Funk’s Learning Lab LLC Business Plan

Executive Summary

Funk’s Learning Lab LLC is a K–8 micro-school in Major County, Oklahoma, expanding to 9–12 by Year 3, dedicated to providing a nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship through personalized, hands-on learning. Operating from a leased building, we serve families in Major County and surrounding counties (Garfield, Woodward, Alfalfa), offering in-person and online programs in Year 1 and summer camps/farm-based learning in Year 2. As a single-member LLC led by Skylar Funk (Owner/Founder, Administrator, Teacher), we pursue accreditation under **Title 70, Section 3-104**, targeting 10–15 students in Year 1 ($4,500–$6,000 tuition/student) with a lean budget of $40,000–$60,000. Our vision is to be a leading rural Oklahoma model for small-scale education, blending the one-room schoolhouse’s community spirit with innovative, hands-on teaching and sustainable practices.

Mission and Vision

- **Mission**: Funk’s Learning Lab is dedicated to providing a nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship through personalized, hands-on learning. Serving K–8 students (expanding to 9–12) in Major County and surrounding counties, we offer in-person and online micro-school and tutoring programs, inspiring a lifelong love for learning and responsible citizenship.
- **Vision**: To be a leading rural Oklahoma model for small-scale education, blending the community spirit of the one-room schoolhouse with innovative, hands-on teaching and sustainable practices, accessible both in-person and online, empowering students to thrive academically and contribute meaningfully to their communities.

Business Description

- **Legal Structure**: Single-member LLC, registered in Oklahoma, with Skylar Funk as sole owner, per **Title 18, Section 2004**.
- **Location**: Leased building in Major County, equipped for 15–20 students, with online infrastructure (Zoom, Google Classroom).
- **Services**:
    - Year 1: In-person K–8 micro-school (Monday–Thursday, 8:00 AM–4:00 PM), online classes, and tutoring.
    - Year 2: Summer camps, STEM based, farm-based learning programs.
    - Year 3: Expansion to 9–12 grades, adding advanced courses (e.g., STEM, humanities).
- **Accreditation**: Pursuing OPSAC or State Board accreditation, per **Title 70, Section 3-104**, with audit-ready policies (e.g., evaluations, grievance procedures).

Market Analysis

- **Target Market**: Families in Major County and surrounding counties seeking small-scale, personalized education for K–8 students, valuing hands-on learning and character development. Estimated 200–300 families, with 10–15 enrolling in Year 1.
- **Competition**: Local public schools, homeschooling networks, and one private school in Garfield County. Funk's Learning Lab differentiates through small class sizes (1:10 ratio), hands-on curriculum (e.g., "Growing Our Snacks"), and hybrid in-person/online model.
- **Demand**: Growing interest in micro-schools in rural Oklahoma, driven by demand for individualized education (30% increase in homeschooling, 2020–2024, per Oklahoma Department of Education).

Operational Plan

- **Staffing**:
    - Year 1: Skylar Funk as sole teacher/administrator, paid $20/hour for 30 hours/week ($31,200/year).
    - Year 2: 1–2 part-time teachers (20 hours/week, $20/hour, $20,800–$41,600/year) as at-will employees or 1099 contractors.
    - Training: Marzano evaluator ($200–$300, Year 1), first aid/CPR ($50–$75/staff), character education ($50/staff), per Staff Development Plan.
- **Curriculum**:
    - Project-based, aligned with Oklahoma Academic Standards, emphasizing hands-on learning (e.g., sustainable farming projects) and character development (e.g., ethical decision-making).
    - Materials: $2,000/year (e.g., science kits, digital licenses), supplemented by free resources (e.g., Khan Academy).
- **Facilities**:
    - Leased building ($12,000/year), utilities ($3,000/year).
    - Online platforms: Zoom (free), Google Classroom (free).

- **Safety**:
    - Background checks ($59/staff, **Title 70, Section 5-142**).
    - Emergency Safety Plan (e.g., lockdown protocols).
    - First aid/CPR training, per **Title 70, Section 5-149.1**.

Marketing Strategy

- **Channels**:
    - Local outreach: Flyers at community centers, libraries ($200/year).
    - Online: Website ($100/year), social media (free, targeting 500 followers by Year 2).
    - Word-of-mouth: Parent referrals (10% tuition discount for referrals).
- **Messaging**: Highlight small class sizes, hands-on learning, and community engagement, aligned with mission/vision.
- **Goals**: Enroll 10–15 students in Year 1, 20–25 in Year 2, 30–40 in Year 3.

Financial Plan

- **Revenue**:
    - Year 1: 10–15 students at $4,500–$6,000 = $45,000–$90,000.
    - Year 2: 20–25 students at $4,500–$6,000 = $90,000–$150,000.
    - Year 3: 30–40 students at $4,500–$6,000 = $135,000–$240,000.
- **Expenses**:
    - Year 1:
        - Staffing: $31,200 (Skylar).
        - Facility: $15,000 (lease, utilities).
        - Curriculum: $2,000.
        - Training: $300–$425 (Staff Development Plan).
        - Marketing: $300.
        - Background checks: $59.
        - Miscellaneous (insurance, supplies): $1,000.
        - Total: $49,859–$50,084.
    - Year 2:
        - Staffing: $52,000–$72,800 (Skylar + 1–2 part-time).
        - Facility: $15,000.
        - Curriculum: $3,000.
        - Training: $525–$750.
        - Marketing: $400.
        - Background checks: $118–$177.
        - Miscellaneous: $1,500.
        - Total: $72,543–$93,627.
- **Profitability**:
    - Year 1: Deficit of $4,859– surplus of $40,141, reinvested in Year 2 expansion.

    - Year 2: Surplus of $17,457–$56,373, funding 9–12 expansion.
- **Funding**: Tuition-funded, with potential grants (e.g., Oklahoma rural education grants, $5,000–$10,000) explored in Year 2.

Milestones

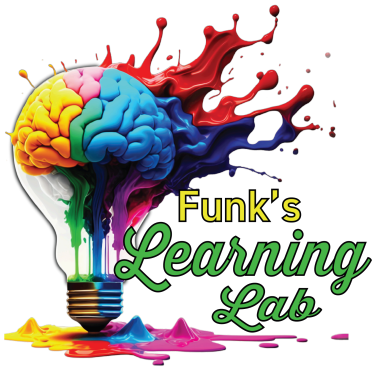
- **Year 1 (2025–2026)**:
    - August 2025: Finalize Employee Handbook, policies (evaluation, grievance, development).
    - September 2025: Complete Marzano training ($200–$300), launch marketing.
    - October 2025: Enroll 10–15 students, begin classes.
    - May 2026: Submit accreditation application to OPSAC.
- **Year 2 (2026–2027)**:
    - June 2026: Launch summer camps.
    - August 2026: Hire 1–2 part-time staff.
    - October 2026: Enroll 20–25 students.
- **Year 3 (2027–2028)**:
    - August 2027: Expand to 9–12 grades, enroll 30–40 students.
    - May 2028: Achieve full accreditation.

Risk Management

- **Risks**:
    - Low enrollment: Mitigated by aggressive marketing, referrals.
    - Budget overruns: Controlled by lean operations, free resources (e.g., Google Classroom).
    - Accreditation delays: Addressed by audit-ready documentation.
- **Contingency**: If enrollment falls below 10 students, Skylar reduces hours to 20/week ($20,800/year), cutting expenses to $38,459–$38,684.

Compliance

- **Oklahoma Statutes**:
    - **Title 70, Section 3-104**: Accreditation documentation (policies, financials).
    - **Title 70, Section 6-101.10**: Teacher evaluations (Marzano).
    - **Title 70, Section 5-142**: Background checks.
    - **Title 40, Section 165.1**: At-will employment.
    - **Title 68, Section 2385.32**: Contractor agreements.
- **Federal Laws**:
    - **Title VII (42 U.S.C. § 2000e)**: Non-discrimination.
    - **FERPA (20 U.S.C. § 1232g)**: Student record confidentiality.
    - **Title IX (20 U.S.C. § 1681)**: Harassment prevention.



At-Will Employee Contract for Teachers

Parties
This At-Will Employee Contract ("Contract") is entered into on [DATE], 2025, by and between Funk's Learning Lab LLC, a single-member LLC in Major County, Oklahoma ("School"), and [TEACHER NAME], an individual residing at [TEACHER ADDRESS] ("Teacher").

Terms and Conditions

1. **Position and Duties**
    - The Teacher is employed as a [FULL-TIME/PART-TIME] teacher, responsible for delivering K–8 curriculum (in-person and/or online), aligning with Oklahoma Academic Standards and the School's mission to nurture academic growth, character development, and stewardship through faith-based learning.
    - Duties include lesson planning, instruction, grading, parent communication, and compliance with the Employee Handbook (e.g., Title IX, FERPA, bullying prevention).
    - The Teacher reports to Skylar Funk, Administrator, per **Title 18, Section 2004**.
2. **Certification**
    - The Teacher must hold a valid Oklahoma teaching certificate or equivalent, recognized by the Oklahoma State Department of Education, per **Title 70, Section 6-101(B)**, submitted at hiring and maintained throughout employment.
    - Failure to maintain certification results in immediate termination.
3. **Background Check**
    - The Teacher consents to a national criminal history record check (OSBI/FBI, $59, School-funded), including fingerprinting, sex offender registries, and Child Care

Restricted Registry, per **Title 70, Section 5-142(A)**. Disqualifying offenses (e.g., felonies, sex offender registration) result in immediate termination.

4. **At-Will Employment**

    - Employment is at-will, per **Title 40, Section 165.1**, allowing either party to terminate with or without cause, with 14 days' written notice, unless terminated for cause (e.g., violation of handbook policies, unethical conduct per **Title 70, Section 6-101.22**).
    - Termination for cause is immediate, with written documentation provided.

5. **Compensation**

    - The Teacher is paid $[AMOUNT]/hour (e.g., $20/hour for 20 hours/week), bi-weekly via direct deposit, subject to federal and state tax withholding (W-2).
    - No benefits (e.g., health insurance, retirement) are provided in Year 1; future benefits, if offered, will comply with **Title 70, Section 3-104** accreditation standards.

6. **Work Schedule**

    - The Teacher works Monday–Thursday, 8:00 AM–4:00 PM (in-person) or as scheduled for online classes, with flexibility to meet accreditation needs, per **Title 70, Section 3-136**.
    - Additional hours for events (e.g., parent conferences, accreditation audits) are agreed upon in advance.

7. **Compliance with Policies**

    - The Teacher agrees to follow the Employee Handbook, including policies on Title IX (**20 U.S.C. § 1681**), FERPA (**20 U.S.C. § 1232g**), bullying prevention (**Title 70, Section 24-100.3**), child abuse reporting (**Title 10A, Section 1-2-101**), and other safety/ethical standards.
    - Annual training on these policies is mandatory, documented for OPSAC accreditation, per **Title 70, Section 3-104**.

8. **Confidentiality**

    - The Teacher maintains confidentiality of student records and School operations, per FERPA (**20 U.S.C. § 1232g**) and **Title 70, Section 3-104**. Breaches result in immediate termination.

9. **Term**

    - The Contract begins on _____], 2025, and continues until terminated by either party or June 30, 2026, renewable annually based on performance and School needs.

10. **Termination**

- Either party may terminate with 14 days' written notice to [SCHOOL ADDRESS] or [TEACHER ADDRESS], via certified mail or personal delivery.
- The School may terminate immediately for cause, including but not limited to policy violations, unethical conduct, or loss of certification.

11. **Governing Law**

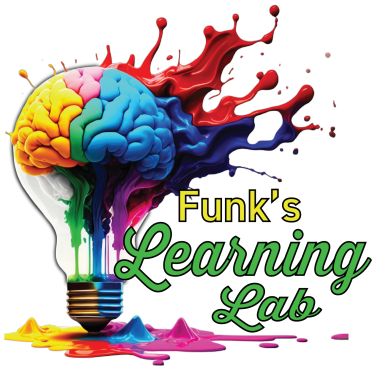
    - This Contract is governed by Oklahoma law, per **Title 18, Section 2004**, with disputes resolved in Major County courts.

Signatures
Funk's Learning Lab LLC:

Skylar Funk, Administrator
Date: [DATE], 2025

Teacher:

[TEACHER NAME]
Date: [DATE], 2025



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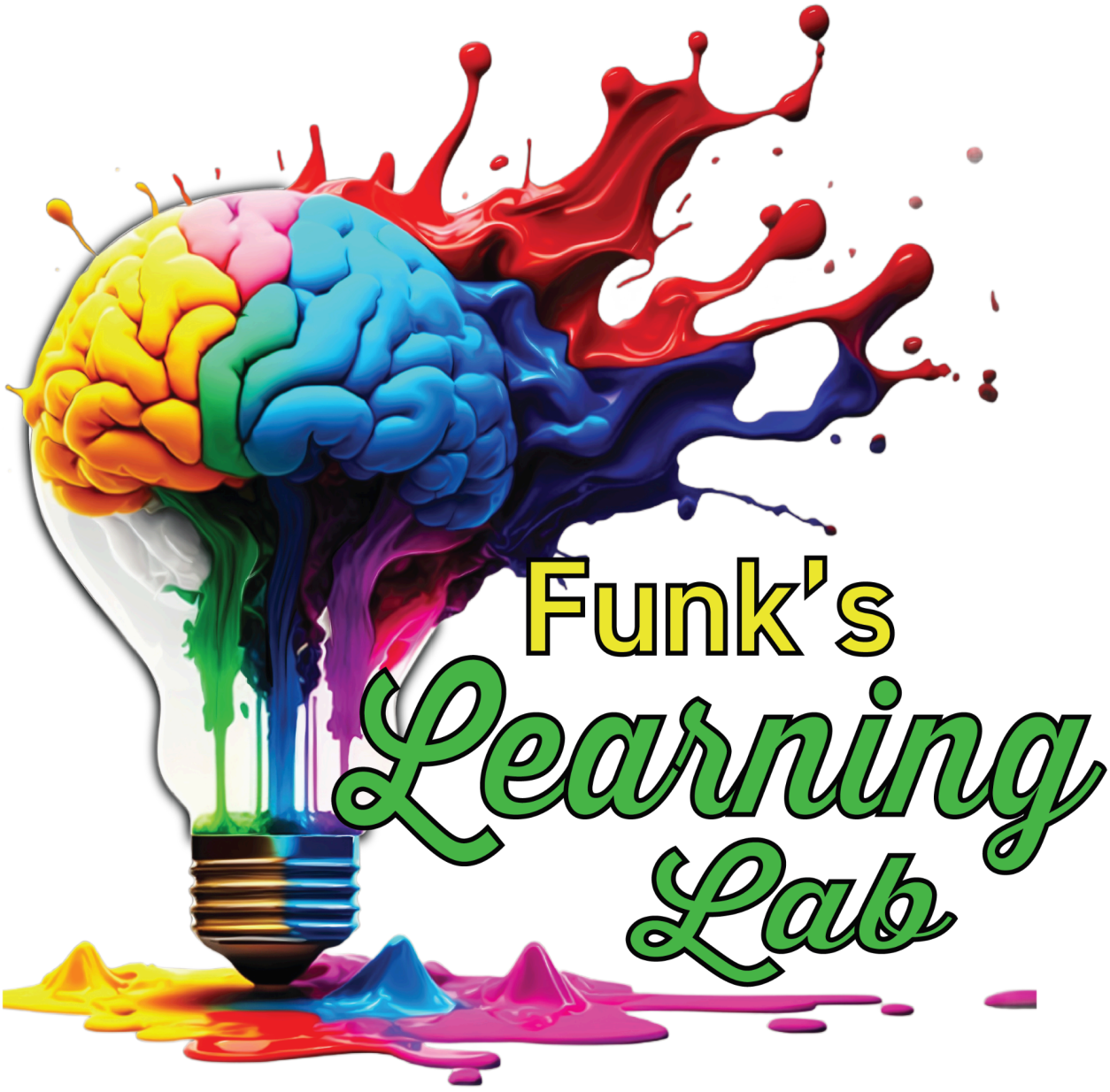
Skylar Funk, Administrator
Date: [DATE], 2025

Teacher:

[TEACHER NAME]
Date: [DATE], 2025



2025-2026

Employee Handbook

Mission Statement

Funk's Learning Lab is dedicated to providing a nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship through personalized, hands-on learning. Serving K–8 students (expanding to 9–12) in Major County and surrounding counties, we offer in-person and online micro-school and tutoring programs, inspiring a lifelong love for learning and responsible citizenship.

Vision Statement

To be a leading rural Oklahoma model for small-scale education, blending the community spirit of the one-room schoolhouse with innovative, hands-on teaching and sustainable practices, accessible both in-person and online, empowering students to thrive academically and contribute meaningfully to their communities.

Legal Structure

Funk's Learning Lab LLC is a single-member LLC, managed by Skylar Funk, compliant with Title 18, Section 2004, ensuring operational flexibility and liability protection.

Accreditation

The Lab pursues accreditation through the Oklahoma State Board of Education or Oklahoma Private School Accreditation Consortium (OPSAC), adhering to Title 70, Section 3-104 standards for governance, curriculum, and safety.

Section 1: Employment Policies

1.1 Employment Status

- **Current Staff**: Skylar Funk serves as Administrator and Teacher (Year 1), managing operations and curriculum.
- **Future Staff**: Part-time teachers/tutors and farm coordinators (Year 2+) are hired as employees, reporting to Skylar, per Title 18, Section 2004.
- **At-Will Employment**: Employment is at-will, per Title 40, Section 165.1, allowing termination with or without cause, subject to anti-discrimination laws.

1.2 Background Checks

- **Requirement**: All employees undergo a national criminal history record check, including fingerprinting, costing $59, covered by the LLC, per Title 70, Section 5-142(A) and Title 63, Section 1-1947(J).

- **Process**: Skylar submits details to OSBI/FBI, with consent per FCRA (15 U.S.C. § 1681b). Checks include criminal records, sex offender registries (Title 57, Sections 582–589), and Child Care Restricted Registry (Title 10, Section 405.3).
- **Frequency**: Pre-employment and every five years, per Title 70, Section 5-142(G).
- **Disqualification**: Felonies, misdemeanor assault, or registry listings result in termination, per Title 70, Section 5-142(D).
- **Contractors**: Third-party providers (e.g., Zoom) submit equivalent check proof, per contract terms.

1.3 Title IX: Non-Discrimination

- **Policy**: The Lab prohibits discrimination based on sex in education programs, per Title IX (20 U.S.C. § 1681). This includes sexual harassment, assault, or discrimination in employment or student activities.
- **Coordinator**: Skylar Funk serves as Title IX Coordinator, handling complaints at [contact info].
- **Reporting**: Employees report incidents to Skylar, who investigates within 7 days, ensuring supportive measures and resolution, per 34 C.F.R. § 106.44. Records are maintained for accreditation (Title 70, Section 3-104).
- **Training**: Employees receive annual Title IX training, per 34 C.F.R. § 106.8(d).

1.4 Drug-Free Workplace

- **Policy**: The Lab maintains a drug-free environment, per the Drug-Free Schools and Communities Act (20 U.S.C. § 7101) and Title 70, Section 1210.229.
- **Prohibited Conduct**: Use, possession, or distribution of illegal drugs or alcohol on premises is prohibited.
- **Consequences**: Violations result in disciplinary action, up to termination, and referral to counseling, per Title 70, Section 1210.229-5.
- **Education**: Annual training on substance abuse prevention is provided.

1.5 Smoking Ban

- **Policy**: Smoking and tobacco use (including e-cigarettes) are prohibited on school premises, per Title 63, Section 1-1523, to ensure a healthy environment.
- **Enforcement**: Employees violating the ban face disciplinary action, per Title 63, Section 1-1527.

1.6 Child Abuse Recognition and Reporting

- **Mandate**: Employees are mandatory reporters of suspected child abuse or neglect, per Title 10A, Section 1-2-101.
- **Training**: Annual training identifies signs of abuse (e.g., physical, emotional, sexual) and reporting procedures.

- **Reporting**: Suspected abuse is reported immediately to the Oklahoma Department of Human Services (1-800-522-3511), with a written report within 36 hours. Skylar documents reports for accreditation (Title 70, Section 3-104).
- **Confidentiality**: Reports are confidential, per Title 10A, Section 1-2-104.

1.7 Bullying and Harassment

- **Policy**: Bullying, harassment, or intimidation (physical, verbal, or cyber) is prohibited, per the School Safety and Bullying Prevention Act (Title 70, Section 24-100.3).
- **Reporting**: Employees report incidents to Skylar, who investigates within 5 days, implementing restorative measures or discipline, per Title 70, Section 24-100.4.
- **Training**: Annual training covers bullying prevention, aligning with the Lab's mission to foster character development.

1.8 AIDS Prevention and Confidentiality

- **Policy**: The Lab promotes AIDS prevention education, per Title 63, Section 1-502.2, integrating it into health curricula (Year 2+).
- **Confidentiality**: Employee or student HIV/AIDS status is confidential, disclosed only with consent or court order, per Title 63, Section 1-502.2(B).
- **Training**: Employees receive training on transmission prevention and non-discrimination.

1.9 Asbestos Hazardous Emergency Response

- **Compliance**: The leased building is inspected for asbestos, per AHERA (15 U.S.C. § 2641). An asbestos management plan is maintained, per 40 C.F.R. § 763.93.
- **Notification**: Employees are informed of asbestos locations (if any) annually, with records available, per 15 U.S.C. § 2646.
- **Training**: Skylar ensures maintenance staff (if hired) receive AHERA training.

1.10 Educational Professional Ethics

- **Standards**: Employees adhere to ethical conduct, per Title 70, Section 6-101.22, including honesty, respect, and professionalism.
- **Prohibited Actions**: Inappropriate relationships with students, falsifying records, or violating confidentiality are grounds for termination.
- **Training**: Annual ethics training reinforces the Lab's Christian values and mission to glorify God.

1.11 Handling Student Behavior

- **Policy**: Discipline promotes responsibility and respect, per Title 70, Section 24-101.3, aligning with the Lab's mission for character development.
- **Procedures**:

    - **Positive Interventions**: Verbal redirection, restorative conversations.
    - **Progressive Discipline**: Warnings, parent conferences, suspension (1–5 days), or expulsion for severe violations (e.g., violence).
    - **Prohibitions**: Corporal punishment is banned, per Title 70, Section 6-113.1.
- **Documentation**: Incidents are recorded, with parents notified, per Title 70, Section 24-101.3.
- **Training**: Employees receive behavior management training, emphasizing faith-based approaches.

1.12 Family Educational Rights and Privacy Act (FERPA)

- **Policy**: Student education records are protected, per FERPA (20 U.S.C. § 1232g; 34 C.F.R. Part 99).
- **Access**: Parents have access to their child's records, with requests processed within 45 days, per 34 C.F.R. § 99.10.
- **Confidentiality**: Employees access records only for legitimate educational purposes, per 34 C.F.R. § 99.31.
- **Directory Information**: Names and photos may be disclosed (e.g., newsletters), unless parents opt out, per 34 C.F.R. § 99.37.
- **Training**: Annual FERPA training ensures compliance.

1.13 Appeals Process (FERPA-Compliant)

- **Purpose**: Employees or parents may appeal decisions (e.g., disciplinary actions, record disputes), per FERPA (34 C.F.R. § 99.7) and Title 70, Section 3-104.
- **Process**:
    - **Step 1**: Submit a written appeal to Skylar within 10 days, detailing the issue and requested resolution.
    - **Step 2**: Skylar reviews and responds within 7 days, meeting with the appellant if needed. For FERPA record disputes, a hearing is offered, per 34 C.F.R. § 99.21.
    - **Step 3**: If unresolved, the Governing Board reviews within 14 days, providing advisory recommendations. Skylar makes the final decision, per Title 18, Section 2004.
- **FERPA Compliance**: Record disputes allow parents to amend inaccurate records or add statements, per 34 C.F.R. § 99.20. Appeals are confidential, with records maintained for accreditation audits.

Section 2: General Policies

2.1 Work Hours and Compensation

- **Year 1**: Skylar works full-time, with flexible hours for in-person/online programs.

- **Year 2+**: Part-time staff (e.g., teachers at $20/hour, 20 hours/week) follow Skylar's schedules, per Title 40, Section 165.1.
- **Payroll**: Bi-weekly via direct deposit, with taxes withheld per IRS and Oklahoma Tax Commission rules.

2.2 Safety and Emergency Procedures

- **Training**: Annual training on fire drills, evacuations, and lockdowns, per Title 70, Section 5-148.
- **First Aid**: Skylar maintains CPR certification and a first aid kit, per Title 70, Section 5-149.1.
- **Emergencies**: Employees follow evacuation plans, notifying parents via phone/email.

2.3 Technology Use

- **Online Platforms**: Zoom/Google Classroom are used for online programs, with employee access restricted to educational purposes.
- **Data Security**: Passwords are protected, and student data is encrypted, per FERPA.

Section 3: Compliance with Oklahoma Statutes

- **Title 70, Section 5-142**: Mandates $59 background checks, with disqualifying offenses.
- **Title 70, Section 3-104**: Requires documented policies for accreditation.
- **Title 70, Section 24-100.3**: Governs bullying prevention and reporting.
- **Title 70, Section 6-101.22**: Sets ethical standards for educators.
- **Title 70, Section 24-101.3**: Regulates student discipline, banning corporal punishment.
- **Title 70, Section 5-148**: Requires safety training and drills.
- **Title 63, Section 1-1523**: Enforces smoking ban.
- **Title 63, Section 1-502.2**: Governs AIDS confidentiality and education.
- **Title 10A, Section 1-2-101**: Mandates child abuse reporting.
- **Title 18, Section 2004**: Governs LLC operations.

Section 4: Acknowledgment

Employees must sign an acknowledgment form, confirming understanding of handbook policies, retained for accreditation audits (Title 70, Section 3-104).

Funk's Learning Lab LLC Teacher Contracts

Introduction

Funk's Learning Lab LLC, a faith-based K–8 micro-school in Major County, Oklahoma, requires written contracts for teachers to ensure clarity, compliance, and alignment with our mission to nurture academic growth, character development, and stewardship through personalized, hands-on learning, and our vision to be a leading rural micro-school. These contracts comply with Oklahoma Statutes (**Title 70, Section 6-101**; **Title 40, Section 165.1**; **Title 68, Section 2385.32**) and federal IRS guidelines, supporting accreditation under **Title 70, Section 3-104**. Two contracts are provided: an **At-Will Employee Contract** for W-2 teachers and a **1099 Independent Contractor Agreement** for project-based instructors, tailored to our lean operation (Skylar Funk as sole employee in Year 1, future part-time staff).

At-Will Employee Contract

Funk's Learning Lab LLC At-Will Employee Contract for Teachers

Parties
This At-Will Employee Contract ("Contract") is entered into on [DATE], 2025, by and between Funk's Learning Lab LLC, a single-member LLC in Major County, Oklahoma ("School"), and [TEACHER NAME], an individual residing at [TEACHER ADDRESS] ("Teacher").

Terms and Conditions

1. **Position and Duties**
    - The Teacher is employed as a [FULL-TIME/PART-TIME] teacher, responsible for delivering K–8 curriculum (in-person/online), aligning with Oklahoma Academic Standards and the School's faith-based mission.
    - Duties include lesson planning, instruction, grading, parent communication, and compliance with the Employee Handbook (e.g., Title IX, FERPA, bullying prevention).
    - The Teacher reports to Skylar Funk, Administrator, per **Title 18, Section 2004**.
2. **Certification**

- The Teacher must hold a valid Oklahoma teaching certificate or equivalent, recognized by the Oklahoma State Department of Education, per **Title 70, Section 6-101(B)**, submitted at hiring and maintained throughout employment.
- Failure to maintain certification results in immediate termination.

3. **Background Check**

   - The Teacher consents to a national criminal history check (OSBI/FBI, $59, School-funded), including fingerprinting, sex offender registries, and Child Care Restricted Registry, per **Title 70, Section 5-142(A)**. Disqualifying offenses (e.g., felonies) result in termination.

4. **At-Will Employment**

   - Employment is at-will, per **Title 40, Section 165.1**, allowing either party to terminate with or without cause, with 14 days' written notice, unless terminated for cause (e.g., policy violation, ethical breach per **Title 70, Section 6-101.22**).
   - Termination for cause is immediate, with written documentation.

5. **Compensation**

   - The Teacher is paid $[AMOUNT]/hour (e.g., $20/hour, 20 hours/week), bi-weekly via direct deposit, subject to federal/state tax withholding (W-2).
   - No benefits (e.g., health insurance, retirement) are provided in Year 1; future benefits, if offered, will comply with **Title 70, Section 3-104**.

6. **Work Schedule**

   - The Teacher works Monday–Thursday, 8:00 AM–4:00 PM (in-person) or as scheduled for online classes, with flexibility for accreditation needs, per **Title 70, Section 3-136**.
   - Additional hours for events (e.g., parent conferences) are agreed upon in advance.

7. **Compliance with Policies**

   - The Teacher agrees to follow the Employee Handbook, including policies on Title IX (**20 U.S.C. § 1681**), FERPA (**20 U.S.C. § 1232g**), bullying prevention (**Title 70, Section 24-100.3**), and child abuse reporting (**Title 10A, Section 1-2-101**).
   - Annual training on these policies is mandatory, documented for accreditation.

8. **Confidentiality**

   - The Teacher maintains confidentiality of student records and School operations, per FERPA and **Title 70, Section 3-104**. Breaches result in termination.

9. **Term**

   - The Contract begins on [START DATE], 2025, and continues until terminated by either party or June 30, 2026, renewable annually.

10. **Termination**

    - Either party may terminate with 14 days' written notice to [SCHOOL ADDRESS] or [TEACHER ADDRESS], via certified mail or personal delivery.
    - The School may terminate immediately for cause, including policy violations, unethical conduct, or certification loss.
11. **Governing Law**

    - This Contract is governed by Oklahoma law, per **Title 18, Section 2004**, with disputes resolved in Major County courts.

Signatures
Funk's Learning Lab LLC:

Skylar Funk, Administrator
Date: [DATE], 2025

Teacher:

[TEACHER NAME]
Date: [DATE], 2025

1099 Independent Contractor Agreement

Funk's Learning Lab LLC Independent Contractor Agreement for Teachers

Parties
This Independent Contractor Agreement ("Agreement") is entered into on [DATE], 2025, by and between Funk's Learning Lab LLC, a single-member LLC in Major County, Oklahoma ("School"), and [CONTRACTOR NAME], an individual residing at [CONTRACTOR ADDRESS] ("Contractor").

Terms and Conditions

1. **Services**

    - The Contractor provides [SPECIFIC SERVICES, e.g., online tutoring for grades 3–5, summer camp instruction], aligning with the School's faith-based mission and Oklahoma Academic Standards.

    - Services are performed independently, with the Contractor determining methods and schedules, per IRS guidelines (Revenue Ruling 87-41).
2. **Certification**

    - The Contractor must hold a valid Oklahoma teaching certificate or equivalent, submitted at signing, per **Title 70, Section 6-101(B)**. Failure to maintain certification voids the Agreement.
3. **Background Check**

    - The Contractor consents to a national criminal history check (OSBI/FBI, $59, School-funded), including fingerprinting, per **Title 70, Section 5-142(A)**. Disqualifying offenses (e.g., felonies) void the Agreement.
4. **Independent Contractor Status**

    - The Contractor is an independent contractor, not an employee, per IRS guidelines and **Title 68, Section 2385.32**. The School does not control the Contractor's work methods, hours, or tools ().
    - The Contractor is responsible for self-employment taxes, providing a W-9 form, and receiving a 1099-NEC if payments exceed $600 annually ().
5. **Compensation**

    - The Contractor is paid $[AMOUNT] per [PROJECT/HOUR, e.g., $500 per 10-week tutoring session], upon completion, via check or direct deposit.
    - No taxes are withheld unless required by **Title 68, Section 2385.32** (e.g., missing employment authorization). No benefits are provided.
6. **Term and Termination**

    - The Agreement begins on [START DATE], 2025, and ends on [END DATE], 2025, or upon project completion.
    - Either party may terminate with 14 days' written notice, or immediately for cause (e.g., policy violation, certification loss), per **Title 70, Section 6-101(D)**.
7. **Compliance with Policies**

    - The Contractor agrees to follow relevant Employee Handbook policies, including Title IX (**20 U.S.C. § 1681**), FERPA (**20 U.S.C. § 1232g**), and child abuse reporting (**Title 10A, Section 1-2-101**), during service delivery.
    - Training on these policies is provided at signing, documented for accreditation.
8. **Equipment and Expenses**

    - The Contractor supplies all tools (e.g., computer, software) and covers expenses, per IRS guidelines (). The School provides access to platforms (e.g., Zoom) as needed.
9. **Confidentiality**

- The Contractor maintains confidentiality of student records and School operations, per FERPA and **Title 70, Section 3-104**. Breaches void the Agreement.

10. **Insurance and Liability**

    - The Contractor maintains liability insurance ($[AMOUNT, e.g., $500,000]) and holds the School harmless from claims arising from services, per **Title 70, Section 3-136**.

11. **Governing Law**

    - This Agreement is governed by Oklahoma law, per **Title 18, Section 2004**, with disputes resolved in Major County courts.

Signatures
Funk's Learning Lab LLC:

Skylar Funk, Administrator
Date: [DATE], 2025

Contractor:

[CONTRACTOR NAME]
Date: [DATE], 2025

Funk's Learning Lab - Micro School
2025-2026 School Year

AUGUST

S	M	T	W	T	F	S
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17	18	19*	20*	21	22	23
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SEPTEMBER

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JULY

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IMPORTANT CALENDAR INFORMATION

LEGEND STUDENT & STAFF HOLIDAYS REPORTING PERIODS DAYSMINUTES	
Labor Day	Sep 1
Thanksgiving Break	Nov 24-28
Christmas Break	Dec 22 - Jan 2
Spring Break	Mar 16 -20
Memorial Day	May 25

Lab Closed June 29-July 3

Regular School Hours

Monday - Thursday
9:00 AM to 3:00 PM

[	Grading Period Begins	1st Aug 6 - Oct 9	39	14,040
]	Grading Period Ends	2nd Oct 13 - Dec 18	38	13,680
	Student/Staff Holiday	**First Semester**	**77**	**27,720**
	Professional Development			
		3rd Jan 5 - Mar 12	41	14,760
*	Benchmark Testing - Reading and Math	4th Mar 23 - May 28	40	14,400
		Second Semester	**81**	**29,160**
		TOTAL 158		**78,795**

Total Daily Minutes: 360 TOTAL 158

Change Date	Changes Made

LIFE SAFETY INSPECTION REPORT

Building: Funks Learning Lab	
Address: 1425 N. Main St., Suite 1	
City/Zip Code: Fairview, Oklahoma 73737	
Telephone: 806-523-6344	
Owner: Skylar Funk	203 E. Central, Fairview, Oklahoma 73737
Alarm: No Sprinkler: No Suppressions: No	Phone: (580) 227-4416

No Violaions Noted

Re-inspection Date

☐ violations of the State of Oklahoma Adopted Codes at the above premises area hereby called to your attention.

The conditions found and corrections be made are marked wian an (X) or noted in the remarks section below.

1. Alarms System	4. Heat Producting Appliances	9. Exit Lights (combo lights)	14. Elec. / phones/ mech rooms
A. Annual Certified Test Required	A. Storage of Combustibles within 3'	A. Additional Lights Required	A. Combustible Storage Prohibited
B. Alarm panel inaccessible	B. Repair Required	B. Service required	B. Requires Self Closing Doors
C. Pull Station Inaccessible	5. Housekeeping / Storage	C. Obstructed	15. Extinguishers
D. System Service Required	A. Building Interior	10. Emergency Lights	A. Annual Service
E. Lock Out Circuit Panel Required	B. Yard and Exterior	A. Additional Lights Required	B. Not Mounted Properly
2. Sprinkler/Standpipe System	C. Excess Combustibles	B. Service required	C. More Units / Coverage Needed
A. Annual Certified Test Required	D. Storage 24" below Ceiling Required	C. Obstructed	D. Blocked
B. 18" Clearance below Head Deflector	6. Flammables Check List	11. Exits / Aisles / Doors	16. Elevators
C, Riser Conrol Blocked	A. Improper Storage	A. blocked / first step not marked	A. emergency Key/Phone
D. FDC B liocked/Serviced	B. Need Cabinet/Container	b. Need repair	B. Combustible Storage in Service Rm
E. OS&Y Valves Closed	C. Improper Dispensing	C. Require self closing Door	C. Instructions / Certification
F. Annual Pump Test Required	D. Too Close to Open Flame	D. Unapproved Door/Locks	D. Fire Service Test
G. System Tagged	E, Exceeds Limits	12. Stairs	17. Fire Dept. Rapdi Entry Knox Box
H. Signs/Gages Required	F. SDS Sheets Posted	A. Blocked	A. Need Building /Occupant Keys
I. Spare Heads/Wrenches	7. Compressed Gas Cylinders	B. Require Self closing Door	B. Need Knox Box
J. standpipe Handles missing	A. Tanks Not Secured	C. Improper Storage in Stairwells	18. Additional Items
K. Zone Map Required near system	B. Improper Storage	13. Electricity	A. 704 Dianmond Properly Placed
L. Other_____	8. Outside	A. Electrical Planel Blocked	B.. Occupancy Load Posted
	A. Fire Lane Blocked/Posted	B. Open Electrical Curcits or Blanks	C. Ceiling Tiles in Place
3. Hood & Duct Systems	B. Hydrants	C. Remove Improper Elecrtric Sources	D. Seperation fire stopping Reqd
B. Cleaning Required	C. Gas Meter / Protection	D. Panel Not Marked / Labeled	E. No Smoking Signs Posted
C. Service Required	D. Dumpster / 5 Feet From Structure	E. G.F.I. Outlet Required	F. Fire Doors

Item	Description / Location	Item	Description / Location

The following is based upon a fire safety inspection of the premises you own or occupy. The Fire Prevention Code specifies that this notice shall be served upon the occupant because remedy may be done by the owner or tenant. This notice tells you where hazardous conditions are located. Violations are found in above checked boxes and corrections for these items are found may be found below. reinspections will not be made in less than 12 days unless expressly written. removing the hazards will put you in compliance with fire rules, regulation, codes and laws. Immediate Action is Required.

REMARKS:

Fire Extinguisher: 7-2025

INSPECTED BY: J.C. Carroll, Fire Marshal

DATE: 7-2025

RE-INSPECTED BY:

7/22/2025

Skylar Funk
Funk's Learning Lab
1425 N. Main St. Suite 1
Fairview, Oklahoma 73737

Dear **Skylar Funk**,

On behalf of the Oklahoma State Department of Education (OSDE), I am pleased to inform you that **Funk's Learning Lab** has successfully achieved **accreditation, with the OSDE**. This recognition reflects your commitment to providing a high-quality educational environment that meets the rigorous standards set forth by the OSDE.

Your efforts in developing and submitting a comprehensive application, along with your dedication to excellence in governance, curriculum, operations, and student services, have been commendable. As an accredited institution, your school is now recognized as meeting the standards necessary to deliver a robust and supportive educational experience for your students.

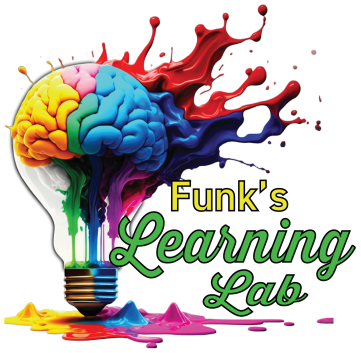
Please be advised that accreditation is an ongoing process. The OSDE will continue to provide support and guidance as you maintain compliance with state requirements and pursue continuous improvement. Your Regional Accreditation Officer will be in contact to schedule any necessary follow-ups or provide further assistance.

Congratulations to you, your staff, and your school community on this significant accomplishment. We look forward to partnering with you in your ongoing journey to uphold the standards of excellence in education.

If you have any questions or need further assistance, please do not hesitate to contact our office at 405.522.1643.

Sincerely,

Courtney Anderson
Program Manager, School Choice
Oklahoma State Department of Education
405.522.164



LIBRARY PLAN

1. PURPOSE AND COMMITMENT
Funk's Learning Lab LLC ("School") is committed to providing students with access to diverse, high-quality library resources to support its K–8 curriculum (with planned 9–12 expansion), in compliance with Oklahoma private school accreditation standards (OAC 210:35-3-121, O.S. §70-3-104.4) and the School's mission of providing nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship. Due to limited resources, the School will develop a small in-class library while leveraging the Major County Public Library (or nearby public libraries) as a community partner to ensure robust access to educational materials for both in-person and online programs.

2. SCOPE
This plan applies to all students enrolled in the School's K–8 programs, including in-person classes at the Major County facility and online microschool platforms (e.g., Google Classroom). It covers the development, maintenance, and use of an in-class library and procedures for accessing public library resources, ensuring compliance with federal nondiscrimination laws (42 U.S.C. §2000d).

3. LIBRARY COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Library Coordinator, responsible for overseeing the in-class library, coordinating public library partnerships, and ensuring compliance with accreditation standards.

4. IN-CLASS LIBRARY DEVELOPMENT
a. Initial Setup:
i. The School will establish a small in-class library at the Major County facility, consisting of at least 100 age-appropriate books and digital resources to support the K–8 curriculum, aligned with Oklahoma Academic Standards.
ii. Resources will include fiction, nonfiction, reference materials, and texts promoting character development and environmental stewardship (e.g., books on sustainability, community values).
- Action: Acquire 50 books through donations, purchases, or grants within 3 months.

b. Funding:
i. The in-class library will be funded through the School's budget, fundraising (per the Fundraising Policy), and community donations.
ii. The School will apply for grants (e.g., Oklahoma Equal Opportunity Education Scholarships, O.S. §68-2357.206) to support library development.
- Action: Launch a crowdfunding campaign for library materials within 2 months.
c. Organization and Access:
i. Books will be organized by grade level and subject, using a simple cataloging system (e.g., Google Sheets) accessible to students and parents.
ii. Students may borrow books for up to two weeks, with a checkout system managed by Skylar Funk.
- Action: Create a catalog and checkout system within 1 month.
d. Digital Resources:
i. The School will provide access to free online libraries (e.g., Epic!, Open Library) through its virtual platform for online and in-person students.
ii. Digital resources will supplement the in-class library, ensuring access for remote learners.
- Action: Set up accounts for free digital libraries within 2 weeks.

5. PUBLIC LIBRARY PARTNERSHIP
a. Community Collaboration:
i. The School will partner with the Major County Public Library (or the nearest public library, e.g., Fairview Public Library) to provide students with access to additional resources, including books, digital media, and educational programs.
ii. The partnership will include library card registration support and coordination of library visits or virtual resources.
- Action: Contact the Major County Public Library to establish a partnership within 48 hours.
b. Student Access:
i. Parents/guardians will be encouraged to obtain library cards for students, with information provided via the School's website ([Insert website URL]/library).
ii. The School will organize at least one annual virtual or in-person library orientation (e.g., via Zoom or at the public library) to familiarize students with public library resources.
- Action: Develop a library card information packet within 3 weeks.
c. Curriculum Integration:
i. The School will integrate public library resources into the curriculum, assigning research projects or reading activities that utilize library materials.
ii. Teachers (initially Skylar Funk) will coordinate with library staff to reserve materials or access online databases.
- Action: Plan one library-based assignment for grades 5–8 within 2 months.

6. ACCESSIBILITY AND EQUITY
a. Nondiscrimination: Library resources will be accessible to all students without discrimination based on race, color, national origin, sex, disability, or religion, per 42 U.S.C. §2000d and Title IX (20 U.S.C. §1681).

b. Accommodations: Students with disabilities or ELLs will receive accommodations (e.g., large-print books, audiobooks, or translated materials) through the in-class library or public library, per the Special Education and ELL Services Policy.
  - Action: Identify accessible resources at the public library within 1 month.
c. Online Access: Online students will have equal access to digital library resources and public library online platforms (e.g., OverDrive, Libby).
  - Action: Include public library digital access instructions on the website within 2 weeks.

7. TRAINING
Skylar Funk will complete annual training on library resource management and curriculum integration, using resources from the Oklahoma Department of Libraries or online platforms (e.g., WebJunction).
- Action: Complete a free online training within 48 hours.

8. STAKEHOLDER ENGAGEMENT
a. Community Involvement: The School will encourage parents and community members to donate books or volunteer to support library activities, aligning with the one-room schoolhouse spirit.
  - Action: Post a call for book donations on the website within 48 hours.
b. Feedback: Stakeholders may provide input on library resources via a website-linked survey to ensure alignment with community needs and the School's mission.
  - Action: Include a survey link with the plan on the website within 24 hours.

9. RECORD-KEEPING
The School will maintain records of library inventory, usage, training, and public library partnerships for at least 7 years, in compliance with OAC 210:35-3-121 and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system (e.g., Google Drive) and available for accreditation audits.
- Action: Set up a secure record-keeping system within 48 hours.

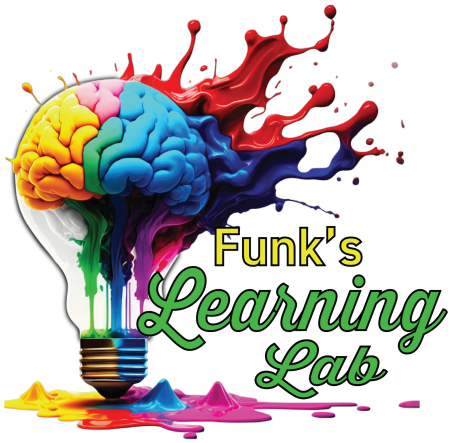
10. DISSEMINATION AND TRANSPARENCY
This plan is posted on the School's website ([Insert website URL]/library) and included in parent handbooks. Stakeholders will be notified annually via email and website updates.
- Action: Post this plan on the website within 24 hours and include a survey link.

11. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS
The School complies with:
- Oklahoma private school regulations (OAC 210:35-3-121, O.S. §70-3-104.4).
- 42 U.S.C. §2000d (nondiscrimination based on race, color, national origin).
- Title IX (20 U.S.C. §1681 et seq.).
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).

12. CONTACT FOR ASSISTANCE

For questions or to access library resources, contact the Library Coordinator (Skylar Funk) using the information in Section 3. Additional resources are available at the Oklahoma Department of Libraries (www.libraries.ok.gov) or the Major County Public Library ([Insert library contact information]).

Signed: _____
Skylar Funk, Sole Member and Manager, Library Coordinator
Date:



OPERATING AGREEMENT FOR FUNK'S LEARNING LAB LLC
A Limited Liability Company in Major County, Oklahoma

This Operating Agreement ("Agreement") is entered into on May 28, 2025, by Skylar Funk, the sole member and manager of Funk's Learning Lab LLC ("School"), a single-member limited liability company organized under the laws of Oklahoma. The School is dedicated to providing K–8 education (with planned expansion to 9–12) in Major County, Oklahoma. This Agreement outlines the organizational structure, governance, and operational procedures to support the School's mission, vision, and compliance with Oklahoma private school accreditation standards.

1. NAME AND PURPOSE

a. Name: The School shall be known as Funk's Learning Lab LLC, registered as a limited liability company with the Oklahoma Secretary of State.

b. Purpose: The School operates to provide nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship through personalized, hands-on learning, both in-person and online, as outlined in the School's mission and vision statements.

c. Mission Statement: Funk's Learning Lab is dedicated to providing a nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship through personalized, hands-on learning. Serving K–8 students (expanding to 9–12) in Major County and surrounding counties, we offer in-person and online micro-school and tutoring programs, inspiring a lifelong love for learning and responsible citizenship.

d. Vision Statement: To be a leading rural Oklahoma model for small-scale education, blending the community spirit of the one-room schoolhouse with innovative, hands-on teaching and sustainable practices, accessible both in-person and online, empowering students to thrive academically and contribute meaningfully to their communities.

2. GOVERNANCE AND MANAGEMENT

a. Organizational Structure: Funk's Learning Lab LLC shall operate as a single-member LLC, with Skylar Funk as the sole member and manager, holding full authority over all operations and decisions.

b. Responsibilities of the Sole Member/Manager:

i. Oversee all operations, including curriculum development, instruction, financial management, and accreditation compliance.

ii. Ensure alignment with the School's mission and vision.

iii. Maintain records for public inspection under the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.).

iv. Report to the Oklahoma State Department of Education or OPSAC for accreditation purposes.

c. Advisory Committee: An advisory committee of 3–5 community stakeholders (e.g., parents, educators) shall be formed within 6 months to provide non-binding guidance and support community consensus for accreditation.

i. Selection: Members shall be selected by Skylar Funk based on their commitment to the School's mission.

ii. Role: Provide feedback on educational programs and community engagement strategies via surveys or direct communication.

d. Future Governance: Upon expansion, the School may appoint additional managers or establish an advisory board, with terms defined by amendments to this Agreement.

3. ACCREDITATION COMPLIANCE

a. Accrediting Body: The School shall seek accreditation through the Oklahoma State Board of Education or an OPSAC-approved accrediting agency (e.g., Oklahoma Conference of Catholic Schools Accrediting Association or equivalent).

b. Philosophy and Goals: The School's philosophy, mission, and vision statements, as provided above, shall serve as the foundation for educational programs. Stakeholder input shall be gathered via a survey linked on the School's website or individual outreach to demonstrate community consensus, as required by Oklahoma Administrative Code (OAC) 210:35-3-1.

i. Action: Within 2 weeks, create a Google Form survey and link it on the School's website to collect feedback from 5–10 stakeholders (parents, educators) on the philosophy and goals.

c. Teacher Qualifications: Skylar Funk shall meet Oklahoma's teacher requirements (e.g., baccalaureate degree, three years of teaching experience, or equivalent skills, per O.S. §§70-13-101.1). Additional educators, if hired, shall meet the same standards.

d. Health Services: The School shall maintain a written health services program, with access to a nurse via a local clinic partnership, per OAC 210:35-3-107.

i. Action: Establish a nurse consultation agreement within 3 months.

e. Antidiscrimination: The School shall comply with 42 U.S.C. §200d, maintaining a policy against discrimination based on race, color, national origin, or disability, posted on the website.

f. Fiscal Soundness: The School shall demonstrate fiscal soundness through a balanced budget and transparent financial records, submitted for accreditation review.

g. Record-Keeping: All student and operational records shall comply with the Family Educational Rights and Privacy Act (FERPA) and be maintained for public inspection per the Oklahoma Open Records Act.

4. EDUCATIONAL PROGRAMS

a. Curriculum: The School shall offer a standards-aligned K–8 curriculum (with planned 9–12 expansion) that integrates environmental stewardship and character development, delivered through hands-on, personalized learning.

i. Action: Develop a curriculum framework within 2 months, using resources like Khan Academy and aligning with Oklahoma Academic Standards.

b. Delivery Methods: Instruction shall be provided in-person at a compliant facility in Major County and online via a platform (e.g., Google Classroom) meeting state distance education standards.

i. Action: Set up a pilot online course for 1–2 subjects within 3 months.

c. Assessment: Student progress shall be tracked through assessments to demonstrate academic excellence, with results documented for accreditation.

d. Special Education: The School shall explore eligibility for the Lindsey Nicole Henry Scholarships for Students with Disabilities to support inclusive education, ensuring compliance with O.S. §70-13-101, with details posted on the website.

5. OPERATIONS AND FACILITIES

a. Facility: The School shall operate in a safe, compliant facility (e.g., rented community space or home-based classroom) meeting local fire and safety codes.

i. Action: Identify a location within 2 months and schedule a safety inspection.

b. Online Infrastructure: The School shall maintain a secure online learning platform for virtual students, linked through the website, ensuring accessibility and compliance.

c. Health and Safety: The School shall adhere to local and state health and safety regulations, including emergency response plans, with policies posted on the website.

d. Student Records: Enrollment, attendance, and academic records shall be maintained in compliance with FERPA.

6. FINANCIAL MANAGEMENT

a. Budget: The School shall operate under a balanced budget, covering rent, materials, and technology costs, including applicable taxes as an LLC.

i. Action: Draft a budget within 1 month, accounting for sales tax obligations (O.S. §68-1356, no nonprofit exemptions for LLCs).

b. Funding: The School shall pursue funding through the Lindsey Nicole Henry Scholarships, Oklahoma Equal Opportunity Education Scholarship, and crowdfunding (e.g., GoFundMe), promoted via the website.

i. Action: Launch a crowdfunding campaign within 4 months, linked on the website.

c. Fiscal Transparency: Financial records shall be maintained and submitted for accreditation to demonstrate fiscal soundness.

d. LLC Financial Structure: As a single-member LLC, Skylar Funk shall maintain separate business accounts to ensure clear financial records, with all profits and losses passing through to personal tax returns per IRS regulations.

7. COMMUNITY ENGAGEMENT

a. Stakeholder Feedback: Community input shall be gathered via a survey linked on the School's website or individual outreach to support accreditation and align with the one-room schoolhouse spirit.

i. Action: Launch a website-linked survey or contact 3–5 stakeholders within 3 weeks to document feedback.

b. Marketing: The School shall promote its programs via the website and local channels to attract 5–10 initial K–8 students, emphasizing personalized learning and sustainability.

i. Action: Update the website with program details and distribute flyers or post on local X groups within 6 weeks.

c. Fundraising: Small-scale fundraising shall support start-up costs and sustainable practices, promoted through the website.

i. Action: Launch a crowdfunding campaign within 4 months, integrated with the website.

8. TERM AND AMENDMENTS

a. Term: This Agreement shall remain in effect until amended or terminated by Skylar Funk, the sole member.

b. Amendments: Changes to this Agreement may be made by Skylar Funk, with stakeholder input as needed for accreditation purposes.

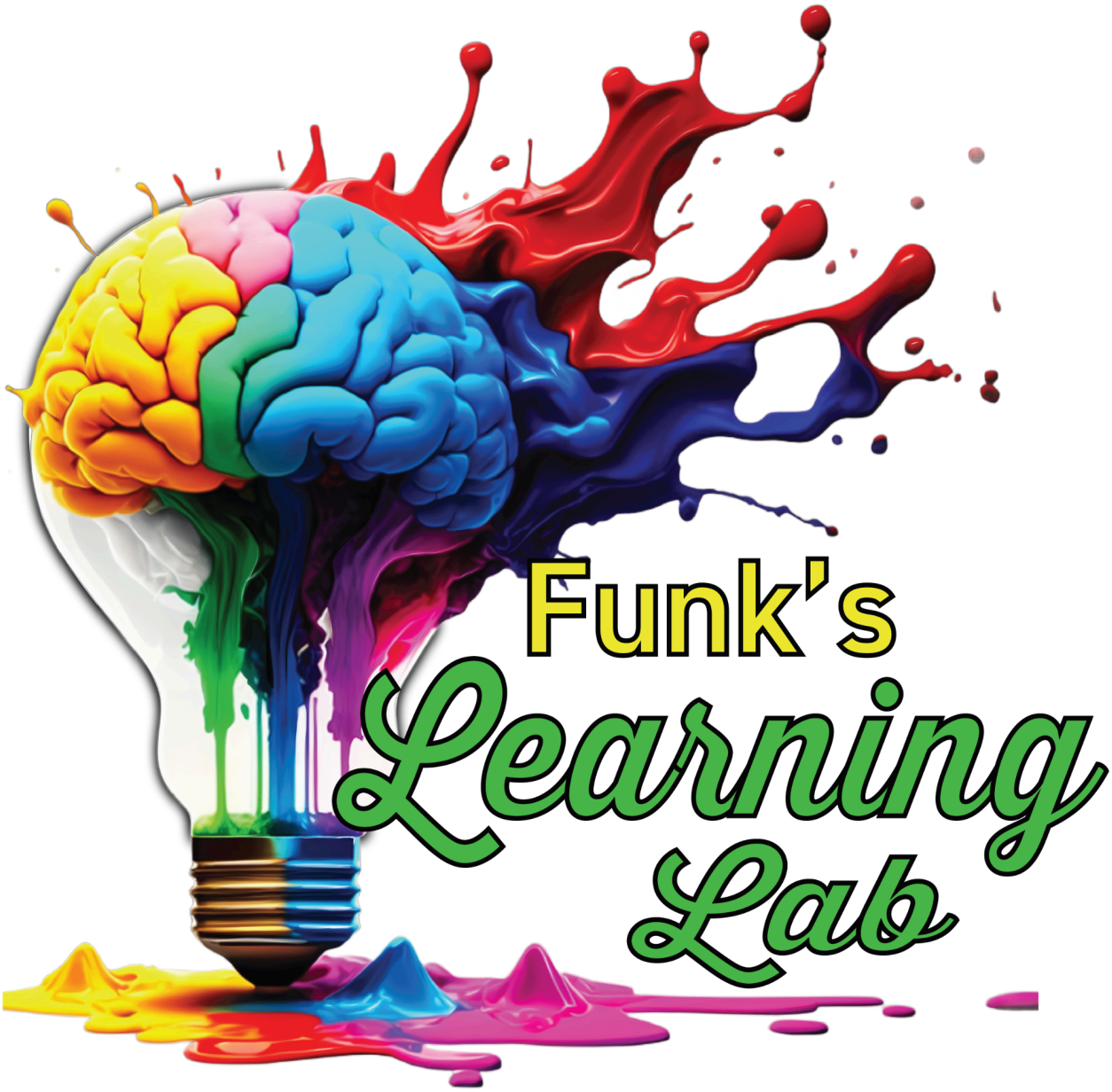
9. LEGAL COMPLIANCE

a. LLC Compliance: The School shall maintain active LLC status with the Oklahoma Secretary of State, including annual filings and fees per 18 O.S. §2055.

b. Private School Registration: The School shall register as a private school with the Oklahoma State Department of Education, complying with O.S. §70-3-104.4 and 42 U.S.C. §200d.

c. Liability: As a single-member LLC, Skylar Funk's personal assets are protected from business liabilities, subject to Oklahoma LLC laws.

Signed: _____
Skylar Funk, Sole Member and Manager
Date: May 28, 2025



2025 - 2026
Policy Handbook

Funk's Learning Lab
Policy Handbook

Foundational Statements

Mission Statement

Funk’s Learning Lab is dedicated to providing a nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship through personalized, hands-on learning. Serving K–8 students (expanding to 9–12) in Major County and surrounding counties, we offer in-person and online micro-school and tutoring programs, inspiring a lifelong love for learning and responsible citizenship.

Vision Statement

To be a leading rural Oklahoma model for small-scale education, blending the community spirit of the one-room schoolhouse with innovative, hands-on teaching and sustainable practices, accessible both in-person and online, empowering students to thrive academically and contribute meaningfully to their communities.

Statement of Purpose

Funk's Learning Lab provides a small, dynamic learning environment tailored to each student’s unique needs, fostering intellectual curiosity, moral integrity, and real-world problem-solving through an interdisciplinary approach. Operating on a 4-day week in Fairview, Oklahoma, we blend faith-based values with hands-on learning, partnering with families to prepare compassionate, capable individuals who thrive in a changing world.

Vision Statement

To be a cornerstone of innovative education in Fairview, Oklahoma, where Funk's Learning Lab empowers every student to discover their God-given potential through interdisciplinary exploration, community collaboration, and a nurturing, faith-filled environment, shaping leaders who impact their world.

Philosophy of Education

Montessori Version

At Funk's Learning Lab, we believe education is a vibrant, child-led journey that nurtures the whole student—mind, body, and spirit—through an interdisciplinary lens inspired by Oklahoma’s microschool movement. Rooted in the Montessori philosophy, our 4-day week program encourages independence and curiosity by integrating subjects like science, history, and art into

hands-on projects, often tied to Fairview's agricultural roots (e.g., studying soil science alongside local history). In mixed-age classrooms, students use specialized materials to explore interconnected themes at their own pace, guided by teachers as facilitators. Anchored in a Christian worldview, we weave faith into learning through reflection and service, fostering holistic thinkers who connect knowledge to community and creation, ready for lifelong learning.

Classical Version

At Funk's Learning Lab, we believe education is a disciplined pursuit of truth, beauty, and goodness, enriched by an interdisciplinary lens that reflects Oklahoma's innovative microschool trends. Guided by Classical philosophy and the Trivium—Grammar, Logic, and Rhetoric—our 4-day week program integrates subjects like literature, science, and history to tackle big ideas, such as exploring Fairview's farming heritage through historical texts and data analysis. Through Socratic discussions, rigorous study, and interdisciplinary projects, students hone critical thinking and eloquent expression. Rooted in a Christian worldview, scripture unifies our curriculum, equipping students to analyze complex issues, lead with wisdom, and contribute meaningfully to their community and beyond.

Statement of Faith

Funk's Learning Lab is guided by a Christian worldview, affirming God as the creator and sustainer of all things. We uphold the authority of Scripture as God's inspired Word, shaping our values and actions. Recognizing the inherent worth of every individual, created in God's image, we reflect Christ's love through service, integrity, and humility. Our faith drives our commitment to a grace-filled community where students grow in knowledge, character, and devotion.

Community Support

Funk's Learning Lab thrives through deep partnerships with Fairview, Oklahoma, families and the broader community, a hallmark of Oklahoma microschools. We view parents as co-educators, engaging them through workshops, volunteer roles, and open dialogue. Weekly community events, service projects (e.g., local garden initiatives), and collaborations with Fairview's churches and businesses enrich our 4-day program. By leveraging local resources, like public parks and agricultural expertise, we create meaningful learning experiences that inspire students to apply their faith and knowledge in service to others.

Employee Background Check Policies

Policy Statement

Funk's Learning Lab LLC requires comprehensive background checks for all employees and relevant contractors to verify eligibility, protect students, and mitigate negligent hiring risks. Checks comply with Oklahoma Statutes (Title 70, Section 5-142; Title 18, Section 2004) and FCRA, ensuring consent, transparency, and confidentiality. The LLC covers the $59 fee for national criminal history record checks, per Title 63, Section 1-1947(J).

Background Check Procedures

1. Applicability

- **Employees**: All employees, including Skylar Funk and future hires, undergo a national criminal history record check, including fingerprinting, per Title 70, Section 5-142(A).
- **Contractors**: Third-party contractors with student contact or data access (e.g., online platform providers) undergo state-level checks via OSBI, with contracts requiring their employees to meet equivalent standards.
- **Frequency**: Checks are conducted pre-employment. Employees undergo re-checks every five years or upon role changes involving increased student contact, per Title 70, Section 5-142(G).

2. Types of Checks

- **National Criminal History Record Check**: Conducted through OSBI and FBI, costing $59 per applicant (Title 63, Section 1-1947(J); Title 74, Section 150.9), including:
    - Federal and state criminal records.
    - National and Oklahoma sex offender registries (Title 57, Sections 582–589).
    - Child Care Restricted Registry (Title 10, Section 405.3).
- **State Criminal History Check**: Name-based OSBI checks for contractors, per Title 74, Section 150.9.
- **Additional Checks**: Verification of education credentials and prior employment for teaching staff to meet accreditation standards (Title 70, Section 3-104).

3. Process

- **Notification and Consent**: Candidates receive written notice of the background check and provide written consent, per FCRA (15 U.S.C. § 1681b) and Title 24, Section 148. The notice includes an option to request a free report copy.

- **Submission**: Skylar Funk, as Administrator, submits candidate details (name, aliases, address, Social Security number, date of birth) and fingerprints to OSBI for processing, per Title 74, Section 150.9.
- **Cost**: The LLC covers the $59 fee for national checks, ensuring no cost to candidates, per Title 40, Section 173.1, to streamline hiring and support accreditation.
- **Temporary Employment**: Per Title 70, Section 5-142(E), employees may work for up to 60 days pending results, with immediate termination if disqualifying offenses are found.
- **Contractors**: Contractors provide proof of employee background checks meeting OSBI state-level standards, per contract terms, with the LLC covering any additional national checks if required.

4. Disqualifying Offenses

Per Title 70, Section 5-142 and Title 63, Section 1-1947(D), employment or contracts are terminated for:

- Felony convictions, guilty pleas, or nolo contendere.
- Misdemeanor assault and battery convictions.
- Registration on the Sex Offenders Registration Act, Mary Rippy Violent Crime Offenders Registration Act, or another state's registry (Title 57, Sections 582–589).
- Listing on the Child Care Restricted Registry (Title 10, Section 405.3).
- Substantiated abuse or neglect findings on relevant registries (Title 63, Section 1-1947(D)).

5. Adverse Action Process

- **Pre-Adverse Action**: Candidates with disqualifying results receive a pre-adverse action notice, a report copy, and FCRA rights summary (15 U.S.C. § 1681b(b)(3)). They have 5 business days to dispute inaccuracies.
- **Adverse Action**: If disqualification is upheld, a final adverse action notice is sent, including reporting agency contact details, per FCRA.
- **EEOC Compliance**: Criminal records are assessed individually for job relevance and time since offense, per EEOC Guidance (April 25, 2012), to avoid disparate impact under Title VII.

6. Record Management

- **Confidentiality**: Records are confidential, used solely for employment decisions, and not disclosed without consent or court order, per Title 63, Section 1-865.8(C).
- **Retention and Destruction**: Records are retained for one year post-employment and then destroyed, per Title 63, Section 1-865.8(C).
- **Accreditation Documentation**: Policies and compliance records are maintained for OPSAC or State Board audits (Title 70, Section 3-104).

Roles and Responsibilities

- **Skylar Funk (Owner/Administrator)**: Manages the background check process, submits requests, ensures compliance with Oklahoma Statutes and FCRA, and makes hiring decisions. Skylar's check is documented for accreditation.
- **Governing Board**: Reviews policies annually for accreditation compliance (Title 70, Section 3-104) but does not administer checks.
- **Future Staff**: Provide consent and accurate information; report post-hire convictions to Skylar immediately.
- **Contractors**: Submit proof of employee checks meeting OSBI standards, per contract terms.

Compliance with Oklahoma Statutes

- **Title 70, Section 5-142**: Mandates national criminal history record checks with fingerprinting for school employees, allowing 60-day temporary employment pending results. Lists disqualifying offenses (e.g., felonies, sex offender registry).
- **Title 70, Section 3-104**: Requires accredited private schools to document safety policies, including background checks, for audit purposes.
- **Title 18, Section 2004**: Governs LLC operations, ensuring Skylar's authority to implement compliant policies.
- **Title 74, Section 150.9**: Authorizes OSBI to conduct checks, setting procedures and fees ($59 for national checks).
- **Title 63, Section 1-1947**: Specifies background check requirements, including registry checks and a $59 fingerprinting fee.
- **Title 10, Section 405.3**: Requires Child Care Restricted Registry checks for employees.
- **Title 57, Sections 582–589**: Mandates sex offender registry checks.
- **Title 24, Section 148**: Requires notice and consent for consumer reports, aligning with FCRA.

Federal Compliance

- **Fair Credit Reporting Act (FCRA, 15 U.S.C. § 1681)**: Mandates notice, consent, and adverse action procedures, limiting non-conviction reporting for jobs paying under $75,000.
- **EEOC Guidance (April 25, 2012)**: Ensures equitable hiring by assessing criminal records for job relevance, per Title VII.

Policy Implementation

- **Year 1**: Skylar's $59 background check (completed) is documented. Contractors (e.g., Zoom) provide equivalent check proof, avoiding additional fees.

- **Year 2+**: Budget $59 per new hire (2–3 staff, $118–$177 annually) within $74,900 Year 2 expenses. Checks are renewed every five years.
- **Accreditation**: Policies are audited annually, with records maintained for OPSAC/State Board review.
- **Training**: Skylar trains future staff on policy requirements during onboarding.

Policy Review

- **Frequency**: Reviewed annually or upon statutory/accreditation changes.
- **Amendments**: Skylar, with Governing Board input, amends policies to maintain compliance.

Bad Weather Days Policy

Policy Statement

Funk's Learning Lab LLC will close in-person operations or adjust online programs during bad weather to ensure safety, reflecting Christian values of stewardship and care for our community. Decisions prioritize student and employee well-being, comply with Oklahoma Statutes, and maintain educational continuity through flexible learning options.

Procedures

1. Decision-Making Process

- **Authority**: Skylar Funk, as Administrator, determines closures or adjustments based on weather forecasts, road conditions, and local school district decisions (e.g., Fairview Public Schools), per Title 70, Section 3-136, which grants private schools operational flexibility.
- **Criteria**: Closure or adjustment is considered for:
    - Severe weather warnings (e.g., blizzard, tornado, flood) issued by the National Weather Service for Major County.
    - Unsafe travel conditions (e.g., icy roads, visibility below 0.25 miles).
    - Facility issues (e.g., power outages, heating failure in the leased building).
- **Timing**: Decisions are made by 6:00 AM on the affected day, or earlier for multi-day forecasts, to allow timely communication.

2. Closure Protocols

- **In-Person Closure**:

    - The leased building closes for in-person classes and tutoring if travel or facility conditions are unsafe, per Title 70, Section 5-148.
    - Online learning may be implemented (e.g., Zoom classes) if feasible, ensuring instructional continuity, per Title 70, Section 3-104.
- **Online Adjustment**:
    - Online classes continue unless internet outages or power disruptions affect Skylar or students. Asynchronous assignments (via Google Classroom) are provided if synchronous classes are not possible.
- **Future Summer Camps (Year 2+)**:
    - Camps cancel or shift to indoor activities during severe weather, with safety protocols aligned with Title 70, Section 5-148.

3. Communication

- **Notification**: Families and employees are notified by 6:30 AM via:
    - Email and text alerts (primary method).
    - Google Classroom announcements for online students.
    - Website and social media updates (e.g., Facebook).
- **Emergency Contacts**: Parents provide updated contact information at enrollment, maintained confidentially, per FERPA (20 U.S.C. § 1232g).
- **Follow-Up**: Skylar communicates reopening plans or extended closures by 5:00 PM daily during ongoing weather events.

4. Safety Measures

- **Facility Preparedness**: The leased building is equipped with emergency supplies (e.g., flashlights, first aid kit) and inspected for weather-related hazards (e.g., roof leaks), per Title 70, Section 5-148.
- **Tornado Protocol**: During in-person operations, students shelter in the building's interior room, crouching and covering heads, per quarterly drills (Title 70, Section 5-148).
- **Employee Training**: Skylar and future staff receive annual training on weather emergency procedures, documented for accreditation (Title 70, Section 3-104).
- **Student Education**: Students learn age-appropriate weather safety (e.g., tornado drills), fostering stewardship of God's creation.

5. Attendance and Make-Up Days

- **Attendance**: Bad weather closures are excused absences, not counted toward the 10 unexcused absences triggering truancy reporting, per Title 70, Section 10-106.
- **Instructional Continuity**:
    - Online classes or asynchronous assignments ensure learning continues, meeting Title 70, Section 3-104 accreditation standards for instructional time.
    - If online learning is not feasible, make-up assignments are provided via Google Classroom within 5 days.

- **Calendar Adjustments**: If closures exceed 5 days annually, Skylar may extend the school year or adjust holidays, ensuring 1,080 instructional hours, per Title 70, Section 1-109, adapted for private schools.

6. Employee Responsibilities

- **Skylar Funk**: Monitors weather, decides closures, communicates with families, and facilitates online learning or make-up work. Maintains safety protocols and accreditation records.
- **Future Staff (Year 2+)**: Assist with online instruction or assignments during closures, report to Skylar, and participate in safety training, per Title 70, Section 5-148.
- **Compensation**: Employees are paid for scheduled hours during closures, as part-time contracts (e.g., $20/hour) are flexible, per Title 40, Section 165.1.

7. Consequences for Non-Compliance

- **Students/Parents**:
    - Failure to follow closure notifications (e.g., arriving at a closed facility) requires immediate parent pickup and a conference to ensure safety.
    - Repeated non-compliance may result in enrollment review, per Title 70, Section 3-136.
- **Employees**:
    - Failure to adhere to protocols (e.g., not preparing online materials) results in a warning (first offense), written reprimand (second), or termination (third), per Title 40, Section 165.1.
- **Appeals**: Parents or employees may appeal decisions to Skylar within 10 days. Skylar responds within 7 days, with Governing Board review if needed, per Title 70, Section 3-104 and FERPA (34 C.F.R. § 99.7).

Roles and Responsibilities

- **Skylar Funk (Administrator)**: Oversees policy implementation, weather monitoring, communication, and safety measures. Ensures accreditation compliance.
- **Employees**: Follow closure protocols, support online learning, and model Christian stewardship during weather events.
- **Students**: Adhere to online or make-up assignments and follow safety instructions, reflecting responsibility.
- **Parents**: Monitor notifications, ensure student participation in online learning, and update contact information.

Compliance with Oklahoma Statutes

- **Title 70, Section 5-148**: Mandates safety protocols, including weather emergency procedures and drills.
- **Title 70, Section 3-104**: Requires documented policies for accreditation, including bad weather plans.
- **Title 70, Section 10-105**: Governs compulsory attendance, with excused absences for weather closures.
- **Title 70, Section 1-109**: Sets instructional hour requirements (1,080 hours), adapted for private schools via online or make-up work.
- **Title 70, Section 3-136**: Grants private schools flexibility in operational decisions, including closures.
- **Title 18, Section 2004**: Governs LLC operations, ensuring Skylar's authority to implement policies.

Compliance with Federal Laws

- **FERPA (20 U.S.C. § 1232g)**: Protects student records, ensuring confidential communication during closures.

Implementation

- **Year 1**: Skylar implements the policy for in-person and online programs, using email, text, and Google Classroom for notifications. Training and drills are conducted at the school year's start.
- **Year 2+**: Policy extends to part-time staff and summer camps, with annual training and updated communication systems.
- **Accreditation**: Policy and compliance records (e.g., drill logs, closure notifications) are maintained for OPSAC/State Board audits, per Title 70, Section 3-104.

Policy Review

- **Frequency**: Reviewed annually or upon statutory changes.
- **Amendments**: Skylar, with Governing Board input, amends the policy to ensure compliance, per Title 18, Section 2004.

Acknowledgment

Employees, parents, and students (age-appropriate) sign an acknowledgment form, confirming understanding of the policy, retained for accreditation audits (Title 70, Section 3-104).

Emergency Safety Plan

Policy Statement

Funk's Learning Lab LLC prioritizes a safe, faith-centered learning environment through proactive emergency planning, training, and communication, reflecting Christian values of care and stewardship. The plan ensures compliance with Oklahoma statutes, protects students and staff, maintains educational continuity, and supports accreditation by providing audit-ready documentation for OPSAC or State Board review.

Emergency Types and Procedures

1. Fire

- **Response**:
    - Activate the nearest fire alarm and evacuate using posted exit routes to the designated assembly point (parking lot, 100 feet from building).
    - Skylar takes roll to account for all students and staff, per **Title 70, Section 5-148**.
    - Call 911 and remain at the assembly point until cleared by emergency services.
- **Online Programs**: Online classes are suspended during a facility fire, with parents notified via email/text.
- **Recovery**: Skylar assesses facility damage, communicates reopening plans, and provides make-up assignments via Google Classroom, per **Title 70, Section 3-104**.

2. Tornado

- **Response**:
    - Move to the designated shelter area (interior room of the leased building, no windows).
    - Students and staff crouch, cover heads, and remain until the tornado warning is lifted, per **Title 70, Section 5-148**.
    - Skylar monitors weather alerts via NOAA radio and takes roll post-emergency.
- **Online Programs**: Online classes are paused during warnings, with students instructed to shelter at home. Asynchronous assignments are provided if needed.
- **Recovery**: Skylar inspects the facility for safety, communicates reopening, and supports students emotionally, reflecting Christian care.

3. Medical Emergency

- **Response**:
    - Skylar, trained in CPR/first aid per **Title 70, Section 5-149.1**, assesses the situation and provides immediate care (e.g., using first aid kit).

    - Call 911 for serious injuries (e.g., unconsciousness, severe bleeding). Parents are notified immediately.
    - If child abuse or neglect is suspected, Skylar reports to the Oklahoma Department of Human Services (1-800-522-3511) within 36 hours, per **Title 10A, Section 1-2-101**.
- **Online Programs**: If a student reports a medical emergency during a Zoom session, Skylar notifies parents and local emergency services.
- **Recovery**: Skylar documents incidents, ensures follow-up care, and provides counseling referrals, maintaining confidentiality per FERPA (20 U.S.C. § 1232g).

4. Intruder/Lockdown

- **Response**:
    - Initiate lockdown: lock classroom doors, turn off lights, cover windows, and remain silent in a secure area (e.g., corner away from doors).
    - Skylar takes roll and communicates with law enforcement via phone, per **Title 70, Section 5-148**.
    - Remain in lockdown until an “all clear” from authorities.
- **Online Programs**: Online classes are terminated immediately, with parents notified to secure students at home.
- **Recovery**: Skylar debriefs with students and families, offers counseling, and reviews security measures, aligning with community-focused values.

5. Power Outage or Facility Issue

- **Response**:
    - Skylar assesses the issue (e.g., power loss, heating failure). If unsafe, in-person classes are canceled, and students are dismissed to parents.
    - Online learning is implemented if feasible, using Zoom/Google Classroom.
    - Call utility services and report to the building landlord.
- **Online Programs**: Classes continue unless internet outages occur, with asynchronous assignments provided.
- **Recovery**: Skylar confirms facility safety before reopening, communicating via email/text.

Preparedness Measures

1. Training

- **Employees**: Skylar and future staff receive annual training on emergency procedures (fire, tornado, lockdown, first aid), documented for accreditation, per **Title 70, Section 5-148**.

- **Students**: Age-appropriate training at the school year's start covers evacuation, sheltering, and reporting concerns, fostering stewardship and responsibility.
- **Families**: Parents receive a handbook summary and annual safety briefings, per **Title 70, Section 3-104**.

2. Drills

- **Frequency**: Conducted quarterly for fire, tornado, and lockdown scenarios, per **Title 70, Section 5-148**.
- **Documentation**: Drill logs include date, time, and outcomes, maintained for OPSAC audits, per **Title 70, Section 3-104**.
- **Online Students**: Participate in virtual safety briefings, practicing home sheltering procedures.

3. Equipment and Supplies

- **First Aid Kit**: Stocked with bandages, antiseptics, and gloves, per **Title 70, Section 5-149.1**, located in the classroom.
- **Emergency Supplies**: Flashlights, batteries, bottled water, and blankets stored in the shelter area.
- **Communication**: Skylar maintains a charged phone and NOAA radio for alerts.
- **Facility**: The leased building is inspected annually for fire exits, alarms, and structural safety, per **Title 70, Section 5-148**.

4. Communication

- **Notification**: During emergencies, Skylar contacts families via email, text, and Google Classroom, with updates posted on the website/Facebook.
- **Emergency Contacts**: Parents provide updated contact information at enrollment, stored confidentially, per FERPA (20 U.S.C. § 1232g).
- **Post-Emergency**: Skylar communicates recovery plans within 24 hours, ensuring transparency for accreditation, per **Title 70, Section 3-104**.

Roles and Responsibilities

- **Skylar Funk (Administrator)**:
    - Oversees plan implementation, training, drills, and facility inspections.
    - Makes emergency decisions, communicates with families, and reports to authorities (e.g., DHS for abuse, 911 for crises).
    - Maintains audit-ready records for OPSAC/State Board, per **Title 70, Section 3-104**.
- **Employees (Year 2+)**:
    - Follow Skylar's directives during emergencies, assist with student safety, and participate in training/drills.

    - Support online learning continuity post-emergency, reflecting Christian care.
- **Students**:
    - Follow safety instructions, participate in drills, and report concerns, demonstrating responsibility aligned with the Lab's mission.
- **Parents**:
    - Provide emergency contacts, ensure student compliance, and monitor notifications.
    - Support home safety for online students during emergencies.

Continuity of Education

- **In-Person Closures**: If the facility closes, online classes or asynchronous assignments (via Google Classroom) ensure instructional continuity, meeting **Title 70, Section 3-104** accreditation standards.
- **Online Programs**: Classes continue unless disrupted, with make-up assignments provided within 5 days.
- **Instructional Hours**: Closures are tracked to ensure 1,080 instructional hours annually, with calendar adjustments if needed, per **Title 70, Section 1-109** (adapted for private schools).
- **Documentation**: Skylar records closure dates and make-up plans for accreditation audits.

Recovery and Follow-Up

- **Facility Assessment**: Skylar inspects the building post-emergency, coordinating with the landlord and authorities for repairs.
- **Emotional Support**: Skylar offers age-appropriate debriefings and counseling referrals, reflecting Christian values of community care.
- **Review**: Post-emergency, Skylar and the Governing Board evaluate the plan's effectiveness, updating as needed, per **Title 70, Section 3-104**.
- **Records**: Incident reports, including actions taken and outcomes, are maintained confidentially, per FERPA, and submitted for accreditation review.

Consequences for Non-Compliance

- **Employees**:
    - Failure to follow protocols (e.g., not evacuating, ignoring lockdown) results in a warning (first offense), written reprimand (second), or termination (third), per **Title 40, Section 165.1**.
- **Students/Parents**:

    - Non-compliance (e.g., ignoring evacuation) requires a parent conference (first offense), loss of privileges (second), or enrollment review (third), per **Title 70, Section 3-136**.
- **Appeals**: Parents or employees may appeal disciplinary actions to Skylar within 10 days. Skylar responds within 7 days, with Governing Board review if needed, per **Title 70, Section 3-104** and FERPA (34 C.F.R. § 99.7).

Compliance with Oklahoma Statutes

- **Title 70, Section 5-148**: Mandates safety protocols, including drills for fire, tornado, and intruder emergencies, with annual training.
- **Title 70, Section 3-104**: Requires documented emergency plans for accreditation, with audit-ready records.
- **Title 70, Section 5-149.1**: Mandates first aid training and supplies.
- **Title 10A, Section 1-2-101**: Requires reporting suspected child abuse or neglect during emergencies.
- **Title 70, Section 1-109**: Sets instructional hour requirements, ensured through online/make-up work.
- **Title 70, Section 3-136**: Grants private schools flexibility in emergency operations.
- **Title 18, Section 2004**: Governs LLC authority to implement policies.

Compliance with Federal Laws

- **FERPA (20 U.S.C. § 1232g)**: Protects student records, ensuring confidential emergency communications and incident reports.
- **Americans with Disabilities Act (ADA, 42 U.S.C. § 12101)**: Ensures evacuation plans accommodate students/staff with disabilities (e.g., mobility aids).

Implementation

- **Year 1**: Skylar implements the plan for in-person and online programs, conducting training and drills at the school year's start. Emergency supplies are stocked, and communication systems (email, text) are tested.
- **Year 2+**: Plan extends to part-time staff and summer camps, with annual training and updated equipment.
- **Accreditation**: Drill logs, training records, and incident reports are maintained for OPSAC/State Board audits, per **Title 70, Section 3-104**.

Policy Review

- **Frequency**: Reviewed annually or after significant emergencies/statutory changes.

- **Amendments**: Skylar, with Governing Board input, updates the plan to ensure compliance, per **Title 18, Section 2004**.

Acknowledgment

Employees, parents, and students (age-appropriate) sign an acknowledgment form, confirming understanding of the plan, retained for accreditation audits (Title 70, Section 3-104).

Bullying Policy for Funk's Learning Lab

Purpose:

1. Establish a definition of bullying as it is understood by Funk's Learning Lab
2. Establish a means to report incidents of bullying
3. Establish a policy that requires school personnel to report, in a timely and responsive manner, incidents of bullying they witness or are aware of
4. Establish a plan for notifying students, parents, and staff of reports and resolutions related to bullying

What is Bullying?

The Oklahoma School Security Act defines bullying behavior as:

"Harassment, intimidation, and bullying means any gesture, written or verbal expression, electronic communication, or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student."

"Threatening behavior means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property."

The Funk's Learning Lab community must work together to be aware of our definition of bullying and to understand and keep our students and families safe. Bullying as defined and understood by Funk's Learning Lab includes:

- **Imbalance of Power**. People who bully use their power to control or harm and the people being bullied may have a hard time defending themselves.
- **Intent to Cause Harm**. Actions done by accident are not bullying; the person bullying has a goal to cause harm
- **Repetition**. Incidents of bullying happen to the same person over and over by the same person or group

Communication of Bullying Policy:

Parents are provided the handbook at the beginning of each year. Orientation of students is at the beginning of the 1st semester and beginning of the 2nd semester. New students receive a brief orientation upon enrollment.

Reporting Incidents of Bullying:

Students, parents, and staff at Funk's Learning Lab must immediately report bullying incidents to school personnel. This can be done directly to the School Administration or responsible party using the **Bullying/Grievance Report Form**. The form may be completed anonymously and returned to the administrator. If the administrator is unavailable, completed forms may be returned to the administrators mailbox. School personnel should share with the teacher/administration of repeated incidents.

Reported bullying incidents will be handled according to policy.

Investigation of Incidents of Bullying:

School personnel must report the bullying incident to each parent of the students involved the same day. School Personnel will then complete the **Bullying Investigation Form**. The procedure for investigating reported incidents of bullying is as follows:

1. The matter should immediately be reported to the building principal. If the bullying involves electronic communication, a printed copy of the communication

as well as any identifying information such as email address or web address shall be provided to the building principal(s). As much detailed information as possible should be provided to the building principal(s) in written form to allow for a thorough investigation of the matter.

2. Upon receipt of a written report, the building principal(s) shall contact the school president and begin an investigation to determine the severity of the incident and the potential for future violence.
3. If, during the course of the investigation, it appears that a crime may have been committed the building principal(s) or superintendent shall notify local law enforcement and request that the alleged victim also contact law enforcement to report the matter for potential criminal investigation.
4. If it is determined that the school district's discipline code has been violated and bullying has occurred, the building principal(s) shall follow school policies regarding the discipline of the student(s).

Reports may be made anonymously. However, no formal disciplinary action shall be taken solely on the basis of an anonymous report, gossip, or heresay. All reliable informational reports shall be made immediately to the building principal(s) by any school employee, student, or parent/guardian that would lead a reasonable person to suspect that a person is a target of bullying.

Resolutions of Investigations:

Upon completion of an investigation:

1. Timely notification of non-confidential information shall be provided to the parents/guardians of a victim of documented and verified bullying. This information should be provided within 5 academic school days of the conclusion of the investigation.
2. Additionally, timely notification of non-confidential information shall also be provided to the perpetrator and parent/guardian of the documented of verified bullying. This information should be provided within 5 academic school days of the conclusion of the investigation.

The building principal(s) or school administrators may recommend that available community mental health care options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior. If such a recommendation is made, the administration shall request disclosure of any information that indicates an explicit threat to the safety of students or school personnel provided the disclosure of information does not violate the provisions or requirements of the FamilyEducational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996,Section 2503 of Title 12 of the Oklahoma Statutes, Section

1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.

Grievance and Termination Procedures

Policy Statement

Funk's Learning Lab LLC fosters a workplace dedicated to fairness, integrity, and stewardship, committed to a nurturing, community-focused education that promotes academic excellence, character development, and environmental responsibility. We provide clear, equitable procedures for resolving grievances and managing terminations for at-will employees and 1099 contractors, supporting our vision of being a leading rural Oklahoma model for small-scale, innovative education accessible in-person and online. Without a Governing Board, an external consultant ensures impartiality in appeals, maintaining compliance with Oklahoma statutes, accreditation standards, and a safe, mission-driven learning environment.

Grievance Procedures

1. Purpose of Grievance Process

The grievance process enables at-will employees and 1099 contractors to address concerns (e.g., workplace disputes, evaluation issues, policy violations) confidentially, reflecting principles of reconciliation, fairness, and community engagement. It supports our mission by fostering a nurturing workplace that upholds academic excellence and character development, covering issues such as unfair treatment, policy misapplication, or disputes over Marzano-based evaluations.

2. Grievance Process

Informal Resolution

- The grievant discusses the concern with Skylar Funk (Administrator) within 10 business days of the issue, seeking resolution through open, community-focused dialogue aligned with our mission.
- Skylar responds within 5 business days, documenting the discussion in Google Docs (free) to ensure transparency and integrity.

Formal Grievance

- If unresolved, the grievant submits a written grievance (1 page, via email or certified mail to [SCHOOL ADDRESS]) within 5 business days of the informal response, detailing the issue, evidence, and desired resolution.
- Skylar investigates within 10 business days, consulting relevant parties while maintaining confidentiality, per FERPA (20 U.S.C. § 1232g) if student data is involved, ensuring alignment with our nurturing environment.
- Skylar provides a written decision within 5 business days post-investigation, outlining rationale and corrective actions that reflect our commitment to fairness and community.

Appeal

- If dissatisfied, the grievant appeals to an external consultant (e.g., OPSAC mentor, $200–$300 fee) within 5 business days, submitting the grievance and Skylar's decision.
- The consultant reviews within 15 business days, conducting a hearing (in-person or Zoom) if needed, with the grievant present, ensuring impartiality in line with our vision.
- The consultant issues a final, binding decision within 5 business days, documented for accreditation, per Title 70, Section 3-104.
- **Skylar's Grievances (Year 1)**: Skylar submits grievances to the external consultant, who follows the same process to maintain fairness and community trust.

3. Guidelines

- **Confidentiality**: All parties uphold confidentiality, per FERPA and Title 70, Section 3-104, with records stored securely on Google Drive, supporting our safe learning environment.
- **Non-Retaliation**: Retaliation against grievants is prohibited, with violations leading to disciplinary action, per Title VII (42 U.S.C. § 2000e), reflecting our commitment to fairness and respect.
- **Timeliness**: Failure to meet deadlines may dismiss the grievance, unless extenuating circumstances apply (e.g., medical emergency).
- **Documentation**: Grievance records are retained for 5 years for OPSAC audits, ensuring transparency.
- **Costs**: Consultant fees ($200–$300 per appeal) are covered by the $40,000–$60,000 budget, funded by tuition ($4,500–$6,000/student).

Termination Procedures

1. Purpose of Termination Process

The termination process ensures fair, compliant, and mission-aligned separations for at-will employees and 1099 contractors, supporting a nurturing, community-focused learning

environment that promotes academic excellence, character development, and environmental stewardship, per accreditation requirements.

2. Types of Termination

Voluntary Termination (Resignation)

- Employees/contractors provide 14 days' written notice to Skylar at [SCHOOL ADDRESS], via email or certified mail, per At-Will and 1099 contracts.
- Skylar acknowledges in writing within 5 business days, outlining final pay and exit procedures (e.g., return of school property).

Involuntary Termination

At-Will Employees (W-2)

- **Without Cause**: Per Title 40, Section 165.1, termination requires 14 days' written notice, with no statutory due process, as all employees are at-will.
- **For Cause**: Immediate termination for grounds including, but not limited to, per Title 70, Section 6-101.22 and At-Will Contract:
    - Ethical breaches (e.g., actions contrary to values of integrity and community engagement).
    - Incompetence or neglect of duty (e.g., Ineffective rating post-90-day improvement plan, per Marzano Evaluation Plan).
    - Failure to maintain teaching certification (Title 70, Section 6-101(B)).
    - Disqualifying background check offenses (e.g., felonies, Title 70, Section 5-142).
    - Policy violations (e.g., FERPA breaches, Title IX non-compliance, or failure to uphold environmental stewardship).

1099 Contractors

- Termination per 1099 Agreement, with 14 days' notice or immediate for cause (e.g., certification loss, policy violations), per Title 68, Section 2385.32.
- Non-renewal at project end (e.g., tutoring session) requires no notice.

3. Termination Process

Investigation

- For cause terminations, Skylar investigates within 10 business days, reviewing evidence (e.g., evaluation records, incident reports) and interviewing relevant parties, ensuring alignment with our mission.
- The employee/contractor may submit a written statement within 5 business days.

Notice

- **Without Cause (Employees)**: Written notice via email or certified mail, specifying final workday and pay details.
- **For Cause**: Skylar issues a termination letter detailing grounds (e.g., Ineffective rating, ethical breach), effective immediately, with final pay per Title 40, Section 165.7.

Review Meeting

- No statutory due process is required for at-will employees or contractors, per Title 40, Section 165.1 and Title 68, Section 2385.32, but to align with our commitment to fairness, staff may request a review meeting with Skylar within 5 business days of notice.
- Skylar holds the meeting (in-person or Zoom) within 5 business days, allowing staff to present their case, with a written decision within 3 business days.

Appeal

- Staff may appeal terminations to an external consultant within 5 business days, submitting a written statement and evidence.
- The consultant reviews within 15 business days, holding a hearing (in-person or Zoom) if needed, issuing a final, binding decision within 5 business days, per Title 70, Section 3-104.
- For Skylar's termination (hypothetical, Year 1), the consultant handles the process entirely.

Exit Procedures

- Final pay issued within 7 days, per Title 40, Section 165.7, via direct deposit.
- Staff return school property (e.g., keys, laptops) and lose platform access (e.g., Google Classroom).
- Optional exit interviews with Skylar to gather feedback, supporting our mission of continuous improvement and community engagement.

4. Guidelines

- **Fairness**: Terminations are non-discriminatory, per Title VII (42 U.S.C. § 2000e), and align with our vision of a nurturing, community-focused environment.
- **Confidentiality**: Records are confidential, per FERPA, with minimal details shared (e.g., for accreditation audits).
- **Documentation**: Termination records (notices, investigation notes, appeals) are retained for 5 years, per Title 70, Section 3-104.
- **Accreditation**: Annual termination summaries (e.g., number, reasons) are submitted to OPSAC, ensuring transparency.

- **Costs**: Consultant fees ($200–$300 per appeal) are budgeted, supported by tuition revenue.

5. Integration with Existing Policies

- **Teacher Evaluations**: Terminations for cause often stem from Needs Improvement or Ineffective ratings failing a 90-day improvement plan, per Marzano Evaluation Plan, supporting academic excellence.
- **Staff Development**: Non-compliance with mandatory training (e.g., first aid/CPR, environmental stewardship workshops) may trigger termination, ensuring a safe and sustainable environment.
- **Contracts**:
    - At-Will Employees: Termination aligns with the At-Will Employee Contract, allowing 14 days' notice or immediate for cause.
    - 1099 Contractors: Termination follows the 1099 Agreement, with non-renewal for poor performance or failure to support mission goals.
- **Emergency Safety Plan**: Violations (e.g., ignoring lockdown protocols) may lead to termination for cause, prioritizing student safety and community trust.

6. Implementation

Year 1 (2025–2026)

- Skylar integrates procedures into the Employee Handbook by August 2025, reflecting the updated vision and mission.
- Grievance/termination forms (Google Docs, free) are developed, accessible for in-person and online staff.
- Consultant identified (e.g., OPSAC mentor, $200–$300 per case) for appeals.

Year 2+ (2026+)

- Procedures apply to part-time staff (e.g., 20 hours/week, $20/hour), with training on processes at hiring ($50, online), emphasizing our mission.
- Consultant oversees appeals, ensuring impartiality and alignment with our community-focused model.
- Resources: Google Forms for grievances, Google Drive for records, within $40,000–$60,000 budget.

7. Compliance with Oklahoma Statutes

- **Title 70, Section 6-101.22**: Informs grounds for cause (e.g., incompetence, unethical conduct).

- **Title 40, Section 165.1**: Supports at-will termination without cause for employees.
- **Title 68, Section 2385.32**: Governs contractor terminations.
- **Title 70, Section 3-104**: Requires documented procedures for accreditation.
- **Title 70, Section 5-142**: Supports termination for background check violations.
- **Title 18, Section 2004**: Grants Skylar authority to enforce procedures.

8. Compliance with Federal Laws

- **Title VII (42 U.S.C. § 2000e)**: Ensures non-discriminatory processes.
- **FERPA (20 U.S.C. § 1232g)**: Protects student data in proceedings.

9. Policy Review

- **Frequency**: Reviewed annually (June) or after statutory changes, by Skylar, per Title 18, Section 2004, to ensure alignment with our vision and mission.
- **Amendments**: Updated based on consultant feedback, staffing changes, or expansion to grades 9–12.

10. Acknowledgment

- Staff sign an acknowledgment form at hiring, confirming understanding of policies, retained for accreditation audits (Title 70, Section 3-104), supporting our commitment to transparency and community engagement.

TITLE IX POLICY FOR FUNK'S LEARNING LAB LLC

Major County, Oklahoma
Effective Date: May 28, 2025

1. POLICY STATEMENT
Funk's Learning Lab LLC ("School") is committed to providing an educational environment free from discrimination on the basis of sex, including sexual harassment, in accordance with Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), its implementing regulations (34 CFR Part 106), and Oklahoma private school accreditation standards (OAC 210:35-3-1 et seq.). The School prohibits discrimination based on sex in its educational programs and activities, including admissions, instruction, and extracurricular activities, for both in-person and online K–8 programs (with planned 9–12 expansion). This policy applies to all students, employees, and third parties interacting with the School.

2. SCOPE
This policy covers all aspects of the School's operations, including in-person classes at its Major County facility, online micro-school and tutoring programs, and any activities receiving federal financial assistance (e.g., Lindsey Nicole Henry Scholarships, O.S. §70-13-101). Prohibited

conduct includes sex-based discrimination, sexual harassment, sexual violence, gender-based harassment, and retaliation against individuals reporting such conduct.

3. DEFINITIONS
a. Sexual Harassment: Conduct on the basis of sex that includes:
  i. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal access to the School's programs.
  ii. Quid pro quo harassment by an employee (e.g., conditioning educational benefits on sexual favors).
  iii. Sexual assault, dating violence, domestic violence, or stalking as defined by federal law (34 CFR §106.30).
b. Complainant: An individual alleged to be the victim of conduct that could constitute sexual harassment.
c. Respondent: An individual alleged to have engaged in conduct that could constitute sexual harassment.

4. TITLE IX COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Title IX Coordinator, responsible for overseeing compliance, receiving complaints, and coordinating investigations.
- Contact: Skylar Funk
- Email: skylar@funkslearninglab.com
- Phone: 806-523-6344
- Address: Funk's Learning Lab LLC,1425 N Main Street Suite 1 Fairview, OK 73737, Major County, Oklahoma
- Website: funkslearninglab.com

5. REPORTING PROCEDURES
a. Who May Report: Any person (student, parent, employee, or third party) may report sex-based discrimination or sexual harassment, whether experienced directly or observed.
b. How to Report: Reports may be made:
  i. In person to Skylar Funk at the School's facility.
  ii. Via email or phone using the contact information above.
  iii. Through a form on the School's website ([Insert website URL]/report).
  iv. Anonymously, though anonymous reports may limit the School's ability to respond fully.
c. Mandatory Reporting: As the sole employee, Skylar Funk is obligated to report any known or suspected incidents of sexual harassment to herself as Title IX Coordinator for investigation.
d. Timeframe: Reports should be made promptly, but there is no strict deadline to ensure accessibility.

6. GRIEVANCE PROCESS
a. Initial Response: Upon receiving a report, the Title IX Coordinator will:
  i. Contact the complainant within 2 business days to discuss the allegations, available support, and the grievance process.

ii. Offer supportive measures (e.g., schedule adjustments, counseling referrals) to both complainant and respondent, ensuring equal access to education.

b. Formal Complaint: A complainant may file a formal complaint in writing (via email, website form, or paper) to initiate an investigation. The Coordinator may also initiate a complaint if warranted.

c. Investigation:

i. The Title IX Coordinator will conduct a prompt, fair, and impartial investigation within 10 business days of a formal complaint, unless extended for good cause.

ii. Both parties will have equal opportunity to present evidence and witnesses.

iii. The Coordinator will maintain confidentiality to the extent possible, consistent with FERPA and Oklahoma law (51 O.S. §24A.1 et seq.).

d. Determination: Within 5 business days of completing the investigation, the Coordinator will issue a written determination to both parties, including findings, conclusions, and any disciplinary actions (e.g., suspension, expulsion, or employee termination, if applicable).

e. Appeals: Either party may appeal the determination within 5 business days for reasons such as procedural errors or new evidence. Appeals will be reviewed by an external consultant (to be appointed if needed) within 10 business days.

7. SUPPORTIVE MEASURES

The School will provide non-disciplinary, non-punitive measures to support complainants and respondents, such as:

- Adjustments to class schedules or online access.
- Referrals to local counseling services in Major County.
- Academic accommodations to ensure continued learning.

These measures will be offered promptly and confidentially, regardless of whether a formal complaint is filed.

8. PROHIBITION ON RETALIATION

The School prohibits retaliation against any individual for reporting, participating in, or refusing to participate in a Title IX process. Retaliation complaints will be investigated under the same grievance process.

9. TRAINING

Skylar Funk, as Title IX Coordinator and sole educator, will complete annual Title IX training on federal and Oklahoma requirements, including recognizing and responding to sexual harassment. Training records will be maintained for accreditation purposes.

- Action: Complete a free or low-cost online Title IX training (e.g., via the U.S. Department of Education's Office for Civil Rights) within 1 month.

10. RECORD-KEEPING

The School will maintain records of all Title IX reports, investigations, and outcomes for at least 7 years, in compliance with 34 CFR §106.45(b)(10) and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system (e.g., Google Drive) and available for accreditation audits.

11. DISSEMINATION AND TRANSPARENCY
This policy is posted on the School's website ([Insert website URL]/title-ix) and included in student and parent handbooks. Stakeholders may provide feedback via a website-linked survey to ensure community awareness.
- Action: Post this policy on the website within 2 weeks and include a feedback survey link.

12. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS
The School complies with:
- Title IX (20 U.S.C. §1681 et seq., 34 CFR Part 106).
- 42 U.S.C. §2000d (prohibiting discrimination based on race, color, national origin).
- Oklahoma private school regulations (OAC 210:35-3-1 et seq., O.S. §70-3-104.4).
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).

13. CONTACT FOR ASSISTANCE
For questions or to report concerns, contact the Title IX Coordinator (Skylar Funk) using the information in Section 4. Additional resources are available at the U.S. Department of Education's Office for Civil Rights (www.ed.gov/ocr).

Signed: _____
Skylar Funk, Sole Member and Manager, Title IX Coordinator
Date:

DRUG-FREE SCHOOLS POLICY

1. POLICY STATEMENT Funk's Learning Lab LLC ("School") is committed to maintaining a drug-free educational environment to ensure the safety, health, and well-being of all students and staff, in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (20 U.S.C. §5812), its implementing regulations (34 CFR Part 86), Oklahoma private school standards (OAC 210:35-3-1 et seq., O.S. §70-1-107), and the School's mission of providing nurturing, community-focused education. The School prohibits the unlawful possession, use, distribution, or manufacture of controlled substances, alcohol, and tobacco on School premises, during School activities, or in connection with its in-person and online K–8 programs (with planned 9–12 expansion).

2. SCOPE This policy applies to all students, employees, volunteers, and visitors at the School's Major County facility, online platforms (e.g., Google Classroom), and any School-sponsored activities, including those receiving federal financial assistance (e.g., Lindsey Nicole Henry Scholarships, O.S. §70-13-101). It covers controlled substances (as defined by 21 U.S.C. §802), alcohol, tobacco, and vaping products.

3. DEFINITIONS a. Controlled Substances: Drugs or substances listed in Schedules I through V of the Controlled Substances Act (21 U.S.C. §812), including but not limited to marijuana, cocaine, and prescription medications used unlawfully. b. School Premises: Any physical or

virtual environment operated by the School, including the Major County facility, online learning platforms, and off-site locations for School activities. c. School Activities: All educational programs, tutoring, and extracurricular events, whether in-person or online.

4. DRUG-FREE COORDINATOR Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Drug-Free Coordinator, responsible for overseeing policy implementation, prevention programs, and compliance.

- Contact: Skylar Funk
- Email: skylar@funkslearninglab.com
- Phone: 806-523-6344
- Address: Funk's Learning Lab LLC, 1425 N Main St Suite 1 Fairview OK, 73737, Major County, Oklahoma
- Website: funkslearninglab.com

5. PREVENTION AND EDUCATION a. Curriculum Integration: The School will integrate age-appropriate drug and alcohol prevention education into its K–8 curriculum, emphasizing healthy choices, character development, and environmental stewardship, aligned with Oklahoma Academic Standards.

- Action: Develop one drug-prevention lesson (e.g., on making healthy choices) within 2 months for pilot students. b. Student and Parent Education: The School will provide annual information to students and parents about the dangers of drug and alcohol use, including health risks and legal consequences.
- Action: Post educational materials (e.g., fact sheets from the U.S. Department of Education or SAMHSA) on the website within 3 weeks and include in the student handbook. c. Staff Training: Skylar Funk will complete annual training on recognizing and addressing substance abuse, maintaining records for accreditation.
- Action: Complete a free online training (e.g., via SAMHSA or the Oklahoma Department of Mental Health and Substance Abuse Services) within 1 month.

6. PROHIBITED CONDUCT a. The unlawful possession, use, distribution, or manufacture of controlled substances, alcohol, tobacco, or vaping products is prohibited on School premises or during School activities. b. Being under the influence of controlled substances or alcohol during School activities is prohibited.

7. REPORTING PROCEDURES a. Who May Report: Any person (student, parent, employee, or third party) may report suspected violations of this policy. b. How to Report: Reports may be made: i. In person to Skylar Funk at the School's facility. ii. Via email or phone using the contact information above. iii. Through a form on the School's website (\[Insert website URL\]/report). iv. Anonymously, though anonymous reports may limit the School's ability to respond fully. c. Mandatory Reporting: As the sole employee, Skylar Funk is obligated to report any known or suspected violations to herself as Drug-Free Coordinator for investigation.

8. ENFORCEMENT AND CONSEQUENCES a. Students: i. Violations may result in disciplinary actions, including parent conferences, suspension, or expulsion, depending on severity, in accordance with Oklahoma law (O.S. §70-6-114). ii. Supportive measures (e.g., counseling referrals, behavior plans) will be offered to promote rehabilitation. iii. Law enforcement will be notified for illegal activities, per O.S. §63-2-402. b. Employees/Volunteers: Violations by future staff or volunteers will result in disciplinary action, up to and including termination. c. Investigation: The Drug-Free Coordinator will investigate reported violations within 5 business days, ensuring confidentiality consistent with FERPA and Oklahoma law (51 O.S. §24A.1 et seq.).

- Action: Document investigations in a secure digital system (e.g., Google Drive) for accreditation audits. d. Written Determination: Within 3 business days of completing an investigation, the Coordinator will provide a written outcome to relevant parties, including disciplinary actions and support options.

9. SUPPORTIVE MEASURES The School will offer non-disciplinary measures to students involved in violations, such as:

- Referrals to local counseling services in Major County (e.g., Oklahoma Department of Mental Health and Substance Abuse Services).
- Academic accommodations to ensure continued learning.
- Action: Identify a local counseling provider for referrals within 3 months.

10. PROHIBITION ON RETALIATION The School prohibits retaliation against individuals reporting violations or participating in investigations. Retaliation complaints will be investigated under the same process.

11. RECORD-KEEPING The School will maintain records of all drug-free policy reports, investigations, and outcomes for at least 7 years, in compliance with 34 CFR §86.103 and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system (e.g., Google Drive) and available for accreditation audits.

12. DISSEMINATION AND TRANSPARENCY This policy is posted on the School's website (\[Insert website URL\]/drug-free) and included in student and parent handbooks. Stakeholders may provide feedback via a website-linked survey to ensure community awareness.

- Action: Post this policy on the website within 2 weeks and include a feedback survey link.

13. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS The School complies with:

- Drug-Free Schools and Communities Act Amendments of 1989 (20 U.S.C. §5812, 34 CFR Part 86).
- Oklahoma private school regulations (OAC 210:35-3-1 et seq., O.S. §70-1-107).
- Controlled Substances Act (21 U.S.C. §802 et seq.).

- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).
- Oklahoma anti discrimination laws and federal law (42 U.S.C. §2000d).

14. CONTACT FOR ASSISTANCE For questions or to report concerns, contact the Drug-Free Coordinator (Skylar Funk) using the information in Section 4. Additional resources are available at the Substance Abuse and Mental Health Services Administration (www.samhsa.gov) or the Oklahoma Department of Mental Health and Substance Abuse Services (www.oklahoma.gov/odmhsas).

Signed: _____
Skylar Funk, Sole Member and Manager, Drug-Free Coordinator
Date:

SMOKING BAN POLICY

1. POLICY STATEMENT Funk's Learning Lab LLC ("School") is committed to maintaining a smoke-free and tobacco-free environment to ensure the health, safety, and well-being of all students, staff, and visitors, in compliance with the Pro-Children Act of 1994 (20 U.S.C. §6081 et seq.), the Oklahoma Smoking in Public Places and Indoor Workplaces Act (63 O.S. §1-1521 et seq.), Oklahoma private school standards (OAC 210:35-3-107), and the School's mission of providing nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship. The School prohibits smoking, vaping, and the use of all tobacco products on School premises, during School activities, and in connection with its in-person and online K–8 programs (with planned 9–12 expansion).

2. SCOPE This policy applies to all students, employees, volunteers, and visitors at the School's Major County facility, online platforms (e.g., Google Classroom), and any School-sponsored activities, including those receiving federal financial assistance (e.g., Lindsey Nicole Henry Scholarships, O.S. §70-13-101). It covers all forms of tobacco use, including cigarettes, cigars, chewing tobacco, e-cigarettes, vaping devices, and any other nicotine delivery systems.

3. DEFINITIONS a. Tobacco Products: Any product containing, made, or derived from tobacco or nicotine, including cigarettes, cigars, chewing tobacco, e-cigarettes, and vaping devices. b. School Premises: Any physical or virtual environment operated by the School, including the Major County facility, online learning platforms, and off-site locations for School activities. c. School Activities: All educational programs, tutoring, and extracurricular events, whether in-person or online.

4. SMOKING BAN COORDINATOR Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Smoking Ban Coordinator, responsible for overseeing policy implementation, enforcement, and compliance.

- Contact: Skylar Funk
- Email: skylar@funkslearninglab.com
- Phone: 806-523-6344
- Address: Funk's Learning Lab LLC, 1425 N Main St Suite 1 Fairview OK, 73737, Major County, Oklahoma
- Website: funkslearninglab.com

5. PROHIBITED CONDUCT a. Smoking, vaping, or using any tobacco products is prohibited on School premises, including: i. Inside and outside the School's facility in Major County. ii. Within 25 feet of any entrance, exit, or window, per 63 O.S. §1-1523. iii. In any vehicles used for School activities. iv. During online School activities (e.g., virtual classes or tutoring sessions). b. The possession of tobacco products or vaping devices by students is prohibited on School premises or during School activities, in accordance with Oklahoma law (O.S. §70-1210.213).

6. EDUCATION AND AWARENESS a. Curriculum Integration: The School will incorporate age-appropriate education on the health risks of tobacco and vaping into its K–8 curriculum, aligning with Oklahoma Academic Standards and the mission's focus on health and environmental stewardship.

- Action: Develop one lesson on tobacco prevention (e.g., health impacts of smoking) within 2 months for pilot students. b. Parent and Community Education: The School will provide annual information to parents and stakeholders about the dangers of tobacco use, including health and environmental impacts.
- Action: Post educational materials (e.g., fact sheets from the CDC or Oklahoma Tobacco Settlement Endowment Trust) on the website within 3 weeks and include in the student handbook.

7. REPORTING PROCEDURES a. Who May Report: Any person (student, parent, employee, or third party) may report suspected violations of this policy. b. How to Report: Reports may be made: i. In person to Skylar Funk at the School's facility. ii. Via email or phone using the contact information above. iii. Through a form on the School's website (\[Insert website URL\]/report). iv. Anonymously, though anonymous reports may limit the School's ability to respond fully. c. Mandatory Reporting: As the sole employee, Skylar Funk is obligated to report any known or suspected violations to herself as Smoking Ban Coordinator for investigation.

8. ENFORCEMENT AND CONSEQUENCES a. Students: i. Violations may result in disciplinary actions, such as parent conferences, suspension, or expulsion, depending on severity, per Oklahoma law (O.S. §70-6-114). ii. Supportive measures (e.g., counseling referrals, education programs) will be offered to promote healthy choices. iii. Law enforcement will be notified for illegal activities (e.g., underage tobacco possession), per 63 O.S. §1-229.21. b. Employees/Volunteers: Violations by future staff or volunteers will result in disciplinary action, up to and including termination. c. Visitors: Violators will be asked to leave School premises immediately and may be barred from future activities. d. Investigation: The Smoking Ban

Coordinator will investigate reported violations within 5 business days, ensuring confidentiality consistent with FERPA and Oklahoma law (51 O.S. §24A.1 et seq.).

- Action: Document investigations in a secure digital system (e.g., Google Drive) for accreditation audits. e. Written Determination: Within 3 business days of completing an investigation, the Coordinator will provide a written outcome to relevant parties, including disciplinary actions and support options.

9. SUPPORTIVE MEASURES The School will offer non-disciplinary measures to students involved in violations, such as:

- Referrals to local counseling services in Major County (e.g., Oklahoma Department of Mental Health and Substance Abuse Services).
- Educational resources on tobacco cessation.
- Action: Identify a local counseling provider for referrals within 3 months.

10. PROHIBITION ON RETALIATION The School prohibits retaliation against individuals reporting violations or participating in investigations. Retaliation complaints will be investigated under the same process.

11. RECORD-KEEPING The School will maintain records of all smoking ban policy reports, investigations, and outcomes for at least 7 years, in compliance with 34 CFR §86.103 and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system (e.g., Google Drive) and available for accreditation audits.

12. DISSEMINATION AND TRANSPARENCY This policy is posted on the School's website (\[Insert website URL\]/smoking-ban) and included in student and parent handbooks. Stakeholders may provide feedback via a website-linked survey to ensure community awareness.

- Action: Post this policy on the website within 2 weeks and include a feedback survey link.

13. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS The School complies with:

- Pro-Children Act of 1994 (20 U.S.C. §6081 et seq.), prohibiting smoking in facilities where federally funded educational activities occur.
- Oklahoma Smoking in Public Places and Indoor Workplaces Act (63 O.S. §1-1521 et seq.).
- Oklahoma private school regulations (OAC 210:35-3-107, O.S. §70-1-107).
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).
- Federal antidiscrimination law (42 U.S.C. §2000d).

14. CONTACT FOR ASSISTANCE For questions or to report concerns, contact the Smoking Ban Coordinator (Skylar Funk) using the information in Section 4. Additional resources are

available at the Centers for Disease Control and Prevention (www.cdc.gov/tobacco) or the Oklahoma Tobacco Settlement Endowment Trust (www.tset.ok.gov).

Signed: _____ Skylar Funk, Sole Member and Manager, Smoking Ban Coordinator
Date:

CHILD ABUSE RECOGNITION AND REPORTING POLICY

1. POLICY STATEMENT
Funk's Learning Lab LLC ("School") is committed to ensuring the safety and well-being of all students by recognizing and reporting suspected child abuse or neglect, in compliance with the Child Abuse Prevention and Treatment Act (CAPTA, 42 U.S.C. §5101 et seq.), Oklahoma's Child Abuse Reporting Laws (10A O.S. §1-2-101 et seq.), Oklahoma private school standards (OAC 210:35-3-107), and the School's mission of providing nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship. The School mandates prompt reporting of suspected abuse or neglect to protect students in its in-person and online K–8 programs (with planned 9–12 expansion).

2. SCOPE
This policy applies to all employees, volunteers, and contractors at the School's Major County facility, online platforms (e.g., Google Classroom), and any School-sponsored activities, including those receiving federal financial assistance (e.g., Lindsey Nicole Henry Scholarships, O.S. §70-13-101). It covers physical abuse, sexual abuse, emotional abuse, and neglect as defined by Oklahoma law (10A O.S. §1-1-105).

3. DEFINITIONS
a. Child Abuse: Any act or failure to act that results in physical, sexual, or emotional harm to a child, including but not limited to non-accidental physical injury, sexual abuse, or severe emotional distress (10A O.S. §1-1-105).
b. Neglect: Failure to provide adequate food, clothing, shelter, medical care, or supervision, resulting in harm or risk of harm to a child (10A O.S. §1-1-105).
c. Mandatory Reporter: Any person who has reason to believe a child is a victim of abuse or neglect, required to report under Oklahoma law (10A O.S. §1-2-101).

4. CHILD PROTECTION COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Child Protection Coordinator, responsible for overseeing policy implementation, training, and reporting procedures.

- Contact: Skylar Funk
- Email: skylar@funkslearninglab.com
- Phone: 806-523-6344

- Address: Funk's Learning Lab LLC, 1425 N Main St Suite 1 Fairview OK, 73737, Major County, Oklahoma
- Website: funkslearninglab.com

5. RECOGNITION OF CHILD ABUSE AND NEGLECT
a. Indicators: Staff and volunteers will be trained to recognize signs of abuse or neglect, including but not limited to:
  i. Physical Abuse: Unexplained bruises, burns, or fractures.
  ii. Sexual Abuse: Inappropriate sexual behavior or knowledge for the child's age.
  iii. Emotional Abuse: Extreme withdrawal, aggression, or fearfulness.
  iv. Neglect: Chronic hunger, poor hygiene, or lack of appropriate supervision.
b. Training: Skylar Funk will complete annual training on recognizing and reporting child abuse, using resources from the Oklahoma Department of Human Services (DHS) or CAPTA-compliant programs.
  - Action: Complete a free online training (e.g., via DHS or the National Child Abuse Hotline) within 1 month.

6. REPORTING PROCEDURES
a. Mandatory Reporting: Under Oklahoma law (10A O.S. §1-2-101), all School personnel, including Skylar Funk, are mandatory reporters and must report suspected child abuse or neglect immediately, no later than 24 hours after suspicion arises.
b. How to Report:
  i. Contact the Oklahoma DHS Child Abuse and Neglect Hotline: 1-800-522-3511.
  ii. If a child is in immediate danger, call 911.
  iii. Notify Skylar Funk as Child Protection Coordinator (self-notification as sole employee) to document the report internally.
  iv. Reports may be made anonymously, but mandatory reporters should provide their name and contact information to DHS for follow-up.
c. Internal Reporting: After reporting to DHS, Skylar Funk will document the report details (e.g., date, time, observations) in a secure digital system (e.g., Google Drive).
  - Action: Set up a secure record-keeping system within 2 weeks.
d. Parent Notification: The School will not notify parents/guardians of reports unless advised by DHS or law enforcement, to avoid interference with investigations.

7. RESPONSE TO REPORTS
a. Cooperation with Authorities: The School will fully cooperate with DHS and law enforcement investigations, providing access to records and facilities as required, consistent with FERPA (20 U.S.C. §1232g) and Oklahoma law (51 O.S. §24A.1 et seq.).
b. Supportive Measures: The School will offer non-disciplinary measures to affected students, such as:
  i. Referrals to local counseling services in Major County (e.g., Oklahoma Department of Mental Health and Substance Abuse Services).
  ii. Academic accommodations to ensure continued learning.
  - Action: Identify a local counseling provider for referrals within 3 months.

c. Confidentiality: All reports and investigations will be handled confidentially, with information shared only with authorized parties (e.g., DHS, law enforcement).

8. PREVENTION AND EDUCATION
a. Curriculum Integration: The School will incorporate age-appropriate lessons on personal safety and abuse prevention into its K–8 curriculum, aligning with Oklahoma Academic Standards and the mission's focus on character development.
- Action: Develop one safety lesson (e.g., recognizing safe vs. unsafe situations) within 2 months for pilot students.
b. Parent Education: The School will provide annual information to parents about recognizing and preventing child abuse, using resources from DHS or CAPTA.
- Action: Post educational materials (e.g., DHS fact sheets) on the website within 3 weeks and include in the student handbook.

9. PROHIBITION ON RETALIATION
The School prohibits retaliation against individuals reporting suspected child abuse or neglect or participating in investigations. Retaliation complaints will be investigated promptly, with disciplinary action up to termination for staff or volunteers.

10. RECORD-KEEPING
The School will maintain records of all child abuse reports, training, and outcomes for at least 7 years, in compliance with CAPTA (42 U.S.C. §5106a) and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system (e.g., Google Drive) and available for accreditation audits.

11. DISSEMINATION AND TRANSPARENCY
This policy is posted on the School's website ([Insert website URL]/child-protection) and included in student and parent handbooks. Stakeholders may provide feedback via a website-linked survey to ensure community awareness.
- Action: Post this policy on the website within 2 weeks and include a feedback survey link.

12. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS
The School complies with:
- Child Abuse Prevention and Treatment Act (CAPTA, 42 U.S.C. §5101 et seq.).
- Oklahoma Child Abuse Reporting Laws (10A O.S. §1-2-101 et seq.).
- Oklahoma private school regulations (OAC 210:35-3-107, O.S. §70-1-107).
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).
- Federal antidiscrimination law (42 U.S.C. §2000d).

13. CONTACT FOR ASSISTANCE
For questions or to report concerns, contact the Child Protection Coordinator (Skylar Funk) using the information in Section 4. Reports of suspected abuse or neglect should be made to the Oklahoma DHS Child Abuse and Neglect Hotline (1-800-522-3511). Additional resources

are available at the Oklahoma Department of Human Services (www.okdhs.org) or the National Child Abuse Hotline (1-800-422-4453).

Signed: _____
Skylar Funk, Sole Member and Manager, Child Protection Coordinator
Date:

AIDS PREVENTION AND CONFIDENTIALITY POLICY

1. POLICY STATEMENT
Funk's Learning Lab LLC ("School") is committed to promoting a safe and healthy educational environment through AIDS prevention education and protecting the confidentiality of student and staff health information, in compliance with Oklahoma's AIDS Prevention Education Program (70 O.S. §11-103.3), Oklahoma private school standards (OAC 210:35-3-107), the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g), and the School's mission of providing nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship. This policy ensures age-appropriate education on AIDS prevention and strict confidentiality for health-related information in its in-person and online K–8 programs (with planned 9–12 expansion).

2. SCOPE
This policy applies to all students, employees, volunteers, and contractors at the School's Major County facility, online platforms (e.g., Google Classroom), and any School-sponsored activities, including those receiving federal financial assistance (e.g., Lindsey Nicole Henry Scholarships, O.S. §70-13-101). It covers AIDS prevention education and the handling of confidential health information related to HIV/AIDS or other medical conditions.

3. DEFINITIONS
a. AIDS Prevention Education: Instruction on the prevention of Acquired Immunodeficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV), including transmission, risk reduction, and healthy behaviors, as mandated by 70 O.S. §11-103.3.
b. Confidential Health Information: Any information related to a student's or employee's HIV/AIDS status or other medical conditions, protected under FERPA and Oklahoma law (10A O.S. §1-6-101).

4. HEALTH EDUCATION COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Health Education Coordinator, responsible for overseeing AIDS prevention education, confidentiality

Contact: Skylar Funk
- Email: skylar@funkslearninglab.com
- Phone: 806-523-6344

- Address: Funk's Learning Lab LLC, 1425 N Main St Suite 1 Fairview OK, 73737, Major County, Oklahoma
- Website: funkslearninglab.com

5. AIDS PREVENTION EDUCATION
a. Curriculum Requirements: The School will provide age-appropriate AIDS prevention education annually for students in grades 5–8, as required by 70 O.S. §11-103.3, integrated into the health curriculum and aligned with Oklahoma Academic Standards. Education will include:
i. Factual information on HIV/AIDS transmission and prevention.
ii. Emphasis on abstinence as the most effective prevention method.
iii. Healthy decision-making and risk reduction strategies.
- Action: Develop one AIDS prevention lesson (e.g., on safe health practices) within 2 months for pilot students in grades 5–8.
b. Parental Notification: Parents/guardians will be notified at least 30 days prior to AIDS prevention instruction and **may opt out their child in writing**, per 70 O.S. §11-103.3.

- Action: Post a notification form on the website within 3 weeks and include in the student handbook.
c. Staff Training: Skylar Funk will complete annual training on delivering AIDS prevention education, using resources from the Oklahoma State Department of Education or the Oklahoma State Department of Health.
- Action: Complete a free online training (e.g., via the Oklahoma State Department of Health) within 1 month.

6. CONFIDENTIALITY OF HEALTH INFORMATION
a. Protection: The School will maintain strict confidentiality of all health information related to HIV/AIDS or other medical conditions, in compliance with FERPA (20 U.S.C. §1232g) and Oklahoma law (10A O.S. §1-6-101). Disclosure is prohibited without written consent, except as required by law (e.g., to health authorities).
b. Access: Only Skylar Funk, as Health Education Coordinator, will have access to confidential health records, stored in a secure digital system (e.g., Google Drive).
- Action: Set up a secure record-keeping system within 2 weeks.
c. Non-Discrimination: The School prohibits discrimination based on HIV/AIDS status, in accordance with 42 U.S.C. §2000d and Oklahoma accreditation standards (OAC 210:35-3-1).
- Action: Include a non-discrimination statement in the policy on the website.

7. REPORTING AND RESPONSE
a. Health Concerns: Suspected health issues related to HIV/AIDS will be handled confidentially, with referrals to local health services (e.g., Oklahoma State Department of Health or Major County clinics).
- Action: Identify a local health provider for referrals within 3 months.

b. Suspected Abuse: If HIV/AIDS-related concerns involve suspected child abuse or neglect, the School will follow its Child Abuse Recognition and Reporting Policy and report to the Oklahoma DHS Child Abuse and Neglect Hotline (1-800-522-3511), per 10A O.S. §1-2-101.
c. Supportive Measures: The School will offer non-disciplinary measures to affected students, such as:
  i. Academic accommodations to ensure continued learning.
  ii. Referrals to counseling services in Major County.
  - Action: Establish a counseling referral agreement within 3 months.

8. PREVENTION AND COMMUNITY ENGAGEMENT
a. Parent Education: The School will provide annual information to parents about AIDS prevention and health resources, using materials from the Oklahoma State Department of Health or CDC.
  - Action: Post educational materials on the website within 3 weeks and include in the student handbook.
b. Stakeholder Feedback: Stakeholders may provide input on the policy via a website-linked survey to ensure community awareness and alignment with the School's mission.
  - Action: Include a feedback survey link with the policy on the website within 24 hours.

9. PROHIBITION ON RETALIATION
The School prohibits retaliation against individuals reporting health concerns or participating in related processes. Retaliation complaints will be investigated promptly, with disciplinary action up to termination for staff or volunteers involved.

10. RECORD-KEEPING
The School will maintain records of AIDS prevention training, parental notifications, and health-related inquiries for at least 7 years, in compliance with FERPA and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system and available for accreditation audits.

11. DISSEMINATION AND TRANSPARENCY
This policy is posted on the School's website) and included in student and parent handbooks. Stakeholders will be notified of the policy annually via email and website updates.
- Action: Post this policy on the website within 24 hours and include a survey link.

12. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS
The School complies with:
- Oklahoma's AIDS Prevention Education Program (70 O.S. §11-103.3).
- Oklahoma private school regulations (OAC 210:35-3-107, et seq.).
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).
- Federal antidiscrimination law (42 U.S.C. §2000d).
- Child Abuse Prevention and Treatment Act (CAPTA, 42 U.S.C. §5101 et seq.).

13. CONTACT FOR ASSISTANCE

For questions or concerns, contact the Health Education Coordinator (Skylar Funk) using the information in Section 4. Additional resources are available at the Oklahoma State Department of Health (www.health.ok.gov) or the Centers for Disease Control and Prevention (www.cdc.gov/hiv).

Signed: _____
Skylar Funk, Sole Member and Manager, Health Education Coordinator
Date:

AIDS PREVENTION AND CONFIDENTIALITY POLICY

1. POLICY STATEMENT
Funk's Learning Lab LLC ("School") is committed to promoting a safe and healthy educational environment through AIDS prevention education and protecting the confidentiality of student and staff health information, in compliance with Oklahoma's AIDS Prevention Education Program (70 O.S. §11-103.3), Oklahoma private school standards (OAC 210:35-3-107), the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g), and the School's mission of providing nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship. This policy ensures age-appropriate education on AIDS prevention and strict confidentiality for health-related information in its in-person and online K–8 programs (with planned 9–12 expansion).

2. SCOPE
This policy applies to all students, employees, volunteers, and contractors at the School's Major County facility, online platforms (e.g., Google Classroom), and any School-sponsored activities, including those receiving federal financial assistance (e.g., Lindsey Nicole Henry Scholarships, O.S. §70-13-101). It covers AIDS prevention education and the handling of confidential health information related to HIV/AIDS or other medical conditions.

3. DEFINITIONS
a. AIDS Prevention Education: Instruction on the prevention of Acquired Immunodeficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV), including transmission, risk reduction, and healthy behaviors, as mandated by 70 O.S. §11-103.3.
b. Confidential Health Information: Any information related to a student's or employee's HIV/AIDS status or other medical conditions, protected under FERPA and Oklahoma law (10A O.S. §1-6-101).

4. HEALTH EDUCATION COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Health Education Coordinator, responsible for overseeing AIDS prevention education, confidentiality

Contact: Skylar Funk
- Email: skylar@funkslearninglab.com

- Phone: 806-523-6344
- Address: Funk's Learning Lab LLC, 1425 N Main St Suite 1 Fairview OK, 73737, Major County, Oklahoma
- Website: funkslearninglab.com

5. AIDS PREVENTION EDUCATION
a. Curriculum Requirements: The School will provide age-appropriate AIDS prevention education annually for students in grades 5–8, as required by 70 O.S. §11-103.3, integrated into the health curriculum and aligned with Oklahoma Academic Standards. Education will include:
i. Factual information on HIV/AIDS transmission and prevention.
ii. Emphasis on abstinence as the most effective prevention method.
iii. Healthy decision-making and risk reduction strategies.
- Action: Develop one AIDS prevention lesson (e.g., on safe health practices) within 2 months for pilot students in grades 5–8.
b. Parental Notification: Parents/guardians will be notified at least 30 days prior to AIDS prevention instruction and **may opt out their child in writing**, per 70 O.S. §11-103.3.

- Action: Post a notification form on the website within 3 weeks and include in the student handbook.
c. Staff Training: Skylar Funk will complete annual training on delivering AIDS prevention education, using resources from the Oklahoma State Department of Education or the Oklahoma State Department of Health.
- Action: Complete a free online training (e.g., via the Oklahoma State Department of Health) within 1 month.

6. CONFIDENTIALITY OF HEALTH INFORMATION
a. Protection: The School will maintain strict confidentiality of all health information related to HIV/AIDS or other medical conditions, in compliance with FERPA (20 U.S.C. §1232g) and Oklahoma law (10A O.S. §1-6-101). Disclosure is prohibited without written consent, except as required by law (e.g., to health authorities).
b. Access: Only Skylar Funk, as Health Education Coordinator, will have access to confidential health records, stored in a secure digital system (e.g., Google Drive).
- Action: Set up a secure record-keeping system within 2 weeks.
c. Non-Discrimination: The School prohibits discrimination based on HIV/AIDS status, in accordance with 42 U.S.C. §2000d and Oklahoma accreditation standards (OAC 210:35-3-1).
- Action: Include a non-discrimination statement in the policy on the website.

7. REPORTING AND RESPONSE
a. Health Concerns: Suspected health issues related to HIV/AIDS will be handled confidentially, with referrals to local health services (e.g., Oklahoma State Department of Health or Major County clinics).
- Action: Identify a local health provider for referrals within 3 months.

b. Suspected Abuse: If HIV/AIDS-related concerns involve suspected child abuse or neglect, the School will follow its Child Abuse Recognition and Reporting Policy and report to the Oklahoma DHS Child Abuse and Neglect Hotline (1-800-522-3511), per 10A O.S. §1-2-101.
c. Supportive Measures: The School will offer non-disciplinary measures to affected students, such as:
  i. Academic accommodations to ensure continued learning.
  ii. Referrals to counseling services in Major County.
  - Action: Establish a counseling referral agreement within 3 months.

8. PREVENTION AND COMMUNITY ENGAGEMENT
a. Parent Education: The School will provide annual information to parents about AIDS prevention and health resources, using materials from the Oklahoma State Department of Health or CDC.
  - Action: Post educational materials on the website within 3 weeks and include in the student handbook.
b. Stakeholder Feedback: Stakeholders may provide input on the policy via a website-linked survey to ensure community awareness and alignment with the School's mission.
  - Action: Include a feedback survey link with the policy on the website within 24 hours.

9. PROHIBITION ON RETALIATION
The School prohibits retaliation against individuals reporting health concerns or participating in related processes. Retaliation complaints will be investigated promptly, with disciplinary action up to termination for staff or volunteers involved.

10. RECORD-KEEPING
The School will maintain records of AIDS prevention training, parental notifications, and health-related inquiries for at least 7 years, in compliance with FERPA and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system and available for accreditation audits.

11. DISSEMINATION AND TRANSPARENCY
This policy is posted on the School's website) and included in student and parent handbooks. Stakeholders will be notified of the policy annually via email and website updates.
- Action: Post this policy on the website within 24 hours and include a survey link.

12. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS
The School complies with:
- Oklahoma's AIDS Prevention Education Program (70 O.S. §11-103.3).
- Oklahoma private school regulations (OAC 210:35-3-107, et seq.).
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).
- Federal antidiscrimination law (42 U.S.C. §2000d).
- Child Abuse Prevention and Treatment Act (CAPTA, 42 U.S.C. §5101 et seq.).

13. CONTACT FOR ASSISTANCE

For questions or concerns, contact the Health Education Coordinator (Skylar Funk) using the information in Section 4. Additional resources are available at the Oklahoma State Department of Health (www.health.ok.gov) or the Centers for Disease Control and Prevention (www.cdc.gov/hiv).

Signed: _____
Skylar Funk, Sole Member and Manager, Health Education Coordinator
Date:

HAZARD COMMUNICATION STANDARDS POLICY

1. POLICY STATEMENT
Funk's Learning Lab LLC ("School") is committed to maintaining a safe and healthy environment by identifying and communicating hazards associated with chemicals and hazardous materials, in compliance with the federal Occupational Safety and Health Administration (OSHA) Hazard Communication Standard (29 CFR §1910.1200), Oklahoma private school health and safety standards (OAC 210:35-3-107), and the School's mission of providing nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship. This policy ensures proper hazard communication for students, employees, volunteers, and visitors in its in-person and online K–8 programs (with planned 9–12 expansion) at the Major County facility and during School activities.

2. SCOPE
This policy applies to all activities at the School's Major County facility and School-sponsored events, including those receiving federal financial assistance (e.g., Lindsey Nicole Henry Scholarships, O.S. §70-13-101). It covers all hazardous chemicals and materials (e.g., cleaning supplies, science lab materials) used or stored on School premises, excluding online programs unless physical materials are involved.

3. DEFINITIONS
a. Hazardous Chemical: Any chemical that poses a physical or health hazard, as defined by 29 CFR §1910.1200(c), including flammable, toxic, or corrosive substances.
b. Safety Data Sheet (SDS): A document providing information on the properties, hazards, and safe handling of a chemical, per 29 CFR §1910.1200(g).
c. School Premises: The Major County facility and any off-site locations for School activities.

4. HAZARD COMMUNICATION COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Hazard Communication Coordinator, responsible for overseeing policy implementation, training, and compliance.

Contact: Skylar Funk
- Email: skylar@funkslearninglab.com

- Phone: 806-523-6344
- Address: Funk's Learning Lab LLC, 1425 N Main St Suite 1 Fairview OK, 73737, Major County, Oklahoma
- Website: funkslearninglab.com

5. HAZARD IDENTIFICATION
a. Inventory: The School will maintain an inventory of all hazardous chemicals (e.g., cleaning agents, science lab supplies) used or stored on School premises.
  - Action: Compile a chemical inventory list within 1 month, stored in a secure digital system (e.g., Google Drive).
b. Safety Data Sheets (SDS): The School will obtain and maintain SDS for each hazardous chemical, accessible in a binder at the facility and digitally on the School's website (password-protected for staff).
  - Action: Collect SDS from suppliers within 2 months and organize in a binder.

6. LABELING
a. Requirements: All containers of hazardous chemicals will be labeled with:
  i. Product identifier.
  ii. Signal word (e.g., "Danger").
  iii. Hazard statements.
  iv. Pictograms, per 29 CFR §1910.1200(f).
  v. Precautionary statements.
  vi. Supplier information.
b. Compliance: The School will ensure original labels remain intact or replace with compliant labels if damaged or transferred.
  - Action: Inspect and label all containers within 1 month.

7. TRAINING
a. Content: Skylar Funk and any future staff or volunteers will receive training on:
  i. Recognizing hazardous chemicals.
  ii. Understanding SDS and labels.
  iii. Safe handling and storage procedures.
  iv. Emergency response (e.g., spills, exposures).
  - Action: Complete a free OSHA-approved Hazard Communication training (e.g., via OSHA's website or Oklahoma Department of Labor) within 1 month.
b. Frequency: Training will occur annually and upon introduction of new hazards.
c. Student Education: Age-appropriate safety education will be integrated into the science curriculum for grades 5–8, emphasizing safe handling of lab materials.
  - Action: Develop one safety lesson within 2 months for pilot students.

8. EMERGENCY PROCEDURES
a. Spills or Exposures: The School will follow SDS guidance for spills or exposures, including evacuation, containment, and contacting emergency services (911) if needed.
b. First Aid: A first aid kit will be maintained at the facility, with procedures posted.

- Action: Verify first aid kit and post procedures within 2 weeks.

c. Reporting: Incidents involving hazardous chemicals will be reported to Skylar Funk as Coordinator and documented.

- Action: Create an incident report form within 3 weeks.

9. CONTRACTOR NOTIFICATION

a. External Contractors: Contractors (e.g., cleaners, maintenance) will be informed of hazardous chemicals on School premises and provided access to SDS.

b. Contractor Chemicals: Contractors must provide SDS for any hazardous chemicals they bring onto School premises.

- Action: Develop a contractor notification form within 1 month.

10. RECORD-KEEPING

The School will maintain records of chemical inventories, SDS, training, and incident reports for at least 7 years, in compliance with OAC 210:35-3-107 and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system and available for accreditation audits.

- Action: Organize records in a digital system within 2 weeks.

11. DISSEMINATION AND TRANSPARENCY

This policy is posted on the School's website ([Insert website URL]/hazard-communication) and included in staff and parent handbooks. Stakeholders may provide feedback via a website-linked survey to ensure community awareness.

- Action: Post this policy on the website within 24 hours and include a survey link.

12. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS

The School complies with:

- OSHA Hazard Communication Standard (29 CFR §1910.1200).
- Oklahoma private school health and safety standards (OAC 210:35-3-107, O.S. §70-1-107).
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).
- Federal antidiscrimination law (42 U.S.C. §2000d).

13. CONTACT FOR ASSISTANCE

For questions or concerns, contact the Hazard Communication Coordinator (Skylar Funk) using the information in Section 4. Additional resources are available at the Occupational Safety and Health Administration (www.osha.gov) or the Oklahoma Department of Labor (www.ok.gov/odol).

Signed: _____

Skylar Funk, Sole Member and Manager, Hazard Communication Coordinator

Date:

Transportation and Child Nutrition Policy and Procedures

Effective Date: May 30, 2025
Approved by: Funk's Learning Lab Microschool LLC Administration

Purpose

Funk's Learning Lab Microschool LLC, a private microschool operating in Oklahoma, is committed to ensuring the safety, health, and well-being of all students. This policy outlines the procedures for transportation and child nutrition, specifying that parents or guardians are responsible for providing transportation and lunches for their children. These policies are designed to comply with Oklahoma State Department of Education (OSDE) requirements for private schools and applicable state regulations for student safety and nutrition, supporting our pursuit of operational compliance and potential accreditation.

Scope

This policy applies to all enrolled students, parents/guardians, staff, and administrators at Funk's Learning Lab Microschool LLC, located in Oklahoma.

Transportation Policy and Procedures

Policy Statement

Funk's Learning Lab Microschool LLC does not provide transportation services. Parents or guardians are solely responsible for arranging and providing transportation to and from the microschool, ensuring safe and timely arrival and departure of their children.

Procedures

1. **Parent/Guardian Responsibility for Transportation**
    - Parents/guardians must arrange transportation for their child to and from the microschool's designated location at 1425 N Main St Suite 1 Fairview Oklahoma 73737
    - Parents/guardians must ensure their child arrives by 9:00 am and is picked up promptly at 3:00 PM.
    - If a parent/guardian designates another individual (e.g., family member, carpool driver) to transport their child, written authorization must be provided to the microschool administration in advance, including the individual’s name, contact information, and vehicle details.
2. **Drop-Off and Pick-Up Procedures**

- **Drop-Off:** Parents/guardians or authorized individuals must drop off students at the designated entrance front entrance. Staff will be present to supervise arrivals from 8:50 AM.
- **Pick-Up:** Parents/guardians or authorized individuals must pick up students at the designated exit [specify location]. A staff member will verify the identity of the individual picking up the student against the authorized list.
- Students will not be released to unauthorized individuals. If an unauthorized person attempts to pick up a student, parents/guardians will be contacted immediately.
- Late pick-ups (after 3:00pm) may incur a fee of $10 per 15 minutes to cover staff supervision costs.

3. **Safety Protocols**

    - Parents/guardians must ensure compliance with Oklahoma state laws regarding child safety in vehicles, including the use of age-appropriate car seats or booster seats as required (Oklahoma Statutes Title 47, Section 11-1112).
    - Vehicles used for transportation must be properly licensed, insured, and maintained in safe operating condition.
    - The microschool will maintain a safe drop-off and pick-up zone, with clear signage and traffic flow directions to minimize risks.

4. **Emergency Transportation**

    - In case of a medical emergency, the microschool will contact emergency services (911) and notify parents/guardians immediately.
    - Parents/guardians must provide up-to-date emergency contact information and medical authorization forms to facilitate timely response.

5. **Field Trips (If Applicable)**

    - For off-site activities, parents/guardians will be responsible for transporting their children to and from the designated field trip location unless otherwise specified.
    - Written parental consent will be required for each field trip, and parents/guardians will be informed of safety protocols in advance.

6. **Recordkeeping**

    - The microschool will maintain records of authorized pick-up individuals and emergency contact information for each student.
    - Any incidents related to transportation (e.g., late pick-ups, unauthorized individuals) will be documented and reported to parents/guardians.

Child Nutrition Policy and Procedures

Policy Statement

Funk's Learning Lab Microschool LLC does not participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), or other federal nutrition programs, as parents/guardians are responsible for providing lunches and snacks for their children. The microschool is committed to promoting healthy eating habits and ensuring a safe environment for students with dietary needs, in alignment with Oklahoma's health and safety standards for private schools.

Procedures

1. **Parent/Guardian Responsibility for Lunches and Snacks**
    - Parents/guardians must provide a nutritious lunch and any necessary snacks for their child each school day.
    - Lunches should align with general nutritional guidelines, such as including fruits, vegetables, whole grains, and protein, to support student health and learning readiness.
    - Parents/guardians are encouraged to avoid sending foods high in added sugars or unhealthy fats, in line with USDA Dietary Guidelines for Americans.
2. **Allergen and Dietary Needs Management**
    - Parents/guardians must inform the microschool in writing of any food allergies, dietary restrictions, or medical conditions (e.g., diabetes, celiac disease) that require special dietary considerations.
    - For students with disabilities that impact their ability to consume regular meals (as defined by the ADA and 7 CFR 15b), parents/guardians must provide a written medical statement from a licensed healthcare provider specifying required dietary modifications. The microschool will work with parents to ensure safe accommodation of these needs.
    - To prevent allergen exposure, the microschool may designate allergen-free zones (e.g., peanut-free tables) based on student needs.
    - Only commercially prepared foods with complete ingredient labels may be brought for sharing during classroom events (e.g., birthdays, celebrations) to ensure safety for students with allergies.
3. **Food Storage and Safety**
    - Lunches and snacks must be sent in labeled containers with the student's name.
    - The microschool will provide refrigerated storage for lunches requiring cold storage, if available, or parents/guardians must provide appropriate cooling mechanisms (e.g., ice packs).
    - Students will eat in a designated area [specify, e.g., classroom or common area] supervised by staff to ensure hygiene and safety.
    - The microschool will maintain a clean eating environment, with protocols for sanitizing surfaces before and after meals.
4. **Prohibited Items**

    - Foods that pose a choking hazard (e.g., whole grapes, popcorn for young children) or are non-compliant with allergen safety protocols are prohibited.
    - Carbonated beverages, energy drinks, or foods high in added sugars (e.g., candy, sugary snacks) are discouraged to promote healthy eating habits.
5. **Compliance with Oklahoma Regulations**

    - While Funk's Learning Lab Microschool LLC does not participate in federal nutrition programs, it adheres to Oklahoma health and safety standards for private schools, ensuring a safe and hygienic environment for meals brought from home.
    - The microschool will maintain documentation of dietary accommodations and allergen management plans to demonstrate compliance during any state inspections or accreditation reviews.
6. **Special Events and Celebrations**

    - For school events involving food (e.g., cultural days, holiday celebrations), parents/guardians will be notified in advance and may be asked to provide foods that meet safety and allergen guidelines.
    - The microschool may provide seasonal fruits or vegetables from a school garden (if applicable) to supplement snacks, with parental consent.
7. **Recordkeeping and Communication**

    - The microschool will maintain records of food allergy and dietary restriction forms submitted by parents/guardians.
    - Parents/guardians will be notified of any food-related incidents (e.g., accidental allergen exposure) immediately, with documentation filed for review.

Compliance with Oklahoma Accreditation Standards

- **Accreditation Context:** As a private microschool, Funk's Learning Lab LLC may seek accreditation through the Oklahoma State Department of Education or operate as a non-accredited private school under Oklahoma's homeschooling or private school laws. This policy aligns with OSDE requirements for private schools, including submission of a Letter of Accreditation or recognition from the OSDE, if applicable.
- **Health and Safety:** The transportation and child nutrition policies comply with Oklahoma's health and safety standards, including vehicle safety laws and food safety protocols, to ensure student well-being.
- **Non-Discrimination:** Funk's Learning Lab LLC adheres to federal and state nondiscrimination regulations (7 CFR 15b), ensuring that dietary accommodations for students with disabilities are met as required.
- **Parental Involvement:** By placing responsibility for transportation and lunches on parents/guardians, the microschool aligns with the flexibility of microschool models,

which often operate under homeschooling or private school frameworks, while maintaining clear safety and nutrition protocols.

Policy Implementation and Review

- **Communication to Parents/Guardians:** This policy will be distributed to all parents/guardians at the start of each school year and included in the Funk's Learning Lab Microschool LLC Parent Handbook.
- **Training:** Staff will be trained annually on transportation safety, food allergy management, and emergency procedures to ensure compliance.
- **Review and Updates:** This policy will be reviewed annually by the microschool administration to ensure alignment with Oklahoma regulations and OSDE accreditation standards. Updates will be communicated to parents/guardians promptly.

Contact Information

For questions or concerns regarding this policy, please contact:
Funk's Learning Lab Microschool LLC
Skylar Funk - 806-523-6344

Note: Parents/guardians are encouraged to consult with the microschool administration for clarification on any aspect of this policy or to provide feedback for continuous improvement.

ADMISSION POLICY

1. POLICY STATEMENT
Funk’s Learning Lab LLC ("School") is committed to providing fair, transparent, and nondiscriminatory admission practices to ensure access to its nurturing, community-focused education for K–8 students (with planned 9–12 expansion), in compliance with Title IX (20 U.S.C. §1681 et seq.), 42 U.S.C. §2000d, Oklahoma private school standards (OAC 210:35-3-1 et seq., O.S. §70-3-104.4), and the School’s mission of promoting academic excellence, character development, and environmental stewardship. This policy governs enrollment in both in-person and online microschool and tutoring programs at the Major County facility and virtual platforms.

2. SCOPE
This policy applies to all prospective students seeking enrollment in the School’s K–8 programs, including in-person classes, online learning, and tutoring services, and will extend to 9–12 programs upon expansion. It covers admission criteria, procedures, and compliance with federal and Oklahoma nondiscrimination laws.

3. NONDISCRIMINATION STATEMENT
The School does not discriminate in its admission process on the basis of race, color, national origin, sex, disability, religion, or any other protected status, in accordance with 42 U.S.C. §2000d, Title IX (20 U.S.C. §1681), and Oklahoma accreditation standards (OAC 210:35-3-1). Admission decisions are based solely on the criteria outlined in this policy and alignment with the School's mission.

4. ADMISSION COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Admission Coordinator, responsible for overseeing the admission process, reviewing applications, and ensuring compliance.

5. ELIGIBILITY CRITERIA
a. Age and Grade Level: Applicants must be eligible for grades K–8 based on age or prior academic placement (e.g., 5–14 years old for K–8). For planned 9–12 expansion, criteria will be updated.
b. Residency: The School prioritizes students from Major County and surrounding counties but accepts applications from any Oklahoma resident. Out-of-state students may enroll in online programs, subject to capacity.
c. Commitment to Mission: Applicants and their families should demonstrate interest in the School's mission of personalized, hands-on learning, character development, and environmental stewardship, as assessed through the application process.
d. Special Needs: The School will consider applications from students with disabilities, ensuring reasonable accommodations in compliance with the Individuals with Disabilities Education Act (IDEA, 20 U.S.C. §1400 et seq.) and eligibility for Lindsey Nicole Henry Scholarships (O.S. §70-13-101).
- Action: Develop an accommodation assessment process within 2 months.

6. ADMISSION PROCEDURES
a. Application Process:
i. Applications are accepted year-round, with priority deadlines of June 1 for fall enrollment and December 1 for spring enrollment.
ii. Applicants submit a completed application form, available on the School's website or in paper form at the Major County facility.
iii. Required documents include:
- Proof of age (e.g., birth certificate).
- Academic records (e.g., report cards, if applicable).
- Parent/guardian contact information.
- Optional: A brief statement of interest in the School's mission.
- Action: Create an online application form (e.g., Google Form) within 3 weeks.
b. Review Process:
i. Skylar Funk will review applications within 10 business days of receipt, assessing eligibility and alignment with the School's mission.

ii. Interviews or informal meetings with families may be conducted (in-person or virtual) to discuss program fit.
iii. Decisions are communicated via email or phone within 5 business days of review.
c. Enrollment Capacity: The School will admit up to 10 students initially, with expansion based on facility and staffing capacity. A waitlist will be maintained if capacity is exceeded.
d. Acceptance and Enrollment:
i. Accepted students must complete an enrollment packet, including health records, emergency contacts, and a signed parent handbook acknowledgment.
ii. Tuition or scholarship agreements (e.g., Lindsey Nicole Henry Scholarships) must be finalized before enrollment.
- Action: Develop an enrollment packet template within 1 month.

7. TUITION AND FINANCIAL ASSISTANCE
a. Tuition: Tuition rates will be posted on the School's website and provided upon application. Rates are set annually based on operational costs.
b. Financial Assistance: The School accepts Lindsey Nicole Henry Scholarships (O.S. §70-13-101) and Oklahoma Equal Opportunity Education Scholarships (O.S. §68-2357.206) for eligible students. Limited need-based assistance may be available via crowdfunding or grants.
- Action: Post tuition and scholarship information on the website within 2 weeks.

8. WAITLIST AND PRIORITY
a. If capacity is reached, eligible applicants will be placed on a waitlist in order of application receipt.
b. Priority may be given to siblings of enrolled students or Major County residents, subject to nondiscrimination requirements.
c. Waitlisted applicants will be notified of openings within 5 business days.

9. RE-ENROLLMENT
Current students in good standing (e.g., meeting academic and behavioral expectations) are automatically eligible for re-enrollment, subject to submission of an annual intent form by May 1.
- Action: Create an intent form within 1 month.

10. WITHDRAWAL AND TRANSFER
a. Parents/guardians may withdraw students with 30 days' written notice to Skylar Funk.
b. The School will provide academic records to facilitate transfers, in compliance with FERPA (20 U.S.C. §1232g).
c. Tuition refunds, if applicable, will follow the School's refund policy, posted on the website.

11. RECORD-KEEPING
The School will maintain admission records, including applications, enrollment packets, and waitlists, for at least 7 years, in compliance with OAC 210:35-3-107 and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system (e.g., Google Drive) and available for accreditation audits.
- Action: Set up a secure record-keeping system within 2 weeks.

12. DISSEMINATION AND TRANSPARENCY
This policy is posted on the School's website ([Insert website URL]/admissions) and included in parent handbooks. Stakeholders may provide feedback via a website-linked survey to ensure community awareness and alignment with the School's mission.
- Action: Post this policy on the website within 24 hours and include a survey link.

13. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS
The School complies with:
- Title IX (20 U.S.C. §1681 et seq.).
- 42 U.S.C. §2000d (nondiscrimination based on race, color, national origin).
- Individuals with Disabilities Education Act (IDEA, 20 U.S.C. §1400 et seq.).
- Oklahoma private school regulations (OAC 210:35-3-1 et seq., O.S. §70-3-104.4).
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).

14. CONTACT FOR ASSISTANCE
For questions or to apply, contact the Admission Coordinator (Skylar Funk) using the information in Section 4. Additional information is available on the School's website ([Insert website URL]).

Signed: _____
Skylar Funk, Sole Member and Manager, Admission Coordinator
Date:

FUNDRAISING POLICY

1. POLICY STATEMENT
Funk's Learning Lab LLC ("School") is committed to conducting ethical, transparent, and mission-aligned fundraising to support its K–8 educational programs (with planned 9–12 expansion), in compliance with Oklahoma private school regulations (OAC 210:35-3-21, O.S. §70-3-104.4), federal tax laws for LLCs (per IRS guidelines), and nondiscrimination laws (42 U.S.C. §2000d). This policy ensures that fundraising activities uphold the School's mission of providing nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship, and are accessible through in-person and online platforms.

2. SCOPE
This policy applies to all fundraising activities conducted by or on behalf of the School, including efforts by Skylar Funk, future staff, volunteers, or third-party partners, to support operational costs, scholarships (e.g., Lindsey Nicole Henry Scholarships, O.S. §70-13-101), and program development for both in-person and online programs at the Major County facility and virtual platforms.

3. PURPOSE OF FUNDRAISING

Funds raised will be used to:
a. Cover operational expenses (e.g., facility rent, educational materials, technology).
b. Provide financial assistance for eligible students (e.g., through scholarships or tuition subsidies).
c. Enhance programs (e.g., environmental stewardship projects, hands-on learning resources).
d. Support future expansion to grades 9–12.

4. FUNDRAISING COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Fundraising Coordinator, responsible for overseeing fundraising activities, ensuring compliance, and maintaining financial transparency.

5. FUNDRAISING METHODS
a. Approved Activities: The School may engage in:
  i. Crowdfunding campaigns (e.g., GoFundMe) promoted via the School's website and local X groups.
  ii. Grant applications to private foundations or state programs (e.g., Oklahoma Equal Opportunity Education Scholarships, O.S. §68-2357.206).
  iii. Small-scale events (e.g., virtual workshops, bake sales) that align with the School's mission.
  iv. Direct donations from individuals or businesses, solicited through the website or mail.
  - Action: Launch a crowdfunding campaign within 2 months, linked on the website.
b. Prohibited Activities: Fundraising will not include:
  i. High-risk activities (e.g., lotteries, gambling) prohibited under Oklahoma law (21 O.S. §1051).
  ii. Activities that conflict with the School's mission or accreditation standards.
  iii. Solicitations that discriminate based on race, color, national origin, sex, disability, or religion (42 U.S.C. §2000d).

6. TRANSPARENCY AND ACCOUNTABILITY
a. Financial Oversight: All funds raised will be deposited into a separate LLC bank account to ensure clear tracking, per IRS guidelines for single-member LLCs and Oklahoma LLC laws (18 O.S. §2055).
  - Action: Open a dedicated fundraising account within 1 month.
b. Reporting: The School will provide annual fundraising reports to stakeholders, detailing funds raised, sources, and uses, posted on the website.
  - Action: Create a report template within 3 weeks.
c. Tax Compliance: As an LLC, the School is not eligible for nonprofit tax exemptions (O.S. §68-1356). Donors will be informed that contributions are not tax-deductible, unless channeled through a qualifying scholarship program.
  - Action: Include a donor disclosure statement on the website within 2 weeks.

7. STAKEHOLDER ENGAGEMENT

a. Community Involvement: Fundraising will encourage participation from parents, local businesses, and community members, aligning with the School's one-room schoolhouse spirit.
  - Action: Post a call for fundraising volunteers on the website within 1 month.
b. Feedback: Stakeholders may provide input on fundraising activities via a website-linked survey to ensure alignment with community values.
  - Action: Include a survey link with the policy on the website within 24 hours.

8. APPROVAL AND OVERSIGHT
a. Approval: Skylar Funk, as Fundraising Coordinator, will approve all fundraising activities to ensure compliance with this policy and accreditation standards.
b. Volunteer Guidelines: Future volunteers or student-led fundraising (e.g., for grades 5–8) will receive guidelines to ensure ethical practices.
  - Action: Develop volunteer guidelines within 2 months.

9. USE OF FUNDS
a. Allocation: Funds will be allocated based on the School's budget and priorities, with at least 70% directed to educational programs and student support.
b. Restrictions: Funds raised for specific purposes (e.g., scholarships) will be used only for those purposes, as communicated to donors.
  - Action: Update the budget to reflect fundraising goals within 1 month.

10. RECORD-KEEPING
The School will maintain records of all fundraising activities, donations, and expenditures for at least 7 years, in compliance with OAC 210:35-3-21 and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely in a digital system (e.g., Google Drive) and available for accreditation audits.
- Action: Set up a secure record-keeping system within 2 weeks.

11. DISSEMINATION AND TRANSPARENCY
This policy is posted on the School's website ([Insert website URL]/fundraising) and included in parent and staff handbooks. Stakeholders will be notified of fundraising activities via email, website updates, and local X posts.
- Action: Post this policy on the website within 24 hours and include a survey link.

12. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS
The School complies with:
- Oklahoma private school regulations (OAC 210:35-3-21, O.S. §70-3-104.4).
- Federal nondiscrimination law (42 U.S.C. §2000d).
- IRS guidelines for single-member LLCs.
- Oklahoma laws on charitable solicitations and gambling (21 O.S. §1051).

13. CONTACT FOR ASSISTANCE

For questions or to participate in fundraising, contact the Fundraising Coordinator (Skylar Funk) using the information in Section 4. Additional information is available on the School's website ([Insert website URL]).

Signed: _____
Skylar Funk, Sole Member and Manager, Fundraising Coordinator

SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER SERVICES POLICY

1. POLICY STATEMENT
Funk's Learning Lab LLC ("School") is committed to providing equitable access to education for students with disabilities and English Language Learners (ELLs) through reasonable accommodations and support services, in full compliance with the Individuals with Disabilities Education Act (IDEA, 20 U.S.C. §1400 et seq.), Section 504 of the Rehabilitation Act (29 U.S.C. §794), Title VI of the Civil Rights Act (42 U.S.C. §2000d), Oklahoma private school regulations (OAC 210:35-3-1 et seq., OAC 210:35-3-67, O.S. §70-3-104.4), the Lindsey Nicole Henry Scholarships for Students with Disabilities (O.S. §70-13-101), and the School's mission of providing nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship. Due to limited resources, the School does not conduct in-house identification or evaluation for special education or ELL needs but accepts existing plans and refers students to external providers, ensuring access to both in-person and online K–8 programs (with planned 9–12 expansion) at the Major County facility and virtual platforms.

2. SCOPE
This policy applies to all students enrolled or seeking enrollment in the School's K–8 programs, including in-person classes, online microschool, and tutoring services, and will extend to 9–12 programs upon expansion. It covers accommodations and support for students with disabilities and ELLs, relying on external evaluations and existing plans to meet federal and Oklahoma requirements.

3. NONDISCRIMINATION STATEMENT
The School does not discriminate against students with disabilities or ELLs in admission, participation, or access to educational programs, in accordance with IDEA, Section 504, Title VI, Title IX (20 U.S.C. §1681 et seq.), and Oklahoma accreditation standards (OAC 210:35-3-1). Accommodations are provided based on documented needs and eligibility.

4. SPECIAL EDUCATION AND ELL COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Special Education and ELL Coordinator, responsible for coordinating accommodations, managing referrals, and ensuring compliance.

5. SPECIAL EDUCATION SERVICES

a. Acceptance of Existing Plans:
i. The School accepts existing Individualized Education Programs (IEPs) or Section 504 Plans from prior schools or external evaluations to provide accommodations for students with disabilities.
ii. Parents/guardians must submit current IEPs or 504 Plans during the admission process or upon enrollment.
- Action: Update the admission application to require submission of IEPs or 504 Plans within 2 weeks.
b. External Evaluations:
i. The School does not conduct in-house evaluations for special education needs. Parents/guardians seeking evaluations will be referred to external providers (e.g., licensed psychologists, public school districts, or clinics) for assessments.
ii. The School will provide a list of local and regional evaluation providers to assist families.
- Action: Compile a referral list of evaluation providers within 1 month.
c. Accommodations:
i. Students with documented IEPs or 504 Plans will receive reasonable accommodations (e.g., extended time, modified assignments, assistive technology) tailored to their needs, within the School's resources.
ii. The School participates in the Lindsey Nicole Henry Scholarships program to fund accommodations for eligible students, per O.S. §70-13-101.
iii. For specialized services (e.g., speech therapy, occupational therapy), the School will refer students to external providers.
- Action: Identify local service providers for referrals within 2 months.
d. Parental Involvement: Parents/guardians will collaborate with Skylar Funk to implement accommodations, with meetings (in-person or virtual) held at least annually or as needed to review plans.
- Action: Create a parent meeting template within 3 weeks.
e. Training: Skylar Funk will complete annual training on accommodating students with disabilities, using resources from the Oklahoma State Department of Education or IDEA-compliant programs.
- Action: Complete a free online training (e.g., via the Oklahoma Parents Center) within 48 hours.

6. ENGLISH LANGUAGE LEARNER (ELL) SERVICES
a. Identification:
i. The School will screen prospective students for ELL status using a Home Language Survey, included in the admission application, to identify students whose primary language is not English.
ii. The School does not conduct in-house ELL assessments. Parents/guardians will be referred to external providers (e.g., public school districts or language testing services) for English proficiency evaluations, such as the WIDA ACCESS test.
- Action: Include a Home Language Survey in the admission application within 48 hours.
b. Support Services:

i. ELL students with documented needs (e.g., external evaluation results) will receive basic language support (e.g., simplified instructions, visual aids, translation tools) to access the curriculum, aligning with Title VI and OAC 210:35-3-67.

ii. Support will be provided through online language tools (e.g., Google Translate, Duolingo for Schools) integrated into the virtual platform or in-person instruction by Skylar Funk.

iii. Progress will be tracked through academic performance and parent feedback, reviewed annually.

- Action: Select an online language support tool within 30 days.

c. Parental Involvement: Parents/guardians of ELL students will receive communications in their primary language, where feasible (e.g., via translation tools), and be invited to discuss progress annually.

- Action: Identify free translation resources (e.g., Google Translate) within 1 month.

7. ACCOMMODATION PROCESS

a. Request: Parents/guardians must submit existing IEPs, 504 Plans, or ELL evaluation results via a form on the School's website ([Insert website URL]/services) or in writing to request accommodations.

b. Review: Skylar Funk will review requests within 5 business days, consulting with parents to develop an accommodation plan based on provided documentation.

c. Implementation: Accommodations will be implemented within 10 business days of approval, with progress reviewed quarterly.

- Action: Create an accommodation request form within 3 weeks.

8. CONFIDENTIALITY

All records related to special education and ELL services will be maintained confidentially, in compliance with FERPA (20 U.S.C. §1232g) and Oklahoma law (10A O.S. §1-6-101). Access is limited to Skylar Funk, stored in a secure digital system (e.g., Google Drive).

- Action: Set up a secure record-keeping system within 48 hours.

9. NONDISCRIMINATORY PRACTICES

The School ensures that special education and ELL accommodations are provided without discrimination based on race, color, national origin, sex, disability, or religion, per 42 U.S.C. §2000d and Title IX.

- Action: Include a nondiscrimination statement in the policy on the website within 24 hours.

10. STAKEHOLDER ENGAGEMENT

Parents and stakeholders may provide feedback on special education and ELL services via a website-linked survey to ensure alignment with community needs and the School's mission.

- Action: Include a survey link with the policy on the website within 24 hours.

11. RECORD-KEEPING

The School will maintain records of accommodation plans, training, referrals, and service delivery for at least 7 years, in compliance with OAC 210:35-3-67 and the Oklahoma Open

Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely and available for accreditation audits.
- Action: Organize records in a digital system within 48 hours.

12. DISSEMINATION AND TRANSPARENCY
This policy is posted on the School's website ([Insert website URL]/special-services) and included in parent handbooks. Stakeholders will be notified annually via email and website updates.
- Action: Post this policy on the website within 24 hours and include a survey link.

13. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS
The School complies with:
- Individuals with Disabilities Education Act (IDEA, 20 U.S.C. §1400 et seq.).
- Section 504 of the Rehabilitation Act (29 U.S.C. §794).
- Title VI of the Civil Rights Act (42 U.S.C. §2000d).
- Title IX (20 U.S.C. §1681 et seq.).
- Oklahoma private school regulations (OAC 210:35-3-1 et seq., OAC 210:35-3-67, O.S. §70-3-104.4).
- Lindsey Nicole Henry Scholarships (O.S. §70-13-101).
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).

14. CONTACT FOR ASSISTANCE
For questions or to request accommodations, contact the Special Education and ELL Coordinator (Skylar Funk) using the information in Section 4. Additional resources are available at the Oklahoma State Department of Education (www.sde.ok.gov) or the Oklahoma Parents Center (www.oklahomaparentscenter.org).

Signed: _____
Skylar Funk, Sole Member and Manager, Special Education and ELL Coordinator
Date:

COUNSELING SERVICES POLICY

1. POLICY STATEMENT
Funk's Learning Lab LLC ("School") is committed to supporting the emotional, social, and mental well-being of its students by facilitating access to counseling services through external referrals, in compliance with the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g), 42 U.S.C. §2000d, Oklahoma private school regulations (OAC 210:35-3-1 et seq., OAC 210:35-3-107, O.S. §70-3-104.4), and the School's mission of providing nurturing, community-focused education that promotes academic excellence, character development, and environmental stewardship. Due to limited resources, the School does not provide in-house counseling services but ensures students in its in-person and online K–8 programs (with planned 9–12 expansion) at the Major County facility and virtual platforms have access to external counseling providers.

2. SCOPE
This policy applies to all enrolled students in the School's K–8 programs, including in-person classes, online microschool, and tutoring services, and will extend to 9–12 programs upon expansion. It covers referrals for counseling services to address mental health, emotional, or social needs, ensuring compliance with federal and Oklahoma laws.

3. NONDISCRIMINATION STATEMENT
The School does not discriminate in facilitating access to counseling services based on race, color, national origin, sex, disability, religion, or any other protected status, in accordance with 42 U.S.C. §2000d, Title IX (20 U.S.C. §1681 et seq.), and Oklahoma accreditation standards (OAC 210:35-3-1).

4. COUNSELING SERVICES COORDINATOR
Skylar Funk, the sole member and manager of Funk's Learning Lab LLC, serves as the Counseling Services Coordinator, responsible for coordinating referrals, communicating with parents, and ensuring compliance.

5. COUNSELING SERVICES REFERRAL PROCESS
a. Identification of Need:
i. Parents/guardians, students, or Skylar Funk may identify a need for counseling services based on observed emotional, social, or behavioral concerns (e.g., anxiety, withdrawal, or academic difficulties).
ii. The School does not conduct in-house assessments for counseling needs but relies on parental input or existing documentation (e.g., prior counseling records).
b. Referral to External Providers:
i. Upon identifying a need, the School will refer students to external licensed counseling providers, such as those affiliated with the Oklahoma Department of Mental Health and Substance Abuse Services or local clinics in Major County.
ii. A list of local and regional counseling providers will be provided to parents/guardians, available on the School's website ([Insert website URL]/counseling).
- Action: Compile a referral list of counseling providers within 48 hours.
c. Support for Referrals:
i. Skylar Funk will assist parents in contacting providers and, if applicable, coordinate with Lindsey Nicole Henry Scholarships (O.S. §70-13-101) to fund counseling for eligible students with disabilities.
ii. The School will provide academic accommodations (e.g., flexible deadlines) to support students accessing external counseling, as needed.
- Action: Develop an accommodation request form for counseling-related needs within 3 weeks.
d. Parental Involvement: Parents/guardians must consent to and arrange external counseling services. The School will communicate with parents to ensure continuity of support, with meetings (in-person or virtual) as needed.

- Action: Create a parent meeting template within 3 weeks.

6. TRAINING
Skylar Funk will complete annual training on recognizing signs of mental health concerns and making appropriate referrals, using resources from the Oklahoma Department of Mental Health and Substance Abuse Services or other accredited programs.
- Action: Complete a free online training (e.g., via Mental Health First Aid or Oklahoma DMHSAS) within 48 hours.

7. CONFIDENTIALITY
All information related to counseling referrals will be maintained confidentially, in compliance with FERPA (20 U.S.C. §1232g) and Oklahoma law (10A O.S. §1-6-101). Access is limited to Skylar Funk, stored in a secure digital system (e.g., Google Drive).
- Action: Set up a secure record-keeping system within 48 hours.

8. SUPPORTIVE MEASURES
The School will offer non-disciplinary accommodations to students accessing counseling, such as:
- Adjusted schedules or deadlines to accommodate counseling appointments.
- A quiet space for virtual counseling sessions during school hours, if needed.
- Action: Document accommodation procedures within 1 month.

9. NONDISCRIMINATORY PRACTICES
The School ensures that access to counseling referrals is provided without discrimination, per 42 U.S.C. §2000d and Title IX.
- Action: Include a nondiscrimination statement in the policy on the website within 24 hours.

10. STAKEHOLDER ENGAGEMENT
Parents and stakeholders may provide feedback on counseling services via a website-linked survey to ensure alignment with community needs and the School's mission.
- Action: Include a survey link with the policy on the website within 24 hours.

11. RECORD-KEEPING
The School will maintain records of referrals, accommodations, training, and parental communications for at least 7 years, in compliance with OAC 210:35-3-107 and the Oklahoma Open Records Act (51 O.S. §24A.1 et seq.). Records will be stored securely and available for accreditation audits.
- Action: Organize records in a digital system within 48 hours.

12. DISSEMINATION AND TRANSPARENCY
This policy is posted on the School's website ([Insert website URL]/counseling) and included in parent handbooks. Stakeholders will be notified annually via email and website updates.
- Action: Post this policy on the website within 24 hours and include a survey link.

13. COMPLIANCE WITH FEDERAL AND OKLAHOMA LAWS
The School complies with:
- Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g).
- 42 U.S.C. §2000d (nondiscrimination based on race, color, national origin).
- Title IX (20 U.S.C. §1681 et seq.).
- Oklahoma private school regulations (OAC 210:35-3-1 et seq., OAC 210:35-3-107, O.S. §70-3-104.4).
- Lindsey Nicole Henry Scholarships (O.S. §70-13-101).

14. CONTACT FOR ASSISTANCE
For questions or to request referrals, contact the Counseling Services Coordinator (Skylar Funk) using the information in Section 4. Additional resources are available at the Oklahoma Department of Mental Health and Substance Abuse Services (www.oklahoma.gov/odmhsas) or the National Alliance on Mental Illness Oklahoma (www.namioklahoma.org).

Signed: _____
Skylar Funk, Sole Member and Manager, Counseling Services Coordinator
Date:

School Effectiveness Indicators

1. Academic Excellence

Indicator: Students demonstrate proficiency and growth in core academic areas (reading, math, science, social studies) aligned with Oklahoma Academic Standards.

- **Metric**:
  - At least 80% of students achieve proficiency (e.g., score 70% or higher) on standards-aligned assessments in core subjects by the end of each academic year.
  - Students show measurable growth (e.g., 10% improvement in pre- and post-assessment scores) annually.
- **Evidence Collection**:
  - Administer quarterly assessments using tools like Khan Academy's free assessments or teacher-created tests aligned with Oklahoma standards.
  - Maintain student portfolios documenting progress in hands-on projects (e.g., science experiments, writing assignments).
  - Action: Develop and administer a sample assessment for one grade level within 6 weeks to pilot with 2–5 students.
- **Accreditation Alignment**: Demonstrates a balanced curriculum and student achievement per OAC 210:35-3-66.

2. Character Development

Indicator: Students exhibit growth in character traits such as responsibility, empathy, and collaboration, reflecting the School's mission.

- **Metric**:

    - 90% of students participate in at least one character-building activity per semester (e.g., group projects, community service).
    - Positive feedback from parents/guardians (e.g., 80% report improved character traits) via surveys on the School's website.
- **Evidence Collection**:
    - Document student participation in activities like peer mentoring or community clean-up projects.
    - Create a website-linked Google Form survey for parents to evaluate character development biannually.
    - Action: Launch a survey within 3 weeks to gather baseline parent feedback on character traits.
- **Accreditation Alignment**: Supports the School's philosophy and goals, reflecting community consensus per OAC 210:35-3-1.

3. Environmental Stewardship

Indicator: Students engage in sustainable practices and demonstrate awareness of environmental issues, aligning with the mission.

- **Metric**:
    - 100% of students complete at least one environmental project per semester (e.g., recycling initiative, garden-based learning).
    - 80% of students can articulate basic environmental concepts (e.g., sustainability, conservation) in assessments or reflections.
- **Evidence Collection**:
    - Maintain project logs and student reflections (e.g., essays or presentations) on environmental topics.
    - Include environmental stewardship in curriculum units, documented in lesson plans.
    - Action: Design one environmental project (e.g., a recycling campaign) within 2 months for pilot students.
- **Accreditation Alignment**: Integrates mission-driven goals into the curriculum, supporting educational quality.

4. Student Engagement and Satisfaction

Indicator: Students are actively engaged in personalized, hands-on learning and report high satisfaction with their educational experience.

- **Metric**:
    - 90% attendance rate for in-person and online classes.
    - 80% of students report positive experiences (e.g., enjoyment, sense of belonging) in annual surveys.

- **Evidence Collection**:
    - Track attendance using a digital system (e.g., Google Sheets or Google Classroom).
    - Create a student survey on the website to collect feedback on engagement and satisfaction.
    - Action: Set up an attendance tracking system within 1 month and draft a student survey within 6 weeks.
- **Accreditation Alignment**: Demonstrates a nurturing, student-centered environment per OAC 210:35-3-41.

5. Community Engagement

Indicator: The School fosters community involvement and reflects stakeholder support for its philosophy, mission, and vision.

- **Metric**:
    - Collect feedback from 5–10 stakeholders (parents, educators, community members) via website-linked surveys or individual outreach within 3 months, with 80% expressing support for the School's goals.
    - At least 2 community engagement activities (e.g., open houses, sustainability workshops) held annually.
- **Evidence Collection**:
    - Post a Google Form survey on the website to gather stakeholder input on the mission and vision.
    - Document community activities (e.g., photos, attendance records) via the website or digital files.
    - Action: Add a survey link to the website within 2 weeks and plan one community activity within 4 months.
- **Accreditation Alignment**: Demonstrates community consensus per OAC 210:35-3-1.

6. Operational Stability

Indicator: The School maintains fiscal soundness and operational compliance as an LLC, ensuring sustainability and accreditation readiness.

- **Metric**:
    - Balanced budget with expenses (e.g., rent, materials, taxes) covered by revenue (e.g., tuition, crowdfunding, scholarships) annually.
    - 100% compliance with health, safety, and antidiscrimination regulations (O.S. §70-3-104.4, 42 U.S.C. §200d).
- **Evidence Collection**:
    - Maintain separate LLC financial records, including a budget and transaction logs, in a digital system (e.g., QuickBooks or Google Sheets).

    - Document health services plan (e.g., nurse consultation agreement) and safety inspections.
    - Action: Draft a budget within 1 month and contact a local clinic for a nurse agreement within 3 months.
- **Accreditation Alignment**: Demonstrates fiscal soundness and compliance per OAC 210:35-3-21.

7. Teacher Effectiveness

Indicator: The lead educator (Skylar Funk) delivers high-quality, mission-aligned instruction and meets Oklahoma's teacher qualification standards.

- **Metric**:
    - Skylar Funk meets or exceeds Oklahoma's requirements (baccalaureate degree, three years of teaching experience, or equivalent skills, per O.S. §§70-13-101.1).
    - Positive feedback from 80% of parents/guardians on instructional quality via website surveys.
- **Evidence Collection**:
    - Document qualifications (e.g., degree, experience) for accreditation submission.
    - Include parent feedback on instruction in the website-linked survey.
    - Action: Verify qualifications with OPSAC within 2 weeks and include teacher evaluation questions in the stakeholder survey.
- **Accreditation Alignment**: Ensures qualified personnel per OAC 210:35-3-46.

8. Online Learning Effectiveness

Indicator: The online micro-school and tutoring programs are accessible, standards-aligned, and effective for virtual students.

- **Metric**:
    - 90% of online students complete assigned modules on time via the chosen platform (e.g., Google Classroom).
    - 80% of online students show proficiency (e.g., 70% or higher) on assessments.
- **Evidence Collection**:
    - Track completion rates and assessment scores via the online platform.
    - Collect student/parent feedback on online learning via the website survey.
    - Action: Set up a pilot online course for 1–2 subjects within 3 months.
- **Accreditation Alignment**: Supports distance education standards per OAC 210:35-3-71.

Implementation Plan

- **Data Collection**: Use the School's website to host surveys for stakeholder, parent, and student feedback. Maintain digital records (e.g., Google Drive) for assessments, attendance, and financials to streamline accreditation reporting.
- **Timeline**:
    - **Week 1–2**: Add a survey to the website for stakeholder feedback and verify teacher qualifications with OPSAC.
    - **Week 3–4**: Draft budget and set up attendance tracking.
    - **Month 2**: Develop curriculum framework and pilot assessment.
    - **Month 3**: Set up online platform and health services plan.
    - **Month 4–6**: Collect data on indicators and prepare accreditation documents.
- **Accreditation Submission**: Compile evidence (e.g., survey results, assessment data, budget, compliance records) for submission to OPSAC or the Oklahoma State Department of Education within 6 months.

Notes

- **Website Leverage**: Use the website to centralize stakeholder engagement (surveys, policy postings) and marketing, reducing workload. Ensure the survey is user-friendly and accessible.
- **Stakeholder Input**: A website-linked Google Form with 3–5 questions (e.g., "Does our mission align with your educational priorities?") meets accreditation requirements. I can help draft questions if needed.
- **LLC Considerations**: Include sales tax in budgeting, as LLCs are not eligible for nonprofit exemptions (O.S. §68-1356). Separate LLC accounts ensure fiscal transparency.
- **Pilot Program**: Start with 5–10 students to test indicators like academic proficiency and engagement, refining processes before scaling.

School Effectiveness Indicators

1. Academic Excellence

Indicator: Students demonstrate proficiency and growth in core academic areas (reading, math, science, social studies) aligned with Oklahoma Academic Standards.

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  - At least 80% of students achieve proficiency (e.g., score 70% or higher) on standards-aligned assessments in core subjects by the end of each academic year.
  - Students show measurable growth (e.g., 10% improvement in pre- and post-assessment scores) annually.
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  - Administer quarterly assessments using tools like Khan Academy's free assessments or teacher-created tests aligned with Oklahoma standards.
  - Maintain student portfolios documenting progress in hands-on projects (e.g., science experiments, writing assignments).
  - Action: Develop and administer a sample assessment for one grade level within 6 weeks to pilot with 2–5 students.
- **Accreditation Alignment**: Demonstrates a balanced curriculum and student achievement per OAC 210:35-3-66.

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Indicator: Students exhibit growth in character traits such as responsibility, empathy, and collaboration, reflecting the School's mission.

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    - 90% of students participate in at least one character-building activity per semester (e.g., group projects, community service).
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    - Create a website-linked Google Form survey for parents to evaluate character development biannually.
    - Action: Launch a survey within 3 weeks to gather baseline parent feedback on character traits.
- **Accreditation Alignment**: Supports the School's philosophy and goals, reflecting community consensus per OAC 210:35-3-1.

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Indicator: Students engage in sustainable practices and demonstrate awareness of environmental issues, aligning with the mission.

- **Metric**:
    - 100% of students complete at least one environmental project per semester (e.g., recycling initiative, garden-based learning).
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    - Include environmental stewardship in curriculum units, documented in lesson plans.
    - Action: Design one environmental project (e.g., a recycling campaign) within 2 months for pilot students.
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Indicator: Students are actively engaged in personalized, hands-on learning and report high satisfaction with their educational experience.

- **Metric**:
    - 90% attendance rate for in-person and online classes.
    - 80% of students report positive experiences (e.g., enjoyment, sense of belonging) in annual surveys.

- **Evidence Collection**:
    - Track attendance using a digital system (e.g., Google Sheets or Google Classroom).
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    - Action: Set up an attendance tracking system within 1 month and draft a student survey within 6 weeks.
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Indicator: The School fosters community involvement and reflects stakeholder support for its philosophy, mission, and vision.

- **Metric**:
    - Collect feedback from 5–10 stakeholders (parents, educators, community members) via website-linked surveys or individual outreach within 3 months, with 80% expressing support for the School's goals.
    - At least 2 community engagement activities (e.g., open houses, sustainability workshops) held annually.
- **Evidence Collection**:
    - Post a Google Form survey on the website to gather stakeholder input on the mission and vision.
    - Document community activities (e.g., photos, attendance records) via the website or digital files.
    - Action: Add a survey link to the website within 2 weeks and plan one community activity within 4 months.
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6. Operational Stability

Indicator: The School maintains fiscal soundness and operational compliance as an LLC, ensuring sustainability and accreditation readiness.

- **Metric**:
    - Balanced budget with expenses (e.g., rent, materials, taxes) covered by revenue (e.g., tuition, crowdfunding, scholarships) annually.
    - 100% compliance with health, safety, and antidiscrimination regulations (O.S. §70-3-104.4, 42 U.S.C. §200d).
- **Evidence Collection**:
    - Maintain separate LLC financial records, including a budget and transaction logs, in a digital system (e.g., QuickBooks or Google Sheets).

    - Document health services plan (e.g., nurse consultation agreement) and safety inspections.
    - Action: Draft a budget within 1 month and contact a local clinic for a nurse agreement within 3 months.
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    - Positive feedback from 80% of parents/guardians on instructional quality via website surveys.
- **Evidence Collection**:
    - Document qualifications (e.g., degree, experience) for accreditation submission.
    - Include parent feedback on instruction in the website-linked survey.
    - Action: Verify qualifications with OPSAC within 2 weeks and include teacher evaluation questions in the stakeholder survey.
- **Accreditation Alignment**: Ensures qualified personnel per OAC 210:35-3-46.

8. Online Learning Effectiveness

Indicator: The online micro-school and tutoring programs are accessible, standards-aligned, and effective for virtual students.

- **Metric**:
    - 90% of online students complete assigned modules on time via the chosen platform (e.g., Google Classroom).
    - 80% of online students show proficiency (e.g., 70% or higher) on assessments.
- **Evidence Collection**:
    - Track completion rates and assessment scores via the online platform.
    - Collect student/parent feedback on online learning via the website survey.
    - Action: Set up a pilot online course for 1–2 subjects within 3 months.
- **Accreditation Alignment**: Supports distance education standards per OAC 210:35-3-71.

Implementation Plan

- **Data Collection**: Use the School's website to host surveys for stakeholder, parent, and student feedback. Maintain digital records (e.g., Google Drive) for assessments, attendance, and financials to streamline accreditation reporting.
- **Timeline**:
    - **Week 1–2**: Add a survey to the website for stakeholder feedback and verify teacher qualifications with OPSAC.
    - **Week 3–4**: Draft budget and set up attendance tracking.
    - **Month 2**: Develop curriculum framework and pilot assessment.
    - **Month 3**: Set up online platform and health services plan.
    - **Month 4–6**: Collect data on indicators and prepare accreditation documents.
- **Accreditation Submission**: Compile evidence (e.g., survey results, assessment data, budget, compliance records) for submission to OPSAC or the Oklahoma State Department of Education within 6 months.

Notes

- **Website Leverage**: Use the website to centralize stakeholder engagement (surveys, policy postings) and marketing, reducing workload. Ensure the survey is user-friendly and accessible.
- **Stakeholder Input**: A website-linked Google Form with 3–5 questions (e.g., "Does our mission align with your educational priorities?") meets accreditation requirements. I can help draft questions if needed.
- **LLC Considerations**: Include sales tax in budgeting, as LLCs are not eligible for nonprofit exemptions (O.S. §68-1356). Separate LLC accounts ensure fiscal transparency.
- **Pilot Program**: Start with 5–10 students to test indicators like academic proficiency and engagement, refining processes before scaling.

OKLAHOMA
Education

7/22/2025

Skylar Funk
Funk's Learning Lab
1425 N. Main St. Suite 1
Fairview, Oklahoma 73737

Dear **Skylar Funk**,

On behalf of the Oklahoma State Department of Education (OSDE), I am pleased to inform you that **Funk's Learning Lab** has successfully achieved **accreditation, with the OSDE**. This recognition reflects your commitment to providing a high-quality educational environment that meets the rigorous standards set forth by the OSDE.

Your efforts in developing and submitting a comprehensive application, along with your dedication to excellence in governance, curriculum, operations, and student services, have been commendable. As an accredited institution, your school is now recognized as meeting the standards necessary to deliver a robust and supportive educational experience for your students.

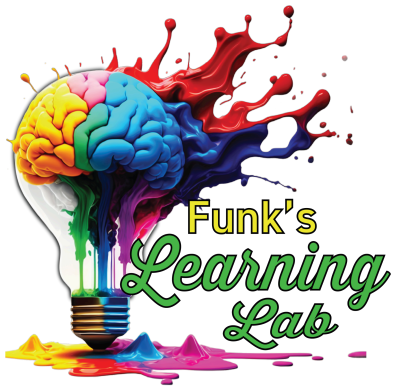
Please be advised that accreditation is an ongoing process. The OSDE will continue to provide support and guidance as you maintain compliance with state requirements and pursue continuous improvement. Your Regional Accreditation Officer will be in contact to schedule any necessary follow-ups or provide further assistance.

Congratulations to you, your staff, and your school community on this significant accomplishment. We look forward to partnering with you in your ongoing journey to uphold the standards of excellence in education.

If you have any questions or need further assistance, please do not hesitate to contact our office at 405.522.1643.

Sincerely,

Courtney Anderson
Program Manager, School Choice
Oklahoma State Department of Education
405.522.1643



Start-Up Roles and Responsibilities

As the sole team member, Skylar Funk will manage all aspects of launching Funk's Learning Lab and pursuing accreditation in Oklahoma, using the already-defined philosophy, mission, and vision statements. The responsibilities are prioritized to balance immediate needs with long-term goals, ensuring compliance with Oklahoma's private school accreditation standards (e.g., via the Oklahoma State Board of Education or Oklahoma Private School Accreditation Consortium [OPSAC]) while advancing the mission of nurturing, community-focused education and the vision of innovative, small-scale learning. Stakeholder input will be gathered through surveys or individual outreach instead of a community meeting.

Consolidated Role: Founding Director and Lead Educator

Responsibilities and Actionable Steps:

1. Vision and Mission Implementation

- **Document Stakeholder Input**: Use the existing philosophy, mission, and vision statements to gather stakeholder feedback for accreditation, ensuring they reflect community consensus as required by Oklahoma standards.
    - *Action*: Create a brief online survey (e.g., using Google Forms) within 2 weeks to collect feedback from 5–10 parents, educators, or community members in Major County. Ask questions like "How well do our mission and vision align with your educational priorities?" or "What community values should our school emphasize?" to document support.
    - *Alternative Action*: Conduct informal outreach (e.g., email or phone calls) to 3–5 key stakeholders within 3 weeks to gather written or verbal feedback on the statements.

- **Strategic Planning**: Develop a lean business plan to operationalize the mission and vision, outlining the microschool's structure, budget, and growth strategy for K–8 and future 9–12 expansion.
    - *Action*: Draft a one-page plan within 1 month, including enrollment goals (e.g., 5–15 students initially), a basic budget, and a timeline for launching in-person and online programs within 6 months.

2. Accreditation Preparation

- **Select Accrediting Body**: Choose an accrediting body, such as the Oklahoma State Board of Education or OPSAC.
    - *Action*: Contact the Oklahoma State Department of Education (2500 N. Lincoln Boulevard, Oklahoma City, OK 73105) or OPSAC (info@okpsaedu.org) within 2 weeks to request accreditation guidelines and application forms.
- **Document Compliance**: Ensure compliance with Oklahoma's private school requirements, including health, safety, antidiscrimination policies (42 U.S.C. §200d), and fiscal soundness.
    - *Action*: Compile a checklist of required documents (e.g., philosophy statement, curriculum overview, financial plan, stakeholder feedback) and begin gathering them within 1 month.
- **Record-Keeping**: Maintain records of all planning, stakeholder feedback, and financial activities for public inspection under the Oklahoma Open Records Act.
    - *Action*: Set up a digital filing system (e.g., Google Drive) to organize records, including survey responses and budget drafts, by the end of the first month.

3. Curriculum and Instruction Development

- **Develop Curriculum**: Design a hands-on, standards-aligned curriculum for K–8 that integrates environmental stewardship and character development, suitable for both in-person and online delivery, reflecting the mission and vision.
    - *Action*: Outline a basic curriculum framework within 2 months, aligning with Oklahoma Academic Standards. Use free resources like Khan Academy or open-source curricula to minimize costs.
- **Online Program Setup**: Create a simple online learning platform for micro-school and tutoring programs, ensuring compliance with state distance education standards.
    - *Action*: Select a user-friendly platform (e.g., Google Classroom or Moodle) and set up a pilot course for 1–2 subjects within 3 months.
- **Teaching and Assessment**: Serve as the lead teacher initially, delivering personalized instruction and tracking student progress to demonstrate academic excellence.
    - *Action*: Develop a sample lesson plan and assessment rubric for one grade level within 6 weeks to test with a small group of students (e.g., 2–5 students).

4. Operations and Compliance

- **Facility Setup**: Secure a safe, compliant space for in-person learning (e.g., a rented community space or home-based classroom) that meets local fire and safety codes.
    - *Action*: Identify a potential location in Major County within 2 months and schedule a safety inspection with local authorities.
- **Financial Management**: Create a basic budget and explore funding options, such as the Lindsey Nicole Henry Scholarships or Oklahoma Equal Opportunity Education Scholarship.
    - *Action*: Draft a budget covering rent, materials, and technology costs within 1 month. Apply for nonprofit sales tax exemptions through the Oklahoma Tax Commission.
- **Health Services Plan**: Document a health services program, including access to a nurse (e.g., via a local clinic partnership).
    - *Action*: Contact a local healthcare provider within 3 months to establish a nurse consultation agreement.

5. Community Engagement and Outreach

- **Build Community Support**: Promote the mission and vision to Major County families, educators, and businesses to foster the one-room schoolhouse spirit without a formal meeting.
    - *Action*: Create a simple website or social media page (e.g., on X) within 1 month to share the philosophy, mission, and vision, and invite feedback via comments or direct messages.
- **Recruit Students**: Market Funk's Learning Lab to attract initial K–8 students, emphasizing personalized learning and sustainability.
    - *Action*: Distribute flyers or post on local X groups within 6 weeks, aiming to enroll 5–10 students for a pilot program.
- **Fundraising**: Organize small-scale fundraising to support start-up costs and sustainable practices (e.g., eco-friendly materials).
    - *Action*: Launch a small crowdfunding campaign (e.g., GoFundMe) within 4 months to raise funds and promote the school's mission.

Accreditation Process Steps for Skylar

1. **Contact Accrediting Body**: Reach out to the Oklahoma State Department of Education or OPSAC to confirm requirements (within 2 weeks).
2. **Document Stakeholder Support**: Finalize stakeholder feedback on the existing philosophy, mission, and vision via surveys or outreach (within 2 months).
3. **Document Curriculum**: Submit a curriculum overview and evidence of standards alignment (within 3 months).
4. **Ensure Compliance**: Verify health, safety, and fiscal compliance through documented plans (within 4 months).
5. **Submit Application**: Compile and submit accreditation documents, including stakeholder feedback and financial records (within 6 months).

6. **Plan for Audit**: Prepare for a potential site visit by maintaining organized records and a compliant learning environment.

Implementation Notes

- **Stakeholder Input Alternatives**: Use a short Google Form (3–5 questions) or direct emails to gather feedback on the existing philosophy, mission, and vision. For example, ask, “Does our focus on environmental stewardship resonate with your community values?” This meets accreditation requirements efficiently.
- **Prioritize Tasks**: Focus on accreditation documentation (stakeholder feedback, curriculum) and compliance (health, safety) first, as these are critical for state approval.
- **Leverage Free Tools**: Use Google Forms for surveys, Google Classroom for online learning, and Canva for marketing to keep costs low.
- **Community Support**: Engage volunteers (e.g., parents or retired educators) for temporary help with teaching or outreach until additional staff can be hired.
- **Teacher Qualifications**: Confirm that you meet Oklahoma’s teacher requirements (e.g., a bachelor’s degree or equivalent experience). If needed, consult OPSAC for pathways to demonstrate equivalent skills.
- **Sustainability Integration**: Incorporate low-cost environmental practices (e.g., digital materials, recycling programs) to align with the mission.
- **Pilot Program**: Start with a small cohort of 5–10 students to test the model and refine operations before scaling.

Timeline

- **Month 1**: Contact accrediting body, set up record-keeping, create marketing page, launch survey or outreach for stakeholder feedback.
- **Month 2**: Develop curriculum framework, identify facility, collect stakeholder responses.
- **Month 3**: Set up online platform, draft budget, establish health services plan.
- **Month 4–6**: Finalize accreditation documents, recruit initial students, prepare for audit.

OKLAHOMA Education

Private School Accreditation Rubric

Category	Criteria	0 - No Information Provided	1 - Minimal Information Provided	2 - Adequate Information Provided	3 - Good Information Provided	4 - Excellent Information Provided
Mission & Vision	Mission Statement, Vision, Purpose, Philosophy	Not included	Vague or generic; lacks clarity	Some clarity, but lacks detail	Clear and aligned with school goals	Detailed, inspiring, and well-aligned with overall purpose
Governance	Model, Board Structure, Bylaws, Conflict of Interest Policy	Not included	Basic structure without detail	Defined governance but lacking specifics	Detailed structure with clear roles	Comprehensive, well-defined, and transparent governance model
Finance	3-Year Plan, Budget, Audit, Insurance, Fundraising	Not included	Minimal information with gaps	Adequate with key components missing	Detailed but lacking some specifics	Comprehensive, clear, and sustainable financial plan
Facilities	Description, Safety, Utilities, Plans	Not included	Vague or generic descriptions	Basic details, missing safety elements	Detailed with safety but incomplete	Fully detailed with safety and future growth plans
Operations	Timelines, Enrollment, Emergency Plans	Not included	Basic but lacks clear timelines	Defined timelines with gaps in detail	Well-structured but missing some specifics	Fully developed, clear, and practical operational plan
Policies	Safety, Discipline, Health, Title IX, Bullying	Not included	Few policies without depth	Covers most policies, lacks clarity	Detailed policies but missing integration	Comprehensive, clear, and consistently applied policies

OKLAHOMA Education

Category	Criteria	0 - No Information Provided	1 - Minimal Information Provided	2 - Adequate Information Provided	3 - Good Information Provided	4 - Excellent Information Provided
Personnel	Recruitment, Training, Evaluation	Not included	Vague or incomplete practices	Adequate practices without depth	Detailed policies, lacking refinement	Thorough and well-documented personnel policies
Curriculum	Course Overviews, Methods, Assessment	Not included	Basic course overviews only	Defined curriculum but lacks assessments	Detailed with benchmarks, incomplete monitoring	Comprehensive with clear benchmarks and continuous assessment
Student Services	Admissions, Health, Discipline	Not included	Vague admissions or policies	Defined but lacks integration	Detailed services with minor gaps	Comprehensive and student-centered approach

- **0**: No evidence or information provided.
- **1**: Limited and vague information.
- **2**: Basic compliance but lacking in detail or depth.
- **3**: Well-defined, thorough but missing minor elements.
- **4**: Exceptional detail, clarity, and alignment with standards.

OKLAHOMA Education

Private School Accreditation Scoring Tool

This scoring tool is designed to accompany the rubric and simplify the evaluation process. Use this tool to assign scores for each category and calculate the total score.

Private School Accreditation Scoring Sheet

Category	Criteria	Score (0-4)	Comments
Mission & Vision	Mission Statement, Vision, Purpose, Philosophy	3	
Governance	Model, Board Structure, Bylaws, Conflict of Interest Policy	4	
Finance	3-Year Plan, Budget, Audit, Insurance, Fundraising	4	
Facilities	Description, Safety, Utilities, Plans	2	
Operations	Timelines, Enrollment, Emergency Plans	4	
Policies	Safety, Discipline, Health, Title IX, Bullying	3	
Personnel	Recruitment, Training, Evaluation	4	
Curriculum	Course Overviews, Methods, Assessment	3	
Student Services	Admissions, Health, Discipline	3	

OKLAHOMA Education

Total Score Calculation

1. **Sum of Scores:** Add up the scores from all categories.
   Total Points Possible: 36
   School's Total Score: 30
2. **Scoring Interpretation:**
   - **32-36: Outstanding** – Meets or exceeds all accreditation requirements with exceptional detail.
   - **27-31: Good** – Satisfactory compliance with minor gaps.
   - **20-26: Adequate** – Meets basic requirements but lacks depth in multiple areas.
   - **10-19: Needs Improvement** – Several significant areas need further development.
   - **0-9: Inadequate** – Does not meet minimum requirements for accreditation.

Reviewer Information

- Reviewer Name: [illegible]
- Date: _____
- Additional Notes: Hope Christian

75% Threshold:

- **Minimum Score:** 27/36
- **Interpretation:** Schools show good overall compliance, with minimal deficiencies in key areas.

NEW SCHOOL FACILITIES CHECK SHEET

Oklahoma State Department of Education

Upon submission of a New School's Application for Accreditation by Oklahoma State Department of Education, a site visit will be scheduled. Please submit documentation that corresponds with each item below. This check sheet provides a list of criteria that a school must meet to satisfy standards of the Accreditation Department. The onsite visit will consist of a facility tour and interview from Regional Accreditation Officer(s). Upon recommendation by the RAO(s), the school will be placed on the State Board agenda for approval. If approved, the school will request a Dist/Site code from the Accreditation Department. The first year, the school will be accredited on provisional status. When all standards have been met at the end of the first year, full accreditation will be granted.

School Name: Hope Christian Academy School Leader & Contact Info: Christin Kawasiek

The facility complies with federal/state regulations governing health & safety		The facility has been approved by the State Department of Education Office of Accreditation	
The school has a current deed of ownership or signed lease agreement authorizing occupancy & use of the property		Security protocols, including tornado, fire, and student safety are in place	
The facility complies with applicable health laws, regulations and/or protocols, including receipt of an asbestos inspection that will be made available for public review		Written policies concerning health & safety of students & staff are in place and are made available to students, staff & parents	
The Fire Marshall Inspection found the facility to be in compliance with applicable laws, regulations, code and/or local ordinances		School provides safety procedures concerning student pick up and drop off	
The property inspection found the facility acceptable & met the occupancy classification authorized for the facility use		Staff development covering health, trauma & safety protocols is arranged for all personnel	
The facility has working utilities, plumbing, HVAC units, etc.....		School provides adequate number of classrooms with space & organization that promotes learning	
The facility offers safe environments on exterior and interior of the building		School provides appropriate fixtures/equipment for students & staff (desks, chairs, internet, etc.)	
The facility provides safe & private restroom spaces for all students & adults		School provides acceptable teaching materials & effective instructional curriculum	
The facility has a designated area to prepare & serve meals to students/staff		School provides library/computer lab to students (can be classrooms or mobile lab)	
The facility offers a safe, age-appropriate play area or gathering space for students		IF transportation is offered, buses & drivers meet all state required mandates	
NOTES:			

Approved by _____ Date 7-21-25

OKLAHOMA
Education

7/22/2025

Christin Krumsiek
Hope Christian School
2821 W. 40th St
Tulsa, OK 74107

Dear **Christin Krumsiek**,

On behalf of the Oklahoma State Department of Education (OSDE), I am pleased to inform you that **Hope Christian School** has successfully achieved **accreditation, with the OSDE**. This recognition reflects your commitment to providing a high-quality educational environment that meets the rigorous standards set forth by the OSDE.

Your efforts in developing and submitting a comprehensive application, along with your dedication to excellence in governance, curriculum, operations, and student services, have been commendable. As an accredited institution, your school is now recognized as meeting the standards necessary to deliver a robust and supportive educational experience for your students.

Please be advised that accreditation is an ongoing process. The OSDE will continue to provide support and guidance as you maintain compliance with state requirements and pursue continuous improvement. Your Regional Accreditation Officer will be in contact to schedule any necessary follow-ups or provide further assistance.

Congratulations to you, your staff, and your school community on this significant accomplishment. We look forward to partnering with you in your ongoing journey to uphold the standards of excellence in education.

If you have any questions or need further assistance, please do not hesitate to contact our office at 405.522.1643.

Sincerely,

Courtney Anderson

Courtney Anderson
Program Manager, School Choice
Oklahoma State Department of Education
405.522.1643

7/22/2025

Christin Krumsiek
Hope Christian Academy
2821 W. 40th St
Tulsa, OK 74107

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Please be advised that accreditation is an ongoing process. The OSDE will continue to provide support and guidance as you maintain compliance with state requirements and pursue continuous improvement. Your Regional Accreditation Officer will be in contact to schedule any necessary follow-ups or provide further assistance.

Congratulations to you, your staff, and your school community on this significant accomplishment. We look forward to partnering with you in your ongoing journey to uphold the standards of excellence in education.

If you have any questions or need further assistance, please do not hesitate to contact our office at 405.522.1643.

Sincerely,

Courtney Anderson
Program Manager, School Choice
Oklahoma State Department of Education
405.522.1643

Hope Academy

2024 to 2025

Sep 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	1
15	16	17	18	19	20	2
22	23	24	25	26	27	3
29	30					
						16

Anna 9/4

Oct 2024

S	M	T	W	T	F	S
		1	2	3	4	4
6	7	8	9	10	11	5
13	14	15	16	17	18	6
20	21	22	23	24	25	7
27	28	29	30	31		
						20

Mrs. Krumsiek 10/17, Clayton 10/31

Nov 2024

S	M	T	W	T	F	S
					1	8
3	4	5	6	7	8	9
10	11	12	13	14	15	1
17	18	19	20	21	22	2
24	25	26	27	28	29	X
						16

Dec 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	3
8	9	10	11	12	13	4
15	16	17	18	19	20	5
22	23	24	25	26	27	6
29	30	31				
						15

Roniecia 12/12, Judah 12/16

Jan 2025

S	M	T	W	T	F	S
2			1	2	3	7
5	6	7	8	9	10	8
12	13	14	15	16	17	9
19	20	21	22	23	24	1
26	27	28	29	30	31	
						20

Feb 2025

S	M	T	W	T	F	S
						2
2	3	4	5	6	7	3
9	10	11	12	13	14	4
16	17	18	19	20	21	5
23	24	25	26	27	28	
						20

Chloe 2/8, Abby 2/9, Ryan 2/15

Mar 2025

S	M	T	W	T	F	S
						6
2	3	4	5	6	7	7
9	10	11	12	13	14	8
16	17	18	19	20	21	9
23	24	25	26	27	28	1
30	31					
						15

Hagun 3/7

Apr 2025

S	M	T	W	T	F	S
		1	2	3	4	2
6	7	8	9	10	11	3
13	14	15	16	17	18	4
20	21	22	23	24	25	5
27	28	29	30			
						21

May 2025

S	M	T	W	T	F	S
				1	2	6
4	5	6	7	8	9	7
11	12	13	14	15	16	8
18	19	20	21	22	23	9
25	26	27	28	29	30	31
						20

Thomas 5/8, Joe 5/20, Mercy 5/30

Jun 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Bryce 6/29

Jul 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Allison 7/31

Aug 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Dates

September 10	First Day for Hope
October 16-18	Fall Break
November 25-29	Thanksgiving Break
Dec 23- Jan 3	Christmas Break
March 14-21	Spring Break
April 18	Good Friday
May 16	Last Day for Hope

Mondays are at home instruction

November 8	End of 1st Quarter
January 24	End of 2nd Quarter
Sep 13	Celebrate Anna's Birthday
Oct 24	Celebrate Mrs. K, Clayton
Dec 12	Celebrate Roniecia & Judah
Feb 14	Celebrate Chloe, Abby, Ryan
Mar 7	Celebrate Hagun's Birthday
May 16	Celebrate Tom, Joe, Mercy Bryce, and Allison

March 28	End of 3rd Quarter
May 16	End of 4th Quarter

Sep 13-Field Trip Science Museum
Sep 27-Field Trip Tulsa State Fair*
Oct 24-Field Trip Tulsa Oilers
Nov 11-Field Trip Veterans' Parade
Nov 22-Field Trip TBA
Feb 21-Field Trip Glass Blowing*
April 25-Field Trip Drillers' Game

This browser version is no longer supported. Please upgrade to a supported browser. Learn More

Calendar 2025-2026 .XLSX

File Edit View Insert Format Data Tools Help

Share

	Year	2025	Month	7	Start Day	1	1:Sun, 2:Mon ..

vertex42

2025-2026

Hope Christian Academy

July '25

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Monday at home instruction.

7/31 - Allie

August '25

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8/26/25 - First day at HCA

September '25

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9/4 - Anna

09/29/25 - Field Trip TBA

October '25

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10/11/25-10/19/25 Fall Break

10/27/25 - Field Trip TBA | 10/17 - Christin

November '25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11/11/25 - Veteran's Parade

11/22/25 to 11/30/25 - Thanksgiving Break

December '25

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12/16 - Judah

12/20/25 to 01/04/26 Christmas Break

January '26

S	M	T	W	T	F	S
				1	2	3

February '26

S	M	T	W	T	F	S
1	2	3	4	5	6	7

March '26

S	M	T	W	T	F	S
1	2	3	4	5	6	7

Calendar About

Year	2025	Month	7	Start Day	1	*1:Sun, 2:Mon …*

2025-2026

Hope Christian Academy

July '25

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Monday at home instruction.

7/31 - Allie

August '25

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8/26/25 - First day at HCA

September '25

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9/4 - Anna

09/29/25 - Field Trip TBA

October '25

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10/11/25-10/19/25 Fall Break

10/27/25 - Field Trip TBA | 10/17 - Christin

November '25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11/11/25 - Veteran's Parade

11/22/25 to 11/30/25 - Thanksgiving Break

December '25

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12/16 - Judah

12/20/25 to 01/04/26 Christmas Break

January '26

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February '26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

2/15 - Ryan, 02/9 Abby

02/23/26 - Field Trip TBA

March '26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3/8 - Hagun

03/14/26 to 03/22/26 - Spring Break

April '26

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

04/27/26 - Field Trip TBA

May '26

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5/8 - Tom, 5/20 - Joe, 5/30 - Mercy

05/22/26 - Last day of school

June '26

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

6/19 - Sherri, 6/29 - Bryce

Report ID.	11716460
Order Date	05/06/2024
Completion Date	05/07/2024
Ordered by	Tonya Lovy

Report Provided by

Protect My Ministry, LLC
14499 N. Dale Mabry Hwy, Ste 201
Tampa, FL 33618

Report Ordered by

Mobile Missions Network
PO Box 1835
Sapulpa, OK 74067

Applicant Screened

CHRISTIN RACHELLE KRUMSIEK
D.O.B: 10/17/1986
SSN: XXX-XX-XXXX
Address: 605 Loop Drive, Sand Springs, OK, 74127
Reference No: Church Inside Out
Position: STANDARD

PLUS

Search ID	Service	Status
26920190	National Combo Search	NO REPORTABLE RECORDS
26920191	Statewide Criminal - OKLAHOMA	NO REPORTABLE RECORDS

Disclaimer

When we receive name and address history information from our data providers we will continue to use that information to determine court jurisdictions and other names that should be searched for public record searches, such as criminal records, and which are associated with the Social Security Number provided by the applicant or volunteer.

PROTECT MY MINISTRY

Report ID.	11716460
Order Date	05/06/2024
Completion Date	05/06/2024
Ordered by	Tonya Lovy

Search ID. 26920190 - NATIONAL COMBO SEARCH

NO REPORTABLE RECORDS

Name Screened	CHRISTIN RACHELLE KRUMSIEK
Date of Birth	10/17/1986
SSN	XXX-XX-XXXX
Reference No.	Church Inside Out

A Social Security Number Trace was processed as part of this report.

Search ID. 26920191 - STATEWIDE CRIMINAL

NO REPORTABLE RECORDS

Name Screened	CHRISTIN RACHELLE KRUMSIEK
Date of Birth	10/17/1986
SSN	XXX-XX-XXXX
Jurisdiction	OKLAHOMA
Reference No.	Church Inside Out
Search Scope	10 YEARS

Report ID.	11716451
Order Date	05/06/2024
Completion Date	05/07/2024
Ordered by	Tonya Lovy

Report Provided by

Protect My Ministry, LLC
14499 N. Dale Mabry Hwy, Ste 201
Tampa, FL 33618

Report Ordered by

Mobile Missions Network
PO Box 1835
Sapulpa, OK 74067

Applicant Screened

EARL WAYNE KRUMSIEK
D.O.B: 12/3/1985
SSN: XXX-XX-XXXX
Address: 9925 W 91st St S, Lot 95,
Sapulpa, OK, 74066
Reference No: Church Inside Out
Position: STANDARD

PLUS

Search ID	Service	Status
26920166	National Combo Search	NO REPORTABLE RECORDS
26920167	Statewide Criminal - OKLAHOMA	NO REPORTABLE RECORDS

Disclaimer

When we receive name and address history information from our data providers we will continue to use that information to determine court jurisdictions and other names that should be searched for public record searches, such as criminal records, and which are associated with the Social Security Number provided by the applicant or volunteer.

PROTECT MY MINISTRY

Report ID.	11716451
Order Date	05/06/2024
Completion Date	05/06/2024
Ordered by	Tonya Lovy

Search ID. 26920166 - NATIONAL COMBO SEARCH

NO REPORTABLE RECORDS

Name Screened	EARL WAYNE KRUMSIEK
Date of Birth	12/3/1985
SSN	XXX-XX-XXXX
Reference No.	Church Inside Out

A Social Security Number Trace was processed as part of this report.

Search ID. 26920167 - STATEWIDE CRIMINAL

NO REPORTABLE RECORDS

Name Screened	EARL WAYNE KRUMSIEK
Date of Birth	12/3/1985
SSN	XXX-XX-XXXX
Jurisdiction	OKLAHOMA
Reference No.	Church Inside Out
Search Scope	10 YEARS

Effective operation of Hope Christian Academy

Effective operation of Hope Christian Academy involves a combination of strong leadership, clear vision, well-structured systems, and an emphasis on both academic and character development. Below are key components that contribute to effective operations of the school:

1. Clear Vision and Mission

- We must have a clear, well-articulated vision and mission that guide every aspect of its operation. This includes a commitment to both academic excellence and the values of the institution.
- The mission aligns with the school's culture and goals, serving as the foundation for decision-making.

2. Strong Leadership and Governance

- **Leadership:** Effective leadership, starting with the head of school or principal, is crucial for setting direction and maintaining the school's standards. The leadership team should also include department heads, faculty leaders, and administrative staff.
- **Board of Directors:** A well-functioning board can provide oversight, strategic planning, and accountability to ensure the school stays true to its mission and remains financially sound.
- **Transparency:** Clear communication between school leadership, faculty, and parents is essential for maintaining trust and alignment of goals.

3. Accreditation and Compliance

- Ensuring that the school meets the necessary regional and national accreditation standards for academic quality and regulatory compliance is critical. This includes adhering to state or local education regulations and maintaining required certifications.
- Accreditation helps maintain credibility, improves educational quality, and provides a framework for continuous improvement.

4. Financial Stability and Sustainability

- **Tuition Management:** Developing effective tuition policies and maintaining financial transparency is important. It's essential to ensure that tuition is competitive yet sustainable for the school's operations.
- **Fundraising:** We will implement fundraising initiatives, including annual campaigns, donor programs, or capital campaigns, to support scholarships, facilities, and extracurricular activities.
- **Budgeting:** We will have accurate financial planning and budgeting allowing for strategic investments in school facilities, technology, teacher development, and curriculum enhancements.

5. Quality Curriculum and Academic Excellence

- We will offer a comprehensive curriculum that supports both academic rigor and character development. The curriculum should be tailored to meet the educational needs of all students, promoting critical thinking, creativity, and a deep understanding of core subjects.
- **Professional Development:** Regular training for faculty and staff ensures that educators are equipped to deliver high-quality instruction and remain current with educational best practices.
- **Assessment and Accountability:** Regular evaluations of student progress and school-wide academic performance help ensure that learning outcomes are being met.

6. Faculty Recruitment, Development, and Retention

- Recruiting and retaining qualified teachers who are not only subject matter experts but also align with the school's mission and values is essential for the school's success.
- Ongoing professional development helps teachers stay motivated, improve their skills, and adapt to new educational methods.

7. Strong Student Support Systems

- **Counseling and Guidance:** Offering academic and emotional support is important for addressing students' individual needs and promoting their well-being.
- **Specialized Programs:** Providing programs for students with learning differences or special needs ensures inclusivity and gives all students the tools to succeed.
- **Disciplinary Policies:** Clear and fair discipline policies help maintain order and create an environment conducive to learning.

8. Community Engagement and Communication

- Building strong relationships with parents, alumni, and the local community helps foster a sense of belonging and support for the school's mission.
- **Parent Involvement:** Actively engaging parents in the school's activities, from volunteer opportunities to decision-making processes, creates a collaborative school culture.
- **Communication:** Regular, transparent communication between the school and parents (through newsletters, meetings, emails, etc.) ensures alignment and provides opportunities for feedback.

9. Facilities and Resources

- Providing well-maintained facilities and modern resources enhances the overall learning experience and attracts prospective students.
- Regular investment in infrastructure and technology ensures that the school stays current and offers the best resources for student learning and teacher instruction.

The effective operation of a private school is built on a foundation of strong leadership, clear mission alignment, financial stability, academic excellence, and a commitment to student welfare. Ensuring that all these elements work together creates an environment where students can thrive, teachers can excel, and families feel engaged and supported.

Partnership and Contractual Relationship Between Hope Christian Academy and Church Inside Out

Hope Christian Academy has established a strong and collaborative partnership with Church Inside Out, which allows the Academy to utilize their facilities for various educational and extracurricular activities. This partnership is based on a formal contractual agreement between the two organizations.

Under this agreement, Church Inside Out has generously agreed to provide Hope Christian Academy with access to its building and related resources for specific purposes, such as classroom instruction, student events, and other educational activities. The facilities, including classrooms, meeting spaces, and common areas, offer an ideal environment for Hope Christian Academy to serve its students, fostering an enriching learning experience.

The contractual arrangement includes details regarding the schedule, terms of use, maintenance responsibilities, and expectations for both parties. It ensures that Hope Christian Academy can operate smoothly and continue to offer high-quality educational programs, while Church Inside Out benefits from the Academy's presence as part of their community outreach.

Both organizations are committed to maintaining a positive, professional relationship, grounded in mutual respect and shared goals. This partnership exemplifies a spirit of collaboration, with the aim of creating a supportive environment for students, educators, and the broader community.

We are grateful to Church Inside Out for their continued support and partnership, which plays a vital role in helping Hope Christian Academy fulfill its mission to provide an exceptional education to students in a safe, nurturing environment.

Financial Plan for Hope Christian Academy

1. Revenue Sources

- **Tuition Revenue**: This will be the primary source of income.
    - We currently have 12 students at an average $3,500 annual tuition fee per student. We plan on growing as we become accredited.
    - We will consider the possibility of tuition increases each year to adjust for inflation, operating costs, and to support the school's growth.
- **Donations and Fundraising**:
    - Plan for annual fundraising events, campaigns, and donor contributions.
    - Set specific fundraising goals based on the school's needs and history of donations.
    - Include a development officer or team to cultivate relationships with donors.
- **Grants**:
    - Research local, state, and federal grants that may be available to support education, community outreach, or capital improvements.

2. Proposed Budget Breakdown

A. Educational Expenses These are the core costs related to providing quality education to the students.

1. **Salaries and Benefits for Faculty and Staff**
    - Teachers, administrative staff, and support staff salaries.
    - Donations to Church Inside Out for allowing us to use their facilities.
    - Budget for hiring additional staff as enrollment grows.

2. **Curriculum and Educational Materials**
    - Textbooks, software, and online resources for students and teachers.
    - Classroom supplies (e.g., paper, pens, whiteboards, plates, silverware, trash bags, vacuum cleaner).
    - Special programs like STEM, arts, or extracurricular materials.
3. **Technology**
    - Computers, tablets, and other tech tools needed for teaching.
    - Software licenses for educational programs (e.g., Google Classroom, learning management systems).
4. **Professional Development**
    - Ongoing training for faculty and staff to stay current with educational trends and technologies.
    - Allowances for conferences, workshops, and certification programs.

B. Operational Expenses These costs ensure the daily functioning and maintenance of the school.

1. **Facility Maintenance and Utilities**
    - Monthly costs for electricity, water, gas, and internet.
    - Cleaning services, landscaping, and minor repairs.
    - Safety and security measures (e.g., alarms, cameras, security personnel).
2. **Insurance**
    - Liability insurance, property insurance, workers' compensation, and any other required coverage.
3. **Administrative Expenses**
    - Office supplies, printing, postage, and other general administrative costs.

- Accounting, legal, and professional services fees.
- Marketing and recruitment costs for admissions.

C. Capital and Infrastructure Expenses These are costs related to improving the school's physical assets or long-term investments.

1. **Building Maintenance and Upgrades**

    - Allocate funds for long-term maintenance, such as roof repairs, HVAC systems, and painting.
    - Budget for classroom and facility upgrades (e.g., computers, new desks).

D. Financial Reserves and Emergency Fund It's important to set aside funds to cover unexpected expenses or revenue shortfalls.

- **Reserve Fund**: A portion of the budget should be allocated to build and maintain an emergency fund. A recommended target is about 3-6 months' worth of operational expenses.
- **Contingency Fund**: This can be used to address unexpected costs, such as urgent repairs or unforeseen operational disruptions.

3. Financial Forecasting and Long-Term Sustainability

- **Tuition Growth**: Build in an annual increase in tuition fees that aligns with inflation and the rising costs of education, while remaining competitive within the local market.
- **Endowment Fund**: If possible, start building an endowment fund that can support the school long-term. A portion of the revenue (donations or part of profits) can be directed toward this fund.
- **Diversification of Revenue Streams**: In addition to tuition, prioritize fundraising, grants, and community support to reduce reliance on any single source of income.

4. Expense Management and Cost-Cutting Strategies

- **Streamline Operations**: Regularly review operational expenses to identify areas where efficiencies can be improved, such as energy-saving initiatives or consolidating administrative tasks.
- **Outsource Non-Essential Services**: Consider outsourcing non-core services (e.g., catering, janitorial) to reduce overhead costs.
- **Group Purchasing**: Join consortia with other schools to reduce costs on supplies and services (e.g., discounted bulk purchases of textbooks or office supplies).

5. Financial Monitoring and Reporting

- **Monthly Financial Reports**: Keep track of income and expenses monthly, comparing actual results with the projected budget.
- **Annual Audits**: Schedule regular audits to ensure financial transparency and proper use of funds.
- **Board Oversight**: Ensure that the school's financial committee or board regularly reviews the financial health of the school and provides strategic guidance.

This financial plan provides a detailed framework for running a fiscally sound private school. It balances investment in educational quality with the need for operational efficiency and long-term sustainability. Regular review and adaptation of the budget will help ensure that the school remains financially healthy and can continue to fulfill its mission of providing an excellent education to its students.

Finance teams main roles and responsibility

1. Treasurer

Primary Responsibility: The Treasurer is ultimately responsible for overseeing the financial health of the school. This person ensures that the school's financial practices align with legal requirements, ethical standards, and the school's mission.

Key Duties:

- **Financial Oversight:** Ensures proper handling of all funds, including tuition, donations, grants, and operational income.
- **Budget Creation & Monitoring:** Works with other leaders to create an annual budget, monitoring expenses and revenue throughout the year.
- **Financial Reporting:** Prepares and presents monthly and annual financial reports to the school board or governing body.
- **Accounting Oversight:** Oversees bookkeeping, making sure that all financial transactions are accurately recorded and compliant with accounting standards.
- **Audits & Reviews:** Coordinates with external auditors to ensure transparency and accountability.
- **Investment Management:** If applicable, manages endowments or long-term investments to ensure proper growth and sustainability.

Required Skills & Qualities:

- Strong understanding of accounting and financial management.
- Ability to communicate complex financial data clearly to non-financial stakeholders (e.g., board members).
- Integrity and transparency in all financial dealings.

2. Business Manager or Finance Manager

Primary Responsibility: The Business Manager typically handles day-to-day financial operations, including financial planning, billing, and payroll.

Key Duties:

- **Billing & Collections:** Oversees tuition billing, collections, and ensures timely payments.
- **Payroll Management:** Handles employee salaries, benefits, and ensures compliance with tax regulations.
- **Record Keeping:** Maintains accurate financial records for internal reporting and auditing purposes.
- **Compliance:** Ensures adherence to government and school policies regarding financial operations.

Required Skills & Qualities:

- Attention to detail.
- Familiarity with school-specific financial regulations.
- Excellent organizational skills.

3. Development/Fundraising Officer

Primary Responsibility: The Development Officer leads fundraising efforts, particularly focused on donations, grants, and special campaigns.

Key Duties:

- **Fundraising Strategy:** Develops strategies to raise funds, including annual giving campaigns, capital campaigns, and grant applications.
- **Donor Relations:** Cultivates relationships with current and potential donors.
- **Events & Campaigns:** Organizes fundraising events, donor dinners, or auctions to engage the community.
- **Grant Writing:** Identifies and applies for grants to supplement school finances.

Required Skills & Qualities:

- Strong interpersonal skills and ability to network.
- Knowledge of fundraising principles and strategies.

- Passion for the school’s mission and vision.

4. Board of Directors (or Financial Oversight Committee)

Primary Responsibility: While not an officer of the school, the board or a specific financial committee provides oversight and governance for financial practices.

Key Duties:

- **Financial Policy Approval:** Approves major financial decisions, budgets, and financial strategies.
- **Oversight:** Monitors the financial health of the school and holds officers accountable.
- **Fundraising:** Often plays a role in major fundraising initiatives.

Required Skills & Qualities:

- Strong background in finance or governance.
- Ability to provide strategic guidance while allowing day-to-day operations to remain independent.

General Qualities for Financial Officers:

- **Mission-Driven:** They should be aligned with the school's values and mission, recognizing the importance of financial stewardship in furthering the school’s goals.
- **Trustworthy:** Given the responsibility of handling funds that belong to the school and its stakeholders, integrity is crucial.
- **Collaborative:** They often work with administrators, teachers, and the board, so strong teamwork and communication skills are essential.

These roles ensure that the school operates efficiently, stays within its financial means, and plans for long-term sustainability while also maintaining transparency with stakeholders.

Hope Christian Academy Board

- **Board Chair (President)**: Earl W. Krumsiek
    - Provides leadership to the board and is responsible for guiding meetings, ensuring the board is effective, and acting as a liaison between the board and the head of the school.
- **Vice Chair (Vice President)**: Mike Lehew
    - Supports the chairperson and takes over duties in their absence.
- **Secretary**: Christine Taff
    - Responsible for recording meeting minutes, maintaining official records, and ensuring legal and regulatory compliance regarding documentation.
- **Treasurer**: Sherrie Brallier
    - Oversees the school's finances, including budget approval, financial reporting, and ensuring proper financial oversight.
- **Head of School/CEO**: Christin Krumsiek
    - The head of the school, while not always a voting board member, plays a key role in board discussions and serves as the key link between the staff and the board.

FACILITY USE AGREEMENT FOR USE OF MOBILE MISSIONS NETWORK CAMPUS BY HOPE ACADEMY.

This agreement (the "Agreement") is between **Hope Academy** and:

Mobile Missions Network, Inc. (MMN)
("Facility") (each individually a "Party" and collectively the "Parties").

Facility Contract Representative: Mike Lehew, Executive Director

Facility Contact Representative: Danielle Wilson

Physical Address: 2821 W 40th St, Tulsa, OK 74107

The purpose of the agreement is to allow Hope Academy to use the Facility for the purpose of a school. The Facility agrees to provide space per the terms and conditions outlined below.

Specifications of Agreement:

Facility Use: The Facility and its premises shall be used only for use as a "private school" and activities related thereto and for no other purpose.

Dates/Days Requested: Hope Academy will have classes Tuesday-Friday, beginning September 2nd, 2025 and will end May 22, 2026. Hope Academy will have access to the building on school days beginning at 8:00 a.m. and ending at 4:00 p.m.

Excluded Dates: March TBD, 2026. (Spring Break)

Room Information: Hope Academy will use Rooms 209-216 with additional access to the multi-purpose room. Use of the multi-purpose room must be arranged with the Facility Contact Representative in conjunction with Tulsa Living Education, LLC and any MMN or Church Inside Out (CIO) activities. Rooms must be put in order for MMN/CIO activities each Wednesday by 4:00 p.m. Parties understand and agree that MMN/CIO activities will take precedence over any school activities.

Fees: Hope Academy agrees to pay Mobile Missions Network $1.00 per year for utilities and maintenance costs. This is not a rental fee but a cost of use fee.

Payment Terms: A deposit equal to one month's fee ($0.00) is due prior to the start of the school year or August 15, 2026 (whichever comes first). The usage fee is due on the 1st of each month and is delinquent on the 10th day of each month. A late fee of $0.00 will be due and payable if the usage fee is not paid by the 5th. The late fee will increase to $0.00 on the 10th and will incur a penalty of $0.00 a day for every day that the fee is unpaid thereafter. If the Usage Fee is more than 30 days past due, this Agreement will be terminated and eviction will be pursued. The deposit will be returned to Hope

Academy within 30 days of the end of the Agreement as long as the facility is returned to its previous state and no repairs are required.

MMN's acceptance of a payment of the Usage Fee after its due date shall not be considered a departure from the Agreement. MMN shall always have the right to declare Hope Academy in default should Hope Academy thereafter fail to make any payment on the date it becomes due. Acceptance of a lesser amount due shall not be deemed a waiver of the remaining balance due, nor shall an endorsement or statement on any check, or letter accompanying any check or payment, be deemed an accord and satisfaction, and MMN may receive and deposit such check or payment without prejudice to MMN's right to recover the balance of such amount due or to pursue any other remedy provided by law. In addition, MMN's acceptance of a check or payment from a person or entity other than Hope Academy shall not be deemed a consent by MMN to a transfer of the obligations of this Agreement.

Terms and Conditions

Terms of Use:

1. Hope Academy agrees to the following terms and conditions:
   - ☐ Hope Academy shall only use the premises and personal property/resources to the extent described above unless they are granted permission for additional use by a facility representative.
   - ☐ Hope Academy shall comply with all Facility policies, rules and regulations that are publicly displayed or delivered to Hope Academy by the Facility.
   - ☐ Hope Academy agrees that they shall be responsible for the safety of all students of Hope Academy (the "Students") and that all Students will be under constant supervision and control of a Hope Academy employee/volunteer ("Staff"). There must be two adults in each classroom.
   - ☐ Hope Academy to provide and use cameras in each classroom.
   - ☐ Hope Academy agrees that all Hope Academy Staff and invitees at the Facility have had thorough background checks and that they have completed all required training, including but not limited to the online sex abuse training video required by MMN.
   - ☐ Hope Academy agrees to provide a Certificate of Insurance written by a company of good financial standing, well rated by national rating organizations and legally qualified to issue such insurance in the State of Oklahoma showing that it carries comprehensive general liability, medical and property insurance in amounts sufficient to cover the risks and exposures resulting from its use of the premises pursuant to the terms of this Agreement. Minimum of $1,000,000.00 in liability is required. Mobile Missions Network must be named as Additional Insured on this policy. Cancelation of this policy is a Breach of Contract. This will result in termination of this Agreement and Hope Academy will have 30 days to vacate the facility.
   - ☐ Hope Academy agrees that they are responsible for any wear and tear or damage that occurs to the Facility due to the negligence, gross negligence, or willful misconduct of any Staff member or Student. Furthermore, Hope Academy will be responsible for any

repair or replacement required due to such damage. Hope Academy will help to find solutions and repairmen as needed.

- ☐ Hope Academy agrees to only affix one white board and/or bulletin board to one wall in the classrooms. All other fixtures and equipment must be portable and must be taken down and stored away at the end of each day. No other fixtures are allowed and nothing else may be affixed to any other surface without prior written approval from the Facility Contract Representative.
- ☐ Hope Academy agrees that no exterior signs including portable or detachable shall be erected or installed anywhere upon or within the facility.
- ☐ Hope Academy agrees to have all Staff, Students and Parents complete and sign a Mobile Missions Network Hold Harmless and Release of Liability form. This document will be provided to Hope Academy for execution by all parties but will be kept on file by the Facility.
- ☐ Hope Academy agrees to have quarterly Parent Work Days where parents and staff help with cleaning, yard work and maintenance, etc. Parents will be expected to serve all 4 quarters. A minimum of 3 service days are required.
- ☐ Hope Academy agrees that any keys or door access fobs are the property of MMN and must be secured at all times. If lost or stolen, Hope Academy agrees to pay reasonable costs to replace said keys or fobs. At completion of this Usage Agreement, Hope Academy will return all keys to the MMN Office.
- ☐ Hope Academy agrees to use only the South office doors for Student/Staff access. These doors will remain locked. Hope Academy will provide a Staff member to grant access during arrival and departure times. All visitors must check in at the MMN office (South office doors) to receive a visitor badge. Visitors must check out and return the badge to the MMN office upon departure. (Staff may park in the North or South parking lot while visitors may park on the South side, near the office entrance.)
- ☐ Hope Academy shall utilize its own office equipment in conducting its operation and is required to utilize its own supplies in its classroom operations and keep said supplies and equipment separate from that of the Facility.
- ☐ Hope Academy understands and agrees that the Facility will not provide a dedicated security person. If one is desired, Hope Academy may hire someone for that purpose. That person must also comply with all staff requirements contained herein, including but not limited to required background checks and training.
- ☐ Hope Academy agrees to provide their own cleaning supplies. Hope Academy will be responsible for cleaning up their rooms, their bathrooms and hallways each day. These areas will be used for various church activities and must be well kept and organized. All cleaning will be in accordance with MMN policies and procedures.

2. The Facility agrees to the following terms and conditions:
   - ☐ The Facility agrees that it will provide the agreed upon Rooms for Hope Academy to use during the use of the facility.
   - ☐ The Facility agrees to keep the foundations, exterior walls and roof of the building in good repair and shall not be required to make any other repairs.

- ☐ The Facility agrees to carry insurance on the building as deemed necessary by the Board of Directors. This insurance will not cover any of Hope Academy's belongings or equipment or any property of others for which Hope Academy is responsible.
- ☐ The Facility agrees to provide ___ key(s) and/or door code(s) to grant access into the facility during the scheduled time of use.
- ☐ The Facility agrees to provide a Facility Contact Person for all issues, problems or concerns. (ie. plumbing issues, broken equipment, etc).
- ☐ The Facility agrees to require all visitors to the facility to check in and check out through the MMN office and require that visitor badges be worn at all times by said visitors. This will not apply to MMN staff or those staff and students of Tulsa Living Education, LLC.

3. Both parties agree to the following terms and conditions:
   - ☐ Both parties shall comply with all applicable municipal, county, state and federal laws and regulations. The laws of Oklahoma shall govern the interpretation, validity, performance and enforcement of this Agreement. The venue for any disputes regarding the Agreement shall be Tulsa, Oklahoma.
   - ☐ Both parties agree that this Agreement is non-transferable and there are no third party beneficiaries. The rights and obligations of either Party to this Agreement may not be assigned or transferred without the prior written consent of the other Party.
   - ☐ The Parties are independent contractors and not joint venture partners or otherwise affiliated. Neither party has any right or authority to assume or create any obligations of any kind or to make any representation or warranty on behalf of the other party, whether expressed or implied to bind the other party in any respect whatsoever.
   - ☐ No waiver of any breach of this Agreement shall be deemed a waiver of any breach of this Agreement.
   - ☐ The Facility shall not be obligated to furnish any work, remodeling, fixtures or equipment to make the facility ready for Hope Academy's use unless such items are specifically agreed to herein or in another written agreement signed by both Parties.
   - ☐ Should Hope Academy desire to do or have any work performed to alter the condition of the facility, it shall first submit a written request to the Contact Representative for consideration by the MMN Board of Directors and CIO Elders. Any approved work shall be performed and completed in a good and workmanlike manner by properly licensed professionals and shall be completed in strict conformance with the plans and specifications as approved.
   - ☐ A monthly meeting on the 2nd Wednesday of every month at 4:00 p.m. between Hope Academy leadership and MMN School Team is required.
   - ☐ Both parties agree and understand that MMN is also entering into agreements with other parties for use of the facilities, including but not limited to another school (Tulsa Living Education, LLC) and other mission organizations.
   - ☐ Both parties agree that MMN and CIO ministries will take precedence over Hope Academy and its activities. (ie. If there is a funeral on a school day, mission teams, etc, Hope Academy may need to alter their schedule that day.) In light of this, Facility staff will be granted access to the classrooms at any time and reserves the right to grant

whatsoever against the Facility based upon damage to Hope Academy's improvements, or to the property or to the contents thereof resulting from fire or any other casualty. Hope Academy will notify its insurance provider of this covenant against suit for the purpose of eliminating any subrogation action which might otherwise result. The Facility's obligation to restore any casualty damage, if elected, to the facility shall be limited to restoring the facility to substantially the same condition as existed immediately prior to the casualty, exclusive of any of Hope Academy's responsibilities under this Agreement. Notwithstanding anything in this Section to the contrary, there shall be no abatement of fees, as above mentioned if the fire or casualty giving rise to the damage or destruction was caused by carelessness neglect, or act of Hope Academy, its Students, Staff or invitees, in which event, Hope Academy shall be further liable to the Facility for all damages to the property or other losses which stem from such fire or other casualty.

- ☐ If Hope Academy fails to observe or perform any provision of this Agreement, the Facility will provide a written Notice of Default. If said failure shall continue for more than 10 days after written notice is rendered specifying the default, except that if the nature of the default is such that it cannot be remedied by the payment of money and cannot with reasonable diligence be wholly cured within 10 days, then if Hope Academy shall proceed immediately to cure the default and thereafter proceeds with curing the default with all reasonable diligence, the time within which to cure the default shall be extended for such period as may be necessary, and agreed upon by both parties, to complete the curing of the same with all reasonable diligence.
- ☐ Upon occurrence of any default the Facility shall have the option to pursue any one or more of the following remedies and Hope Academy waives all requirements of any prior notice or prior demand, including without limitation, notice of election to forfeit demand for payment or demand for possession, but excluding the filing of any action:
    i. Enter and take possession of said rooms without terminating the Agreement.
    ii. At any time terminate this Agreement, in which event Hope Academy shall, if still in possession, immediately vacate the premises. If Hope Academy fails to do so, the Facility may enter and take possession of said rooms. Any contents left behind after 30 days, become the property of the Facility.
- ☐ This Agreement is for the term listed above only. There is no additional agreement or implication of renewal of this agreement in the future.

Executed this 5th day of March, 2025.

Mobile Missions Network, Inc

Mike Lehew

Mike Lehew, Executive Director

Hope Academy

Christin Krumsiek

Christin Krumsiek, _____

access to the space to others as necessary. This does not grant access during class times unless absolutely necessary for repairs, etc.

- ☐ Both parties agree that the Facility will not be liable for any items/equipment belonging to Hope Academy, its Staff or Students. Any valuable items should not be left behind or in storage areas. The Facility cannot guarantee that items left behind will be where they were left.
- ☐ Facility shall not be liable for any damage, loss, disappearance, theft or injury to the business or property which may be sustained or suffered by Hope Academy, its Students, Staff or invitees by reason of any: (a) break, leak or defect in the roof, walls or foundation, or which may be occasioned by any air conditioning, heating, ventilation, plumbing, sewer, electrical wiring, gas, water, steam or other pipes systems, appliances and facilities, whatsoever, whether or not caused by latent or patent defects in or around the facility; or (b) action of the elements, acts of God or (c) neglect, carelessness or act of any other persons or entities also using the Facility. Hope Academy agrees to hold harmless MMN/CIO from and hereby waives any claims arising out of loss, injury, damage, theft or disappearance of Hope Academy's, its Students, Staff and invitees property, including subrogation claims by Hope Academy's insurance carrier.
- ☐ Hope Academy will indemnify and hold harmless MMN/CIO, its directors, elders, staff and volunteers, from any breach, default or negligence of Hope Academy in its performance of the terms and conditions contained herein, and from all claims, actions, liability, expense and damages arising from the maintenance, operation or use of the Facility by Hope Academy, its Staff, Students or invitees, or from any condition existing on the premises which condition is the responsibility of Hope Academy. In any such suit or action claimed to arise in whole or in part from the negligence or act of Hope Academy in which MMN/CIO is included as a defendant, Hope Academy will assume all burdens, and costs and expenses thereof. Hope Academy agrees to defend such action or proceeding by counsel reasonably satisfactory to MMN/CIO.
- ☐ Hope Academy will not create or permit to be created or remain and will immediately discharge any lien, encumbrance or other charge upon the Facility. Hope Academy shall not be required to discharge any liens, encumbrances or charges created by MMN/CIO.
- ☐ This Agreement is subordinate to any mortgage, deed of trust or other hypothecation for security which has been or may be placed upon the Facility. If necessary, Hope Academy agrees to execute any documents necessary to effectuate subordination.
- ☐ Should all or any portion of the premises be damaged or destroyed by fire or other casualty, the Facility shall have 60 days from the casualty date to elect whether or not to repair and restore the damage. If the Facility elects not to rebuild or restore the premises, Hope Academy shall pay all fees due as of the casualty date and this Agreement shall terminate. If the Facility elects to rebuild and restore, then this Agreement shall not terminate and Hope Academy agrees to move to alternate rooms if available and to continue operation of its business within the facility to the extent that it is reasonably practicable. Hope Academy will be responsible to repair or replace at its own expense, all its equipment, fixtures and supplies as originally provided by Hope Academy. MMN/CIO shall have no interest in the proceeds of any insurance carried by Hope Academy and Hope Academy shall have no interest in the proceeds of any insurance carried by the Facility. Hope Academy waives any claims or cause of action

Inspection Notice

Fire Marshal's Office
Failure To Comply | Right to Appeal

Tulsa Fire Department
1760 Newblock Park Drive
Tulsa, OK 74127
Phone: (918) 596-9422
FAX: (918 596-1297

Title 14 section 110.3.2.1 Failure to Comply with Notice of Violation - Added.
It shall be unlawful and a misdemeanor offense for any owner, operator, occupant, or other person responsible for the condition or violation to fail to comply with any notice of violation. Any person, firm, corporation, or limited liability company convicted of a violation of this Section 110.3.2.1 of this code shall be guilty of a misdemeanor of those and shall be punished by a tine of not more than One Thousand Two Hundred Dollars ($ 1200.00), excluding costs, fees and assessments, or by imprisonment for a period not exceeding six (6) months, or by both such fine and imprisonment. Each day, or portion thereof, during which the failure to comply with the notice of violation is allowed to continue shall be deemed a separate offense.

Right to Appeal
Any person aggrieved by a decision of the code official may appeal the decision to the building, Housing and Fire Prevention Appeals Board. The initiation of such an appeal shall be in writing and shall be filed with the board no later than 20 days after the code official's decision was served. For information on how to file an appeal please call (918)596-9422 and request an appeal process packet.

TULSA FIRE DEPARTMENT

INSPECTION REPORT

MOBILE MISSIONS, 2821 W 40TH ST S, BLDG UNNAMED, TULSA OK 74107

DETAILS

Inspection Date: 05/16/2023 | Inspection Type: General/Site | Inspection Number: 109294 | Shift: Hourly Shift (40 hour shift) | Station: Fire Headquarters | Unit: C721 | Lead Inspector: CHISOM FRAZIER | Other Inspectors: N/A

STATUS	CODE	DESCRIPTION
FAIL	1010.1.9.4 - Locks and latches-Amendatory	Locks and latches shall be permitted to prevent the operation of doors where any of the following conditions exist: 1. Places of detention or restraint. 2. In buildings in occupancy Group A having an occupant load of 49 or less, Groups B, F, M and S, and in places of religious worship, the main door or doors are permitted to be equipped with key-operated locking devices from the egress side, provided: 2.1 The locking device is readily distinguishable as locked, 2.2 A readily visible durable sign is posted on the egress side, on or adjacent to the door, stating: THIS DOOR TO REMAIN UNLOCKED WHEN THIS SPACE IS OCCUPIED. The sign shall be in letters 1 inch (25 mm) high on a contrasting background. 2.3 The use of the key-operated locking device shall be revocable by the fire code official for due cause. 3. Where egress doors are used in pairs, approved automatic flush bolts shall be permitted to be used, provided that the door leaf having the automatic flush bolts does not have a doorknob or surface-mounted hardware. 4. Doors from individual dwelling or sleeping units of Group R occupancies having an occupant load of 10 or less are permitted to be equipped with a night latch, dead bolt or security chain, provided such devices may be opened from the inside without the use of a key or tool. 5. Fire doors after the minimum elevated temperature has disabled the unlatching mechanism in accordance with listed fire door test procedures. 6. Doors serving roofs not intended to be occupied shall be permitted to be locked, preventing entry to the building from the roof. Inspector: CHISOM FRAZIER - Comments: The signage listed in 2.2 of 1010.1.9.4 is needed on the glass exit door. Location: Not Provided

FAIL	1013.3 - Illumination	Exit signs shall be internally or externally illuminated. Exception: Tactile signs required by Section 1013.4 need not be provided with illumination. Inspector: CHISOM FRAZIER - Comments: None Location: Not Provided

STATUS	CODE	DESCRIPTION
FAIL	901.6 - Inspection, testing and maintenance	Fire detection, alarm, and extinguishing systems, mechanical smoke exhaust systems, and smoke and heat vents shall be maintained in an operative condition at all times, and shall be replaced or repaired where defective. Nonrequired fire protection systems and equipment shall be inspected, tested and maintained or removed. Inspector: CHISOM FRAZIER - Comments: The fire alarm system needs an up to date annual inspection. Location: Not Provided

GENERAL NOTES

CHISOM FRAZIER - 05/16/2023 @ 10:10	This inspection was not a full site inspection. These items were noticed while on site for a consultation regarding security features for doors. A full general site inspection will be done and other violations may be found at such time.

REINSPECTION DATE

06/15/2023

FEE

Invoice Date: N/A | Inspection Fee: N/A | Date Paid: N/A | Amount Paid: N/A | Invoice Number: N/A | Check Number: N/A | Transaction Number: N/A

CONTACT SIGNATURE

Mike Lehew

Reason for not collecting a signature: NA

INSPECTOR SIGNATURE

CHISOM FRAZIER
Signed on: 05/16/2023 @ 10:11

QUESTIONS ABOUT YOUR INSPECTION?

CHISOM FRAZIER
chisom.frazier@cityoftulsa.org
No phone number available

Hope Christian Academy - Emergency Safety Plan

I. Introduction

This emergency safety plan aims to ensure the safety and well-being of all students, staff, and visitors on campus. It provides clear guidelines and procedures to follow in the event of an emergency, including fire, severe weather, and on-campus threats. All staff, students, and visitors should be familiar with these protocols and know where to find key emergency exits and equipment.

II. Fire Emergency Procedures

A. Prevention and Awareness

- Regular fire drills will be conducted quarterly.
- Fire alarms, extinguishers, sprinklers, and smoke detectors will be regularly maintained and tested.
- Fire exits and evacuation routes will be clearly marked, and all staff should ensure students are familiar with these routes.

B. Fire Emergency Plan

1. **Immediate Actions:**
    - **Activate the Fire Alarm**: Pull the nearest fire alarm if there is a fire or smoke.
    - **Evacuate the Building**: Follow evacuation routes to designated assembly areas, away from buildings. Never use elevators during a fire.
    - **Assist Others**: Staff should assist any students with disabilities or those who need extra help to evacuate safely.
2. **Assembly Area:**
    - Once outside, move to the pre-designated assembly areas.
    - Ensure everyone is accounted for. Do not re-enter the building until authorities (fire department, local law enforcement) declare it safe.
3. **Communication:**
    - Use the school's emergency communication system to keep students and staff informed.

- Notify local emergency services if the fire is significant, and provide them with any relevant details (location, size, injuries).

III. Severe Weather Emergency Procedures

A. Preparation and Awareness

- Ensure staff and students are educated about severe weather risks (e.g., tornadoes, hurricanes, blizzards, etc.).
- Establish clear communication channels to relay weather alerts (e.g., radio, mobile alerts, public address system).

B. Severe Weather Plan

1. **Tornado or Severe Wind Event:**
    - **Seek Shelter**: Move to a designated tornado shelter area (interior hallways, bathrooms, basements) away from windows and doors.
    - **Protective Actions**: Students should crouch down and cover their heads with their arms.
    - **Listen for Updates**: Staff should monitor weather updates and provide students with calm and clear instructions.
2. **Severe Thunderstorm/Hail:**
    - **Stay Indoors**: Keep students and staff inside and away from windows, doors, and skylights.
    - **Lightning Safety**: Avoid using electrical devices during lightning storms. Ensure all activities that require outdoor movement are postponed until it is safe.
3. **Flooding or Heavy Rain:**
    - **Evacuate to Higher Ground**: If the school is in a flood-prone area, have a designated evacuation route to higher ground.
    - **Monitor Water Levels**: Staff should keep track of weather reports and local advisories and act accordingly.
4. **Communication:**
    - Alert local authorities and provide students and staff with regular updates.

- Use public address systems and text alerts to communicate with families if needed.

IV. On-Campus Threats (Active Shooter or Intruder) Emergency Procedures

A. Prevention and Awareness

- Regular staff and student training on recognizing suspicious behavior and threats.
- Security personnel or local law enforcement should be consulted to develop a school-specific threat response protocol.
- Emergency drills should include scenarios involving an active shooter or intruder.

B. On-Campus Threat Plan

1. **Lockdown Procedure:**
    - **Initiate Lockdown**: If there is a threat on campus, activate the lockdown procedure by using the emergency communication system or any pre-arranged signals.
    - **Lock Doors and Windows**: Teachers and staff should lock classroom doors and close all windows. If possible, block doors with furniture.
    - **Turn off Lights and Silence Phones**: Instruct students to remain quiet and out of sight. Silence phones and any other noise-making devices.
2. **Evacuation or Escape (If Possible):**
    - If there is a safe escape route, evacuate the building in an orderly fashion.
    - Follow pre-designated evacuation routes, but avoid areas where the threat may be present.
    - Use any available exit (e.g., windows) if necessary for safety.
3. **Communication with Authorities:**
    - Call 911 immediately if there is a threat and provide as much detail as possible (location, nature of the threat, any injuries).
    - Keep communication open with local law enforcement, and follow their instructions carefully.
4. **Reunification:**

- Once the threat is neutralized, and the building is cleared, students and staff will be escorted to a safe reunification area.
- Parents will be notified and asked to pick up their children at a designated location, maintaining security protocols.

5. **Post-Incident Protocols:**
   - After an incident, ensure counseling services are available for students and staff.
   - Review the event to assess the response and improve protocols for future incidents.

V. Additional Emergency Considerations

- **First Aid**: All staff should be trained in CPR and basic first aid. The school should have accessible first-aid kits in classrooms and offices.
- **Emergency Contacts**: Maintain an up-to-date list of emergency contacts for all students and staff.
- **Mental Health Support**: Provide access to mental health professionals for counseling and debriefing after any traumatic event.
- **Regular Drills**: Schedule fire, weather, and threat drills throughout the year to ensure that everyone knows what to do in case of an emergency.

VI. Conclusion

The safety of students, staff, and visitors is the school's top priority. This plan should be reviewed annually and updated as necessary. All staff members must participate in ongoing training, and students should be educated on these safety protocols regularly.

Remember: Calmness, clear communication, and swift action are crucial to handling emergencies effectively.

This plan serves as a foundation. It's crucial to adapt the details according to your school's specific needs and local regulations, and coordinate with local emergency services for the most efficient response strategies.

Employee Handbook for Hope Christian Academy

1. **Welcome Letter**
2. **Mission, Vision, and Values**
3. **Employment Policies**
    - Employment Status and Classification
    - Background Checks and References
4. **Code of Conduct and Professional Expectations**
    - Workplace Behavior
    - Dress Code
    - Confidentiality and Privacy
5. **Compensation and Benefits**
    - Salary and Payroll Information
6. **Workplace Safety and Environment**
    - Health and Safety Guidelines
    - Reporting Accidents or Injuries
    - Emergency Procedures
7. **Technology and Social Media Use**
    - Acceptable Use of Technology
    - Social Media Guidelines
8. **Performance and Professional Development**
    - Evaluations and Feedback
    - Professional Development Opportunities
9. **Disciplinary Policies and Procedures**
    - Grounds for Disciplinary Action
    - Steps in the Disciplinary Process
10. **Employee Relations and Communication**
    - Open Door Policy

    - Conflict Resolution
11. **Employee Termination or Resignation**
    - Voluntary Resignation
    - Termination Policies
    - Exit Interview Process
12. **Acknowledgement of Receipt**

1. Welcome Letter

Welcome to Hope Christian Academy!

We are excited to have you as part of our team. At HCA, our mission is to provide a nurturing, safe, and challenging educational environment where students can excel academically and grow into responsible, compassionate individuals. This employee handbook is designed to provide you with important information regarding our policies, procedures, and expectations. Please read it carefully and feel free to reach out if you have any questions.

2. Mission, Vision, and Values

Mission Statement: At **Hope Christian Academy**, our mission is to provide a Christ-centered education that nurtures spiritual, academic, and personal growth in a safe and supportive environment. We are committed to equipping students with a strong foundation in Biblical truth while fostering academic excellence, character development, and a heart for service. Through a partnership with families, our goal is to empower students to become compassionate, responsible, and confident individuals who will impact their communities and the world for Christ.

Vision Statement: At **Hope Christian Academy**, we envision a future where every student is empowered to achieve their fullest potential—academically, spiritually, and personally. Our goal is to create a nurturing, faith-centered environment that fosters a love for learning, a passion for service, and a commitment to integrity. We aspire to equip students with the knowledge, values, and skills needed to excel in a rapidly changing world, while grounding them in Christian principles that inspire compassion, respect, and leadership.

By cultivating a community of excellence in education, character development, and spiritual growth, we aim to shape the next generation of leaders who will positively impact their families, communities, and the world.

Core Values:

- **Integrity**: We foster a culture of honesty, respect, and responsibility.
- **Excellence**: We strive to achieve the highest standards in education and personal growth.
- **Community**: We value collaboration, inclusivity, and respect for diversity.
- **Compassion**: We are committed to empathy, kindness, and service to others.

3. Employment Policies

Employment Status and Classification

- **Full-Time Employees**: Work a set number of hours each week, typically 40 hours.
- **Part-Time Employees**: Work fewer than 40 hours per week.
- **Temporary Employees**: Hired for a specific, limited time frame or project.

Background Checks and References

All employees are required to undergo background checks, including criminal history and employment references, before beginning employment.

4. Code of Conduct and Professional Expectations

Workplace Behavior

Employees are expected to exhibit respectful and professional conduct at all times. This includes interacting with colleagues, students, parents, and visitors in a courteous and professional manner.

Dress Code

Employees are expected to dress in a manner that is professional, appropriate for their role, and in line with the school's values. Teachers and staff should maintain a neat and clean appearance conducive to a positive learning environment.

Confidentiality and Privacy

Employees are expected to respect the confidentiality of students, parents, and colleagues. This includes maintaining the privacy of student records and sensitive information, both in and out of the workplace.

5. Compensation and Benefits

Salary and Payroll Information

- Employees will be paid monthly via check.
- Salaries will be discussed during the hiring process and are based on qualifications and experience.

6. Workplace Safety and Environment

Health and Safety Guidelines

The safety and well-being of our employees and students are a priority. Employees must follow all safety protocols and report any hazards immediately.

Reporting Accidents or Injuries

If you are injured at work or witness an accident, you must report it to your supervisor immediately. An incident report will be completed, and necessary medical assistance will be arranged.

Emergency Procedures

All employees must familiarize themselves with the school's emergency evacuation plan, fire drills, and first-aid procedures.

7. Technology and Social Media Use

Acceptable Use of Technology

Employees are expected to use the school's technology and equipment for work-related purposes only. Personal use of technology should be limited and respectful of the school environment.

Social Media Guidelines

Employees should maintain a professional online presence. When discussing the school or its community on social media, employees should avoid sharing confidential information or posting content that could reflect negatively on the school.

8. Performance and Professional Development

Evaluations and Feedback

Employees will receive regular performance evaluations to assess their progress, identify strengths, and discuss areas for improvement. Feedback will be given in a constructive and supportive manner.

Professional Development Opportunities

Hope Christian Academy is committed to supporting professional growth and encourages employees to participate in workshops, seminars, and conferences.

9. Disciplinary Policies and Procedures

Grounds for Disciplinary Action

Disciplinary action may be taken for violations of the school's policies, including but not limited to misconduct, absenteeism, insubordination, and neglect of duties.

Steps in the Disciplinary Process

- **Step 1**: Verbal Warning (for minor infractions).
- **Step 2**: Written Warning (if behavior does not improve).
- **Step 3**: Suspension or Final Written Warning (for continued violations).
- **Step 4**: Termination (for severe infractions or failure to improve).

10. Employee Relations and Communication

Open Door Policy

We value open communication and encourage employees to express any concerns, suggestions, or ideas. If you have an issue, please bring it to your supervisor or the school leadership.

Conflict Resolution

Employees should work together to resolve conflicts respectfully and professionally. If needed, the school leadership will intervene to help mediate and resolve issues.

11. Employee Termination or Resignation

Voluntary Resignation

If you choose to resign, please provide 2 weeks' notice in writing to your supervisor.

Termination Policies

The school may terminate an employee for reasons such as poor performance, misconduct, or violation of policies. Employees will receive written notice of termination, and any final paycheck will be processed according to state law.

Exit Interview Process

Employees who leave the school are encouraged to participate in an exit interview to provide feedback on their experience.

12. Acknowledgement of Receipt

I acknowledge that I have received a copy of the Hope Christian Academy Employee Handbook. I understand that it is my responsibility to read and understand the policies and procedures outlined in the handbook. I agree to adhere to the guidelines set forth and acknowledge that failure to do so may result in disciplinary action.

Employee Signature: _____

Date: _____

This employee handbook can be further customized to fit the specific policies and culture of your private school. Make sure to review and update it regularly, ensuring that it complies with any changes in employment law or school policy.

Hope Christian Academy

Hope Christian Academy is recognized by A.C.E., The School of Tomorrow, Nashville, Tennessee as a Model School and offers instructional programs for grades kindergarten through the twelfth grade. Belief in God, Biblical education, and patriotism are an integral part of a student's studies and activities.

Hope Christian Academy maintains educational excellence in an atmosphere conducive to educational and Christian development.

Hope Christian Academy develops character and positive attitudes in each of its students.

Course offerings include - Vocational Education, General Academic, College Preparatory, and Honors

INTRODUCTION

The objective of this Handbook is to acquaint parents, students, and teachers with various policies of Hope Christian Academy. The contents of this Handbook will be discussed with prospective students and their parents at the time of interview for admission to the Academy. This is to answer any questions concerning general school policy, purpose and philosophy of a Christian education, manner of discipline, standards, and other matters of interest to parents and their children.

Our goal at the HCA is to maintain academic excellence in a Christ-centered atmosphere.

This Handbook is a method of coordinating the efforts of parents, teachers, and students. It does not attempt to spell out the rules for every occasion. Common sense, good judgment, and principles from God's Word are relied upon for most decisions. These policies are intended to provide for an orderly relationship among the parents, students, and school.

The administration may change this handbook at any time it deems necessary. Handouts during a given year will update said changes, until they may be printed in a newly revised handbook.

STATEMENT OF FAITH

We believe that the Bible is the inspired, infallible Word of God, serving as the authoritative guide for all aspects of faith and practice.

We believe in one God, eternally existing in three persons: God the Father, God the Son, and God the Holy Spirit, each co-equal and co-eternal.

We believe that salvation is a gift of God's grace, received through faith in the person and work of Jesus Christ, whose sacrificial death and resurrection provide the only means of reconciliation with God.

We believe in the importance of baptism by immersion as an outward sign of the believer's identification with the death, burial, and resurrection of Jesus Christ.
We believe in the sanctity of human life, recognizing the inherent dignity and value of every person, created in the image of God.

We believe in the biblical design of the family as the foundational institution of society, emphasizing the importance of nurturing and strengthening relationships within the family unit.

We believe in the mandate to spread the gospel, engaging in evangelism and mission work to reach the lost and make disciples of all nations.
We affirm the Baptist Faith and message - https://bfm.sbc.net/bfm2000/

Mission Statement

At Hope Christian Academy, our mission is to provide a Christ-centered education that nurtures spiritual, academic, and personal growth in a safe and supportive environment. We are committed to equipping students with a strong foundation in Biblical truth while fostering academic excellence,

character development, and a heart for service. Through a partnership with families, our goal is to empower students to become compassionate, responsible, and confident individuals who will impact their communities and the world for Christ.

A COMPLETED APPLICATION FOR ENROLLMENT REQUIRES THE FOLLOWING FORMS

I. STUDENT APPLICATION
II. MEDICAL HISTORY
III. ABSENTEE POLICY
IV. FINANCIAL POLICY (CURRENT YEAR)
V. DISCIPLINARY GUIDLINES
VI. RECORD RELEASE FORM
VII. COPY OF BIRTH CERTIFICATE
VIII. APPLICATION FOR RE-ENROLLMENT (if applicable)
    A. Fees charged, same as for a new student.
IX. PARENT & STUDENT COMMITMENT FORM
X. STANDARD OF CONDUCT FORM

Forms for enrollment at Hope Christian Academy are available from the school office. The medical history must be accompanied by a signed doctor's verification of required vaccinations. A copy of the student's Social Security card is also requested, but not mandatory. Other forms for enrollment may be required as the need presents itself.

STANDARD OF CONDUCT

Students of HCA are expected to refrain from engaging in/or talking about: cheating, swearing, any use of tobacco, drinking alcoholic beverages, and using narcotics. Any student who participates in or talks about such activities is subject to immediate suspension.

Hope Christian Academy students are expected to act in an orderly and respectful manner, always careful to maintain good Christian standards of courtesy, kindness, clean language, morality, and trustworthiness. Each student must sign a "Standard of Conduct Form", agreeing to strive toward unquestionable character in

the areas of conduct, speech, modesty and attitude. These standards are to be upheld at all times, in and out of school.

Any student observing questionable activities or overhearing conversations, which are contrary to the policies of this Academy should immediately discuss the matter with the administration. This is not tattling. It has been said, "All it takes for evil to triumph is for good men to do nothing." "… to him that knows to do good and does it not, to him it is sin." James 4:17.

Each student and parent must understand that enrollment at Hope Christian Academy is a privilege. Therefore, at any time a student is subject to suspension, expulsion or non re-enrollment based on the student's behavior and/or academic performance.

ENROLLMENT

The Academy is committed to a plan of controlled, yet continuous, enrollment of new students. Information will be provided to all interested parents. Application forms will be provided upon request, accompanied by a copy of this Handbook. In order for parents to apply for admission for their children, a non-refundable application fee must accompany each child's application. Copies of the child's birth certificate, last year's report card, any standardized tests, immunization record, and any other form specified in this handbook must accompany the application in order for it to be considered complete.

Upon receipt of a completed application, an interview with the parents and child(ren) will be arranged. The principal will discuss with the parents and each prospective student the purposes and standards of the Academy. Parents and prospective students will be given adequate time to have their questions about the Academy answered. In turn, the parents will be asked about their religious beliefs and experiences, their educational goals for their children, and whether or not they are willing to adhere to the policies and standards set forth in this Handbook. After prayer and seeking God by all parties and agreement is reached that HCA is in the will of God for the education of your child, he or she will be accepted into the student body. The parents will sign a form releasing the permanent records of the prospective student. An appointment for student testing will be arranged. If available, space in the Academy will be reserved for the student. If space is not available, the student will be assigned a position on the waiting list based on (1) the date that his completed application was received, and (2) the date that his interview process was successfully completed. Parents will be invited to enroll their children as openings occur according to the chronological waiting list. The results of standardized testing and consultation among the parents, teacher(s), and the principal will determine the final grade placement.

PARENTAL INVOLVEMENT

All parents are expected to attend parent orientation at the first of each year.

All parents are expected to participate in activities that under gird the Academy such as financial support, fundraising, volunteer labor, and if needed supervision of field trips and extracurricular activities.

EXPLANATION OF COST
TESTING FEE (APPLICATION FEE)

At the time application for enrollment is submitted to the Academy, a non-refundable application fee must accompany each application. This fee will be used to fund scholastic testing and set up academic projections.

TUITION & FEES

A schedule describing total tuition and fees will be provided to parents prior to acceptance of students into the Academy. A fee may be charged at the end of the year for awards and trophies.

SCHOOL CALENDAR

A school calendar will be provided to each student prior to beginning of the school year, or upon enrollment. This calendar will be essentially the same as that of the local public school system. The Academy's grading system is on a quarterly basis.

ACADEMY HOURS

Grades K5 – 12 8:00am-3:00pm Tuesday - Friday

Dress Code

1. **General Guidelines:**
    - Clothing must be neat, clean, and in good condition.
    - Clothing should be modest and appropriate for a school setting.
    - No clothing with offensive language, graphics, or images.
2. **Tops:**
    - Shirts, blouses, or polo shirts with sleeves are required.
    - No tank tops, spaghetti straps, or tops with inappropriate slogans.
    - Collared shirts or appropriate necklines are preferred.
3. **Bottoms:**
    - Pants, skirts, or shorts should be of appropriate length (at or just above the knee and longer)
    - No ripped or torn clothing.
    - Leggings or jeggings may be worn with a longer tunic-style top.
4. **Footwear:**
    - Shoes must be closed-toe and appropriate for school.
    - No flip-flops, sandals, or heels over 2 inches in height.
5. **Accessories and Grooming:**

- Jewelry should be minimal and not distracting.
- Hair should be neat and groomed.
- Hats, caps, and sunglasses may not be worn inside the school building.

ABSENTEE POLICY

If your child is not at school, he/she will be counted absent. If your child completes his/her work at home that day, it will help him or her to get a complete at the end of the year.

1. If a student has more than 6 unexcused absences in a semester, he/she will not be eligible for end of the year trophies or awards.
2. If a student has more than 9 absences (excused or unexcused) in a semester, then he/she will be considered for immediate dismal from HCA, either temporarily or permanently; and/or the student may be required to repeat all PACE's completed during the semester in which the absences occurred.

BAD WEATHER DAYS

At the discretion of the principal, school will be closed because of inclement weather. Usually, but not always, if public school is closed for bad weather, the Academy will be closed also.

DISMISSAL FOR EXTRACURRICULAR ACTIVITIES

Students may not be excused during school hours without special permission.

REPORT CARDS AND CONFERENCES

Report cards will be sent out at the end of each nine-week period. Conferences with parents can be held if requested by parents or staff.

VISITS BY PARENTS

Parents are welcome and encouraged to visit the school at any time as long as the visit is not disruptive to the students or staff.

TELEPHONE

Students must have special permission to use the phone. This includes cell phones, which will be checked in with the HCA staff at the beginning of each day. If a student needs to use his/her cell phone, special permission will be required. In most cases cell phones are not allowed at school.

COMPUTER AND INTERNET ACCESS

Hope Christian Academy utilizes the technology available in today's world through the use of computers. With the ever-increasing amount of unwholesome content through the Internet, students will not be allowed Internet access without permission and/or supervision.

The staff will be the final judge as to whether a website is appropriate for viewing by a student. As a general rule, any website that contains, promotes, or discusses immoral actions, inappropriate language, or anything that is against Christian values will be considered inappropriate for viewing.

EMERGENCIES, ILLNESS, AND MEDICATION

Emergencies

A parent who needs to reach his child due to an emergency should contact the school. In case of an accident at school, an attempt will be made to reach the parents.

Excuse from Physical Education

Students will only be excused from participation in physical education with a doctor's permit.

Illness

If a student becomes ill, the parents will be contacted, and the child sent home.

Medication

If a student must take a prescription medication during school hours, written authorization from the parent and/or physician must be on file in the school office. Medications are to be delivered to and kept in the school office. Prescriptions must be sent to school in their original container and may be administered only to the student named thereon and according to the directions. This authorization must be renewed each school year.

Responsibility for Injuries

Students in attendance at the Hope Christian Academy must assume any and all responsibility for injuries received at school or any school function or event. The Academy is not responsible for any damages resulting from injuries, which occur as a result of misconduct of the student.

LUNCHES

No lunches are provided on a regular basis at or by the Academy. Each student is responsible for bringing his/her lunch daily.

PARTIES

The principal must approve any and all parties in advance. Details of refreshments and decorations must be submitted for approval.

GRIEVANCES

If a parent becomes dissatisfied with the Academy in any respect, he should first seek to resolve the matter with the person or persons involved rather than spreading criticism or maintaining a negative attitude. The faculty and staff of the Academy act as the parent's representatives to their children, therefore; they are the parent's authority in the parent's absence. In order to protect and strengthen this relationship, parents are encouraged to maintain objectivity when they or their children have a grievance against a member of the faculty and staff or the policies of the Academy.

NON-DISCRIMINATION

Hope Christian Academy does not discriminate on the basis of race, color, or national origin with regard to students, faculty, or staff.

DISCIPLINE

God's Word, the Bible, is the Academy's authority for determining right from wrong, and distinguishing virtue from vice. The Academy has adopted a pattern of discipline that is set forth in the Bible, believing that effective discipline of children is both formative and corrective. The Academy will endeavor to form the character of a child by surrounding him with an environment of unconditional love and let him know that he is accepted by the Academy as a person with dignity and worth, since God has created him for the purpose of bearing His own image and likeness. In order to form the character of a child in a way that pleases God, parents and teachers must be alert and ready to commend good behavior and to correct bad behavior.

Some aspects of discipline are to be practiced constantly in a formative way. The following sequence will be used in the process of correction.

1. Instruction

We will teach our students what is expected of them, both morally and academically. This begins the first day and continues throughout the school year.

2. Commendation

We will praise and enforce good behavior and any sign of progress. We will endeavor to identify the student's positive characteristics in order to build his confidence.

3. Reproof

When a student fails to fulfill a responsibility, misbehaves, or breaks a rule, we will Biblically identify the offense and its consequences. We will attempt to determine if the child understands what is expected of him.

4. Correction

In order to correct habitual or rebellious behavior, the teacher will take action in keeping with the offense that will best lead the child to repentance.

a. Parent-teacher consultation;
b. Apply the Word of God to specific offense;
c. Restitution (in cases involving property that can be restored or replaced);

5. Confession and Forgiveness

Through prayer and love, the child will be brought to accept full responsibility for his actions by confessing to and seeking forgiveness from anyone whom he has offended or injured.

6. Response and Forgiveness

The teacher leads anyone offended to express forgiveness and acceptance. The teacher also expresses appropriate forgiveness, affection, acceptance, and affirmation.

Disciplinary action is to be handled with discretion on the part of all concerned. The principles of Matthew 18:15-17 (and other passages dealing with corrective discipline) are to be followed with great care, in order that no one's reputation be spoiled with careless talk.
Actions or behavior which require disciplinary action such as expulsion, temporary or total, include, but are not limited to lying, cheating, stealing, cursing, immoral acts as determined by conservative Biblical standards. These actions or behaviors are considered including, but not limited to, on or off school property.

Any exception granted for one, does not constitute policy for everyone, but is given only to that individual or individuals for that particular offense at that particular time.

Additionally, it is the desire of the staff, faculty and administration of Hope Christian Academy to have each student travel in the direction that God would lead them. It is encouraged that all students attend church every week. Also, we strongly recommend that our students become actively involved in youth ministries of their church.

Hope Christian Academy expects full cooperation from both student and parent in the educational process. If at any time the academy feels that this cooperation is lacking, the student may be requested to transfer out. Enrollment at Hope Christian Academy is a privilege, not a right.

Even though a student has not broken any specific rule or regulation, we expect him/her to abide by the spirit of the law, as well as to abide by the letter of the law. A destructive, critical and cynical attitude grieves the Holy Spirit and is destructive to Christian growth and Christian fellowship. If at any time, a student manifests a detrimental influence or spirit of controversy at the academy or displays a spirit contrary to the purpose and principles for which the academy stands, he/she is subject to expulsion.

The strategy for discipline is the demerit system, which is designed to give students and parents another objective picture of the student's general attitude and behavior.

Hope Christian Academy is not meant to be a correctional institution. It is designed to work with the home, but not take the place of parents who have experienced difficulty in fulfilling their God-given roles. HCA exists not only to give the student the academic tools to make a living but to teach them how to live.

Complaining will not be tolerated! If your child does come home complaining about a policy, rule or discipline – please follow this procedure:

1. Give the staff the benefit of the doubt.
2. Realize that all children report from an emotional bias and usually do not include all of the information.
3. Understand that the academy has reasons for every rule, that the rules are enforced without partiality or favor, and that when there is no longer need for a certain rule – that rule will cease to exist.
4. Fully support the administration, and **PLEASE** contact the academy office for all the facts.

The paramount rule is "Do Right!" Demerits are earned for disturbances or broken rules. Three or more demerits in one day result in detention after academic hours (starting at 3:00PM or during lunch break 12:30-1pm) the following day. Students serve detentions by sitting in their office quietly and doing nothing, or complete an assignment prescribed by the principal.

Demerits earned after 2:30 PM are recorded **for the next day**.

Detentions are earned as follows:

3 demerits = 20 minutes detention
4 demerits = 30 minutes detention
5 demerits = 45 minutes detention
6 demerits = 60 minutes detention.

When a student earns a detention, a "Detention Slip" will be sent home with the student. It is to be signed by the parent and returned the following morning. **If the "Detention Slip" is not signed and returned it is an automatic 2 demerits the next day**. If a student "forgets" to serve

his/her detention, the detention will be doubled for the next day. The detention limit for one week is two hours. If this limit is exceeded, the matter will be brought to the attention of the administration, which in turn will conference with the student and parents. The student is placed on probation. If the administration believes that the situation has not changed within two weeks, the parents may be asked to withdraw the child from Hope Christian Academy.

Most common infractions include but are not limited to:

1 Demerit

- Out of seat without permission
- Sitting on a table
- Throwing objects
- Littering/leaving trash (not cleaning up after yourself)
- Eating without permission
- Not working on prescribed work
- Failure to follow written or oral instructions
- 6 inch rule violation
- Scoring violations (1 demerit for every 3 violations)
- Repeat offenses continue to increase demerits

2 Demerits

- Working a Checkup or Self Test without Supervisor's initials
- In unsupervised or off limits area without permission
- Defacing school property, school materials, or other student's property
- Griping
- Speaking unkindly to others
- Name calling
- Talking at testing table
- Turning around at office
- Unauthorized communication in Learning Center

3 Demerits

- Inappropriate language – staff discretion
- Using telephone without permission
- Speeding in parking lot; sitting in car without permission
- PACEs left at home, car, etc.
- Giving another student PACE answers
- Incomplete homework (This includes Math work, Word Building words, and all related assignments to homework pages.)
- Cheating (3-6 demerits)
- Looking back in the PACE during Checkup or Self Test

4 Demerits

- Direct disobedience to staff member
- "Back talking" to a staff member
- Any act or gesture of disrespect to a staff member, parent, other student or visitor
- Lying

5 Demerits

- Fighting or provoking another to fight
- Lying to staff

6 Demerits

- Gum chewing
- Bad language (2nd offense – 1 day suspension) (staff discretion)
- Stealing
- Note writing, passing, and/or receiving
- More than one day's goals not scored, corrected and/or re-scored
- More than one day's computer or video goals not completed
- Cheating on test

Suspension Policy

The following behavior will receive an automatic one to three day **out-of-school** suspension:

1. Breaking into, vandalizing, or damaging the campus or property on campus (students or their parents are required to pay for repairs).
2. Bringing or threatening to bring weapons to school – such as knives, martial arts paraphernalia, firearms or fireworks.
3. Possession of pornographic, lewd, immodest or inappropriate material on campus.
4. Possession or use of alcoholic beverage on or off campus.
5. Possession or use of tobacco products.
6. Any physical contact with the opposite sex that the administration deems inappropriate.
7. Second offense in using bad language.
8. Continual disrespect and/or disobedience to **any** staff member.
9. Forging of parent or staff signature or initials.
10. Bullying

Expulsion Policy

The following behavior will result in expulsion:

1. Bringing a gun to school.
2. Acts of immorality or immodesty, on or off campus.
3. Possession or use of drugs, on or off campus.
4. Striking a teacher or staff member.
5. Arrest or involvement in crimes, other than minor traffic tickets.

THINGS NOT PERMITTED ON CAMPUS

Tobacco
Firearms
Weapons (i.e. knives, brass knuckles, etc.)
Alcohol
Narcotics
Fireworks
Toy guns or weapons of any kind

SEARCHES and SCREENINGS

The staff and/or administration reserves the right to search anytime and anywhere they think appropriate, for illegal or unauthorized materials or items. This search includes but is not limited to:

1. Any automobile
2. Backpacks, purses, wallets, pockets, etc.
3. Lockers & desks
4. Persons

RECORD RELEASE POLICY

Upon transfer or dismissal, a student's records will be transferred only if the student is in good standing with the academy as defined partially, but not entirely, by a current balance of the student's tuition.

General Comments for Parents and Students

1. ALL students should keep hands off other students. The "six-inch" rule is the standard. No horseplay.
2. Guns, knives, matches, lighters are not permitted on campus.
3. Students are not to be in the Learning Center or any off limits areas without staff.
4. The church instruments and equipment are off limits unless permission has been given by the staff for a student to use the instruments or equipment.
5. Parties are not school-sponsored unless parents receive **written** notification from the principal or the academy office.
6. No running or rough play in the building or on the property at any time.

7. No student should be lying on the floor or tables. Students should sit on chairs unless otherwise instructed by staff
8. No student should be on the academy property after school hours without direct adult supervision. Students should not arrive more than 30 minutes before an activity.
9. Students are not under the responsible care of the staff before 7:55 AM.
10. The communication envelope, homework and detention slips are used for effective parent-staff relations. The correspondence should be signed indicating that the parent received the correspondence. The parent may include any notes to the staff or office and school payments when returning the envelope to the academy.

Automobile Guidelines

1. Students must stay out of and off vehicles from arrival time until departure. Only licensed drivers are permitted to drive automobiles to the academy. Parked cars and parking lot are off limits.
2. Students may not leave the Academy grounds during school hours without permission. Also, students must have written permission from their parents to go home with another student. If an emergency arises during the day in which the parent needs their child to go home with someone else, the parent should contact the school office to let the staff know. Students may not leave the campus to get a forgotten lunch. A parent will be notified and may make arrangements for lunch.
3. Students "car pooling" must be approved, in writing, by both parents and the administration.
4. If students are speeding or driving recklessly on school property they may not be allowed to drive to school.

FINANCIAL POLICY

1. At the beginning of each academic year there will be a $100.00 re-enrollment fee per student. ($125.00 if not paid by August 15th) This is a non-refundable fee that covers the maintenance and upkeep for the Academy's score keys and general operations.

2. The total charge for tuition and fees is $3,500.00 per year. Payment is due on the first of each month. Ten payments of $350.00 is our basic cost of operations, so no refunds can be given for any reason at any time. Other fees for sports, awards & conventions will be charged as necessary.

3. The Academy does not operate with a large cash reserve; therefore to be efficient, we must adopt the following financial policy.

a. Any account not paid by the 10th will stop the issuance of new curriculum to your child, and a $25.00 late fee will be added.

b. Any account not paid by the 30th, will cause immediate dismissal of your child.

c. All records (report cards & records for transfer and graduation) will be blocked for <u>all</u> past due accounts.

4. A non-refundable application fee of $100.00 will be required of all new students. This fee will be submitted with the student's application for admission.

5. PSAT/NMST; SAT; CAT Tests require an additional fee which varies with each test and are paid by the student.

6. Paces in stock are the property of Hope Christian Academy until they are issued to a student.

7. Any and all moneys paid to Hope Christian Academy through tuition, donations or fundraisers are the Academy's. HCA has no duty or obligation to return any of said moneys at any time for any reason, and the money can be used in any manner the administration deems necessary.

8. Early withdrawal or expulsion does not constitute the need for any type of refund, partial or total. Also, the parent still has the obligation to pay the remainder of the year’s tuition.

9. An exception granted to one does not constitute policy for anyone else, but only applies to that individual at that time and that circumstance.

10. **<u>Scholarships</u>** may be applied for and will be granted when funds are available and when student meets all qualifications.

11. A charge of $1.00 per minute will be assessed for every minute after the allowed pick up time.

GRADUATION FEES FOR EACH GRADUATE

I. Cap & Gown
    A. Ordered by school
    B. Cost- TBD
II. Invitations
    A. Ordered by parents

III. Programs
    A. Ordered by school
    B. Cost- TBD
IV. Reception
    A. Parental involvement with staff assistance
    B. Cost- variable; paid by graduate's family
V. Diploma
    A. Ordered by school
    B. Cost- TBD
VI. All costs paid by graduates or their families.

TUITION PAYMENT PLANS

PLAN I

FAMILIES WITH ONE STUDENT ENROLLED

ANNUALLY	$3,500.00
QUARTERLY(4)	$875.00
MONTHLY(10)	$ 350.00
YEARLY(12)	$ 350.00

PLAN II

FAMILIES WITH TWO STUDENTS ENROLLED

ANNUALLY	$6,600.00
QUARTERLY(4)	$1,650.00
MONTHLY(10)	$ 660.00
YEARLY(12)	$ 550.00

PLAN III

FAMILIES WITH THREE OR MORE STUDENTS ENROLLED

ANNUALLY	$300.00 X 10 X # of children
QUARTERLY(4)	$ above divided by 4
MONTHLY(10)	$ first line divided by 10 + .7%;

YEARLY(12) $ first line divided by 12 + .583%

STUDENT CONVENTIONS

Students thirteen years of age and older can participate in the State and International Student Conventions sponsored by A.C.E., The School of Tomorrow. This requires an added financial and time commitment of these students and their parents. **Administration will decide if we are able to attend the convention each year.**

STUDENT CONTRACT and COMMITMENT FORM

All students will sign a Student Contract and Commitment Form for attendance, conduct, and schoolwork.

PARENT CONTRACT and COMMITMENT FORM

All parents will sign a Parent Contract and Commitment Form for cooperation with the school for their child's attendance, conduct, and schoolwork.

RECOMMENDED & HONORS COURSE OF STUDY

SUBJECT MINIMUM CREDITS REQUIRED	RECOMMENDED	HONORS
BIBLE	2	3
New Testament Survey		
Old Testament Survey		
Life of Christ		
New Testament Church History		
ENGLISH	4	4
English I		
English II		
English III		
English IV		
MATH	3	3
Algebra I		
Algebra II		
Geometry		
College Math		
SOCIAL STUDIES	4	4
World Geography		
World History		
American History		
Civics		
Economics		
Oklahoma History		
SCIENCE	3	3
Biology		
Physical Science		
Chemistry		
Physics		
Creation vs. Evolution		
ETYMOLOGY	1	1
TYPING	1	1
COMPUTER LITERACY	1	1
SPEECH	1/2	1/2
MUSIC	1/2	1/2
FOREIGN LANGUAGE	1	2
PHYSICAL EDUCATION	2	2
ELECTIVES (as needed)	?	?

MINIMUM TOTAL CREDITS	25	27

GENERAL & VOCATIONAL COURSES OF STUDY

SUBJECT MINIMUM CREDITS REQUIRED	GENERAL	VOCATIONAL
BIBLE	2	2
New Testament Survey		
Old Testament Survey		
Life of Christ		
New Testament Church History		
ENGLISH	4	4
English I		(Remedial
English II		Courses
English III		As
English IV		Needed)
MATH	2	4
Algebra I		(Remedial
Geometry		Courses
		As Needed)
SOCIAL STUDIES	4	4
World Geography		(Remedial
World History		Courses
American History		As
Civics		Needed)
Economics		
Oklahoma History		
SCIENCE	2	4
Biology		(Remedial
Physical Science		Courses
Creation vs. Evolution		As Needed)
ETYMOLOGY	1	Remedial
TYPING	1	1
COMPUTER LITERACY	1	1
SPEECH	1/2	N/A
MUSIC	1/2	N/A
PHYSICAL EDUCATION	2	2
ELECTIVES (as needed)	?	?
MINIMUM TOTAL CREDITS	22	22

Work/Study Program

Hope Christian Academy offers elective credits through a work/study program to eleventh and twelfth grade students, sixteen years of age and older, who have a job in the community.

Only students who have attained the eleventh-grade level and are at least sixteen years of age may be excused from school for work and may be given credit for work-related activities.

Work/study participates will sign a Contract of Commitment to Graduate. This also includes finishing their daily academic goals in accordance with their course of study and HCA policy.

The principal will determine the specifics of each contract of commitment on an individual basis. The principal will follow general guidelines, which resemble the guidelines of DECA (Distributive Education Clubs of America) to determine the rules for each particular student's participation in the work/study program.

Students who do not fulfill their Contract of Commitment to Graduate will be required to return to school during regular HCA hours until such time as the principal decides that the student has begun to fulfill the requirements for graduation from Hope Christian Academy.

The principal has the final determination for participation in this program for each student.

SUPPLY LIST
HOPE CHRISTIAN ACADEMY

All students will be required to have a **Bible**, preferably *King James Version*, as part of their school supplies.

KINDERGARTEN
CRAYONS
BLUNT END SCISSORS
GLUE
#2 PENCILS
ERASER
DESK ORGANIZER
RULER
2 BOXES OF KLEENEX
PACKAGE OF PAPER PLATES
CLOROX WIPES
BOX OF PLASTIC SILVERWARE

GRADES 1 - 6

#2 PENCILS OR MECHANICAL PENCILS
ERASER
DESK ORGANIZER
RULER
NOTEBOOK PAPER
SPIRAL NOTEBOOKS (2 – 3)
2 BOXES OF KLEENEX
PACKAGE OF PAPER PLATES
CLOROX WIPES
BOX OF PLASTIC SILVERWARE

GRADES 7 - 12
#2 PENCILS OR MECHANICAL PENCILS
ERASER
CALCULATOR (TI-83 if possible)
DESK ORGANIZER
RULER
PROTRACTOR
COMPASS
NOTEBOOK PAPER
SPIRAL NOTEBOOKS (2 – 3)
2 BOXES OF KLEENEX
PACKAGE OF PAPER PLATES
CLOROX WIPES
BOX OF PLASTIC SILVERWARE

PARENT & STUDENT COMMITMENT

Student's Name_____

Parent's Name

Mother_____

Father_____

I have read the Student Handbook and completely understand its contents. I agree to abide by the rules stated within the handbook and other rules put forth, as deemed necessary, by the Administration of Hope Christian Academy. I further understand that expulsion from Hope Christian Academy may be necessary based on academic performance and/or behavioral issues.

Signatures

Date_____

Student_____

Father_____

Mother_____

NPP1622401
Renewal of Number

POLICY DECLARATIONS

No. NPP1622401A

*** RENEWAL CERTIFICATE ***

Customer Copy
Direct Bill Policy

United States Liability Insurance Company

1190 Devon Park Drive, Wayne, Pennsylvania 19087

A Member Company of United States Liability Insurance Group

NAMED INSURED AND ADDRESS:

HOPE CHURCH TULSA INC
DBA: HOPE CHRISTIAN SCHOOL
PO BOX 1947
SAND SPRINGS, OK 74063

POLICY PERIOD: (MO. DAY YR.) From: 08/17/2024 To: 08/17/2025

12:01 A.M. STANDARD TIME AT YOUR MAILING ADDRESS SHOWN ABOVE

FORM OF BUSINESS: Non-Profit Corporation

BUSINESS DESCRIPTION: Social Service

IN CONSIDERATION OF THE RENEWAL PREMIUM STATED BELOW, EXPIRING POLICY NUMBER NPP1622401 IS RENEWED FOR THE POLICY PERIOD STATED ABOVE. PLEASE ATTACH THIS RENEWAL CERTIFICATE TO YOUR EXPIRING POLICY.

THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS INDICATED.
THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.

	PREMIUM
Commercial Liability Coverage Part	$821.00
TOTAL:	$821.00

Coverage Form(s) and Endorsement(s) made a part of this policy at time of issue

See Endorsement EOD (1/95)

Agent: INSURICA INSURANCE MANAGEMENT NETWORK OF TULSA, LLC. (2378)
1437 S. Boulder Ave.
Tulsa, OK 74119

Issued: 08/13/2024 1:00 PM

By: Thomas P. Kenney
Authorized Representative

THESE DECLARATIONS TOGETHER WITH THE COMMON POLICY CONDITIONS, COVERAGE PART DECLARATIONS, COVERAGE PART COVERAGE FORM(S) AND FORMS AND ENDORSEMENTS, IF ANY, ISSUED TO FORM A PART THEREOF, COMPLETE THE ABOVE NUMBERED POLICY.

EXTENSION OF DECLARATIONS

Policy No. NPP1622401A

Effective Date: 08/17/2024

12:01 AM STANDARD TIME AT YOUR MAILING ADDRESS

FORMS AND ENDORSEMENTS

The following forms apply to the Commercial Liability coverage part

Endt#	*Revised*	*Description of Endorsements*
CG0001	12/07	Commercial General Liability Coverage Form
CG0109	11/85	Kansas And Oklahoma Changes - Transfer Of Rights
CG2107	05/14	Exclusion - Access Or Disclosure Of Confidential Or Personal Information And Data-Related Liability - Limited Bodily Injury Exception Not Included
CG2139	10/93	Contractual Liability Limitation
CG2147	12/07	Employment-Related Practices Exclusion
CG2173	01/15	Exclusion Of Certified Acts Of Terrorism
IL0017	11/98	Common Policy Conditions
IL0021	09/08	Nuclear Energy Liability Exclusion Endorsement
IL0179	10/02	Oklahoma Notice
IL0236	09/07	Oklahoma Changes - Cancellation and Nonrenewal
Jacket	07/19	Policy Jacket
L 728 SSO	12/22	Limits of Insurance Under Multiple Coverage Forms
* L 839 SSO	03/23	Exclusion - Perfluoroalkyl And Polyfluoroalkyl Substances (PFAS)
L-224	10/10	Punitive Or Exemplary Damages Exclusion
L-232s	09/05	Classification Limitation Endorsement
L-488SSO	10/09	Non-Owned And/Or Hired Auto Liability
L-549	12/07	Absolute Professional Liability Exclusion
* L-599 SSO	03/23	Absolute Exclusion For Pollution, Infectious Agent, Mold, Silica, Asbestos, And Lead With A Hostile Fire Exception For Pollution Only And With A Food Borne Illness Exception
L-610	11/04	Expanded Definition Of Bodily Injury
L-726	07/09	Community Center Activity Exclusion
L-729	08/09	Exclusion - Violation Of Statutes That Govern E-Mails, Fax, Phone Calls Or Other Methods Of Sending Material Or Information
L-734NPP	10/16	Exclusion-Specific Activities, Events or Conditions
L-740 SSO	10/14	Molestation Or Abuse Insurance (Defense Outside Limits)
L-744NPP	06/10	Blanket Additional Insured Endorsement
L-783NPP	07/18	Amendment of Liquor Liability Exclusion
LLQ100	07/06	Amendatory Endorsement
LLQ368	08/10	Separation Of Insureds Clarification Endorsement
NTE	12/20	Notice of Terrorism Exclusion
NTP OK	06/12	Oklahoma Fraud Notice
Oklahoma Notice	12/15	Oklahoma Notice Earthquakes Resulting From Oil And Gas Activities
SSO	12/09	Social Service Organization Professional Liability Coverage Form

Endorsements marked with an asterisk (*) have been added to this policy or have a new edition date and are attached with this certificate.

COMMERCIAL GENERAL LIABILITY COVERAGE PART DECLARATIONS

Policy No. NPP1622401A

Effective Date: 08/17/2024
12:01 STANDARD TIME

LIMITS OF INSURANCE

Each Occurrence Limit	$1,000,000
Personal & Advertising Injury Limit (Any One Person/Organization)	$1,000,000
Medical Expense (Any One Person)	$5,000
Damages To Premises Rented To You (Any One Premises)	$100,000
Products/Completed Operations Aggregate Limit	Included
General Aggregate Limit	$2,000,000
Hired and Non-owned Auto Each Occurrence	Included
Hired and Non-owned Auto Aggregate	Included
Professional E&O Liability Each Incident	$1,000,000
Professional E&O Liability Aggregate	$2,000,000
Abuse And Molestation Each Claim	$300,000
Abuse And Molestation Aggregate	$300,000

LIABILITY DEDUCTIBLE $0

LOCATIONS OF ALL PREMISES YOU OWN, RENT OR OCCUPY

Location	*Address*	*Territory*
1	2821 W 40th St, Tulsa, OK 74107	002

PREMIUM COMPUTATION

				Rate		Advance Premium	
Loc	*Classification*	*Code No.*	*Premium Basis*	*Pr/Co*	*All Other*	*Pr/Co*	*All Other*
1	Professional Liability - Social Services - Not-for-Profit	72990	2 Flat	Included	165.000	Included	$165
1	Youth Community Centers - Not-for-Profit	41668	500 Per 1,000 Total Area	Included	186.153	Included	$93
1	Abuse and Molestation Liability - Social Services	41799	2 Flat	Included	137.500	Included	$150 MP
1	Blanket Additional Insured - Non-Profit Package	49950	1 Flat	Included	100.000	Included	$100
1	Non-Owned & Hired Automobile Liability - Social Services	90099	2 Flat	Included	313.240	Included	$313

MINIMUM PREMIUM FOR GENERAL LIABILITY COVERAGE PART: $735

TOTAL PREMIUM FOR GENERAL LIABILITY COVERAGE PART: $821

(This Premium may be subject to adjustment.) MP - minimum premium

Coverage Form(s)/Part(s) and Endorsement(s) made a part of this policy at time of issue:

See Form EOD (01/95)

THESE DECLARATIONS ARE PART OF THE POLICY DECLARATIONS CONTAINING THE NAME OF THE INSURED AND THE POLICY PERIOD.

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Term 19 _____ Date _____

STUDENT INFORMATION

Name _____
(Last) (First) (Middle)
Address _____
City _____ Zip _____
Telephone _____
Age _____ Sex _____ Birthdate _____
School Last Attended _____
Address _____
_____

FAMILY INFORMATION

Father's Name _____
Employment _____
Position _____ Business Phone _____
Mother's Name _____
Employment _____
Position _____ Business Phone _____
Marital Status: Married _____, Widow _____
Divorced _____, Separated _____
Children in family of school age if not applying:
Name _____ Age _____
_____ _____
_____ _____
Reason they are not applying: _____
_____

RELIGIOUS INFORMATION

Church Attending _____
Address _____
Pastor _____ Phone _____
Father: Christian? Yes _____ No _____
Mother: Christian? Yes _____ No _____
Has applicant ever made a profession of faith in Christ?
Yes _____ No _____

MEDICAL INFORMATION

Family Physician _____
Phone _____
Does child have any physical defects or allergies? _____
Explain: _____
Has child received immunizations: Diptheria _____
Smallpox _____
Polio _____

SCHOLASTIC INFORMATION

Has child ever been expelled, dismissed, suspended, or refused admission to another school? _____
Explain: _____
Has child ever had disciplinary difficulties? _____
If yes, detail; _____
Has child ever been in trouble with the law, arrested, etc.? _____
Explain: _____
Has child ever used tobacco or drugs of any kind? _____
Explain _____
Please indicate academic level of pupil's previous work:
Excellent _____ Good _____ Average _____ Poor _____
Has child ever failed in school? _____ Explain: _____
_____

GENERAL INFORMATION

How did you hear about this school? _____
Reason for selecting this school _____
_____

Application must be filled out completely before it can be processed. Application, Registration, and Testing Fees of $ _____ must accompany application and are not refundable. An interview with the parents and the child will be required before final acceptance.

For your convenience in meeting your financial obligations, tuition is divided into ten installments. The first payment is due on or before _____; the tenth payment is due on_____, before the final Progress Reports are mailed at the end of the school year. Parents with limited credit references are required to pay cash at the beginning of each semester for the semester tuition.

"I hereby pledge to pay my financial obligations to the school on the date due and understand that it may be necessary to withdraw my child if proper arrangements are not made on a past due account.

"I give permission for my child to take part in all school activities, including sports and school-sponsored trips away from the school premises, and absolve the school from liability to me or my child because of any injury to my child at school or during any school activity.

"I agree to uphold and support the high academic standard of the school by providing a place at home for my child to study and giving my child encouragement in the completion of any homework or assignments.

"I appreciate the standards of the school and do not tolerate profanity, obscenity in word or action, dishonor to the Godhead and the Word of God, or disrespect to the personnel of the school. I hereby agree to support all regulations of the school in the applicant's behalf and authorize this school to employ discipline as it deems wise and expedient for the training of my child.

"I understand that the school reserves the right to dismiss any child who fails to comply with the established regulations and discipline or whose financial obligation remains unpaid.

"I have read the Student Handbook, agreed to complete parent orientation PACE's, signed a Promissory Note, signed the Corporal Correction Release, and understand the terms stated on this application and agree thereto."

_____ _____

Signature of Father Signature of Mother

_____ _____

Date Date

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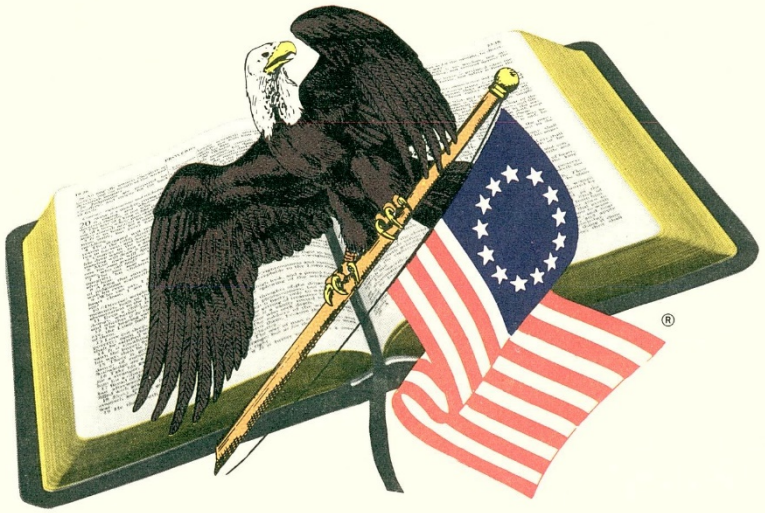
Student Application



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Hope Christian Academy

Hope Christian Academy is recognized by A.C.E., The School of Tomorrow, in Nashville, Tennessee. HCA offers instructional programs for kindergarten through the twelfth grade. Belief in God, Biblical education, and patriotism are integral parts of a student's studies and activities. Our goal at HCA is to maintain academic excellence in a Christ-centered atmosphere.

Hope Christian Academy strives to maintain an educational excellence in an atmosphere conducive to academic and Christian development. In addition, Hope Christian Academy works to develop character and positive attitudes in each of its students.

Academic Achievement

Academic achievement is one of the greatest strengths of A.C.E. School of Tomorrow®. Graduates from the A.C.E. program are attending more than 1,400 colleges and universities globally with outstanding performance.
Conventional educational programs take the student through a spiral of material while introducing them to new skills in sequence. Since students are grouped chronologically, they are lock stepped and receive the same material at the same time. However, students do not necessarily all have the same level of maturity as others of their chronological age, and their natural learning rates are not lockstepped with other students. The above-average student may master the skill the first time he is exposed to it, the average student may pick up part of it, and the below-average student will often grasp only a minimum amount or fail to understand it entirely. As the spiral continues, some students stay out in front while others are left behind for a season (or for good).
The A.C.E. program is designed around a new format: that of building skill upon skill. The scope and sequence ignores the concept of grade level and moves with continuous progress beginning with the first skill to be mastered. Depending on their ability and motivation levels, students may move ahead rapidly or take as long as necessary, but each student masters the material.
Each student learns essential academics and explores truths about God and His world without being pressured to keep up with a group.

As the student moves upward, level after level, and moves into new concepts, he is far better prepared to learn because he has mastered the skill on the previous level. He does not advance until he has mastered each concept. He is not lockstepped with his classmates but is learning individually and completely before advancing. A.C.E. implements a unique and effective system.

Why the A.C.E. Program Works

The A.C.E. program helps churches and parents accomplish *The Forgotten Biblical Mandate* given to us by God in the Holy Scriptures. A.C.E.'s self-instructional curriculum provides all the basic academic disciplines and instills Godly character into the lives of students. The reasons why the A.C.E. program works can be summarized in these seven key foundational concepts:

1. Integration of Biblical Principles (Scripture memory, wisdom principles)
2. Godly Character Training (A.C.E. characters, 90 character traits of Christ)
3. Mastery-Based Learning
4. Built-In Reinforced System of Learning
5. Individualized Learning
6. Development of Critical Thinking Skills
7. Socialization

Used worldwide and proven to be effective now for over 50 years, it is understandable why A.C.E. is known as THE learning tool for today—and the future!

What is a PACE?

PACE is an acronym that stands for Packet of Accelerated Christian Education. A.C.E. School of Tomorrow® has taken the conventional-style textbook and divided it into bite-sized, achievable booklets called PACEs. Each level consists of 12 PACEs per subject. PACEs integrate Godly character-building lessons into the academic content, and activities are carefully designed to develop thinking skills and create mastery learning. PACEs are available in paper format as well as online through ePACE.

A.C.E. provides an unparalleled system of individualized learning through PACEs. With minimal assistance, PACEs allow your students to absorb

subject material according to their own learning ability rather than being pushed forward or held back by age. For example, a student placed in the fifth grade by a conventional school may be working in Level 4 math, Level 5 science, and Level 5 English in the A.C.E. program. Students may move ahead easily in some PACEs and proceed slower in others.

We Use the aceconnect® Diagnostic Test to evaluate your students' academic needs in each subject. The test helps identify academic weaknesses and prescribes a path forward with the appropriate PACEs that meet and challenge each student at his performance level.

- Students begin their PACE work by noting their goals, the concepts they will learn, a Bible verse, and a corresponding character trait. From the beginning of each PACE, they know what is expected and assume responsibility for their own learning!
- Throughout the curriculum, the introduction of new vocabulary words is controlled so that no new vocabulary word is used without the student first learning its meaning and pronunciation. Vocabulary words are repeated to build mastery.
- Explanations and illustrations add excitement to each lesson, and innovative learning activities reinforce the text material.
- Each PACE contains several Checkups, or quizzes, covering sections of the PACE. If mastery in an area is not achieved, the Checkup will reveal that weak area. Students can then take the time necessary to review and learn those concepts before proceeding to the next section.
- Upon completion of the activities and Checkups, students prepare to take the Self Test. Here students evaluate themselves, and a supervisor determines readiness for the final PACE Test. When the Self Test is successfully completed, the student turns in the PACE and takes the PACE Test the next school morning. The PACE Test objectively measures student mastery of the material.

1.0 INTRODUCTION

The objective of the Handbook is to acquaint parents, students, and teachers with the various policies of Hope Christian Academy. The contents of the Handbook will be discussed with prospective students and their parents at the time of the interview for admission to the Academy. This is to answer any questions concerning the general school policy, purpose, and philosophy of a Christian education, manner of discipline, standards, and other matters of interest to parents and their children.

The Handbook is a method of coordinating the efforts of parents, teachers, and students. It does not attempt to spell out the rules for every occasion. Common sense, good judgment, and principles from God's Word are relied upon for most decisions. These policies are intended to provide for an orderly relationship among the parents, students, and the school.

The administration may change the Handbook at any time it deems necessary. Handouts during a given year will update said changes, until they may be printed in a newly revised handbook.

2.0 STATEMENT OF FAITH

We believe that the Bible is the inspired, infallible Word of God, serving as the authoritative guide for all aspects of faith and practice.

We believe in one God, eternally existing in three persons: God the Father, God the Son, and God the Holy Spirit, each co-equal and co-eternal.

We believe that salvation is a gift of God’s grace, received through faith in the person and work of Jesus Christ, whose sacrificial death and resurrection provide the only means of reconciliation with God.

We believe in the importance of baptism by immersion as an outward sign of the believer’s identification with the death, burial, and resurrection of Jesus Christ.

We believe in the sanctity of human life created in the image of God, recognizing the inherent dignity and value of every person .

We believe in the biblical design of the family as the foundational institution of society, emphasizing the importance of nurturing and strengthening relationships within the family unit.

We believe in the mandate to spread the gospel, engaging in evangelism and mission work to reach the lost and make disciples of all nations.

We affirm the Baptist Faith and message - https://bfm.sbc.net/bfm2000/

3.0 MISSION STATEMENT

At Hope Christian Academy, our mission is to provide a Christ-centered education that nurtures spiritual, academic, and personal growth in a safe and supportive environment. We are committed to equipping students with a strong foundation in Biblical truth while fostering academic excellence, character development, and a heart for service. Through a partnership with families, our goal is to empower students to become compassionate, responsible, and confident individuals who will impact their communities and the world for Christ.

4.0 ACADEMY OPERATING POLICY AND PROCEDURES

4.1 ACADEMY HOURS

Grades K5–12 8:15 am-3:00 pm Tuesday - Friday

Students will be received between 8:00 and 8:10 am. Dismissal will be at 3:00 pm. Parents will be expected to pick up their students no later than 3:15 pm.

Late arrivals will be counted as tardy. HCA realizes that circumstances happen and there may be a time that your student may arrive late; however, chronic tardiness creates an atmosphere that discourages commitment

and responsibility. This can be transmitted throughout the school and cannot be tolerated.

Early dismissals are also problematic. Early dismissals disrupt the attention of the other students and discourages students from continuing to work until dismissal time. HCA understands there will be times that students will need to be released early; however, the school asks that these times be kept to a minimum for the benefit of all students.

If possible, HCA requests that all appointments be scheduled on Mondays or during school breaks. This will prevent students from missing valuable school time.

4.2 BAD WEATHER DAYS

At the discretion of the principal, the school will be closed because of inclement weather. Usually, but not always, if local public schools are closed for bad weather, HCA will be closed as well.

4.3 COMMITMENT

4.3.1 Student Contract

All students will sign a **Student Commitment Form** each year. The student agrees to comply with the expectations for attendance, conduct, and schoolwork set forth by HCA.

4.3.2 Parent Contract

Parents will sign a **Parent Commitment Form** each year agreeing to support their student in the expectations set forth by HCA. Parents will acknowledge that they have received and read the Handbook and agree to follow the guidelines described in the Handbook.

In addition, all parents are expected to attend parent orientation at the first of each year. All parents agree to participate in activities that

undergird the Academy, such as financial support, fundraising, volunteer labor, parent/teacher conferences, and, if needed, supervision of field trips and extracurricular activities.

4.4 DISMISSAL FOR EXTRACURRICULAR ACTIVITIES

Students may not be excused during school hours without special permission.

4.5 EMERGENCIES, ILLNESS, AND MEDICATION

4.5.1 Emergencies

A parent who needs to reach their student due to an emergency should contact the Mrs. Krumsiek at (918) 698-2282, Mr. Krumsiek at (918) 698-2321, or Mrs. Brallier at (918) 600-8889.

In case of an accident at school, every attempt will be made to reach the parents as quickly as possible.

4.5.2 Illness and Injuries

- If a student becomes ill, the parents will be contacted, and the child will be sent home.
- Students will only be excused from participating in physical education with a doctor's permit or a written note from the parent.
- Students in attendance at Hope Christian Academy will assume any and all responsibility for injuries received at school or any school function or event.

4.5.3 Medication

If a student must take a prescription medication during school hours, written authorization from the parent and/or physician must be provided and will be kept on file at the school. Medications are to be delivered to and will be kept in a secure place at the school. Prescriptions must be sent to school in their original container and may be administered only to the student named thereon and according to the directions. This authorization must be renewed each school year.

4.6 ENROLLMENT

HCA is committed to a plan of controlled, yet continuous, enrollment of new students. Information will be provided to all interested parents. Application forms will be provided upon request, accompanied by a copy of the Handbook. For parents to apply for admission for their children, a non-refundable application fee of $35.00 must accompany each child's application.

Upon receipt of a completed application, an interview with the parents and children will be arranged. The principal will discuss with the parents and each prospective student the purposes and standards of HCA. Parents and prospective students will be given adequate time to have their questions about HCA answered. In turn, the parents will be asked about their religious beliefs and experiences, their educational goals for their children, and whether or not they are willing to adhere to the policies and standards set forth in the Handbook. If after prayer and seeking God by all parties an agreement is reached that HCA is in the will of God for the education of your child, he or she will be accepted into the student body. The parents will sign a form releasing the permanent records of the prospective student. An appointment for student testing will be arranged. If available, space in HCA will be reserved for the student. If space is not available, the student will be assigned a position on the waiting list based on (1) the date that his completed application was received, and (2) the date that his interview process was completed. Parents will be invited to enroll their children as openings occur according to the chronological waiting list. The

results of standardized testing and consultation among the parents, teachers, and the principal will determine the final grade placement.

4.7 GRIEVANCES

If a parent becomes dissatisfied with HCA in any respect, they should first seek to resolve the matter with the person or persons involved rather than spreading criticism or maintaining a negative attitude. The faculty and staff of HCA act as the parents' representatives to their children; therefore, they are the parents' authority in the parents' absence. To protect and strengthen this relationship, parents are encouraged to maintain objectivity when they or their children have a grievance against a member of the faculty or staff or the policies of HCA.

4.8 LUNCHES

No lunches are provided on a regular basis at or by the Academy. Each student is responsible for bringing their lunch daily. Microwaves, air fryers, and a refrigerator will be available for use by the student.

4.9 NON-DISCRIMINATION

Hope Christian Academy does not discriminate on the basis of race, color, or national origin with regard to students, faculty, or staff.

4.10 RECORD RELEASE POLICY

In the event of withdrawal, transfer, or expulsion, the parents are responsible for full payment of tuition and other fees. Full payment of tuition and other fees must be made through the end of the calendar month for grades K-3 through 8, and through the end of the semester for grades 9 through 12. The School reserves the right to withhold report cards and student records until tuition and other fees have been paid in full. By signing the Parent Commitment Form, you are authorizing the School

to withhold report cards and other records until tuition and other fees have been paid in full.

4.11 REPORT CARDS AND CONFERENCES

Report cards will be sent out at the end of each nine-week period. Conferences will be scheduled during the first and third quarter to evaluate where the student stands academically and to discuss any other concerns. Other conferences may be scheduled in response to a request made by a parent or as staff finds necessary.

4.12 SCHOOL CALENDAR

A school calendar will be provided to each student before the beginning of the school year, or upon enrollment. This calendar will be essentially the same as that of the local public school system. The Academy's grading system is every quarter.

5.0 STUDENT CONCERNS

5.1 ABSENTEE POLICY

If your child is not at school, they will be counted as absent. If your child completes their work at home that day, it will help the student to get a complete grade at the end of the year.

- Any student having more than **6 unexcused absences in a semester** will not be eligible for end-of-the-year trophies or awards.
- HCA will evaluate any situation where a student has **9 or more absences (excused or unexcused) in a semester.** Once an evaluation is completed, HCA may consider that student for immediate dismissal from the school, either temporarily or permanently; and/or the student may be required to repeat all PACES's completed during the semester in which the absences occurred

5.2 CONDUCT

Students of HCA are expected to refrain from engaging in/or talking about:

- Cheating
- Swearing
- Tobacco use
- Drinking alcoholic beverages
- Using narcotics

Any student who participates in or talks about such activities is subject to **immediate suspension**. Hope Christian Academy students are expected to act in an orderly and respectful manner, always careful to maintain good Christian standards of courtesy, kindness, clean language, morality, and trustworthiness. Each student must sign the Student Commitment Form agreeing to strive toward unquestionable character in the areas of conduct, speech, modesty, and attitude. These standards are to be upheld at all times, in and out of school. Any student observing questionable activities or overhearing conversations that are contrary to the policies of HCA should immediately discuss the matter with the school administration (principal or lead teachers). This is not tattling. It has been said, "All it takes for evil to triumph is for good men to do nothing." Scripture states in James 4:17, "… to him that knows to do good and does it not, to him it is sin." Each student and parent must understand that enrollment at Hope Christian Academy is a privilege. Therefore, at any time a student is subject to suspension, expulsion, or non-reenrollment based on the student's behavior and/or academic performance.

5.1.1 General Conduct

- ALL students should keep their hands off other students. The 6" rule is the standard.
- Guns, matches, and lighters are not permitted on campus.
- Students are not to be in the Learning Center or any off-limits areas without staff.

- The church's instruments and equipment are off limits unless permission has been given by the staff for a student to use the instruments or equipment.
- Other than PE, running in the building will not be permitted.
- No rough play will be permitted in the building or on the property at any time.
- No student should be lying on the floor or tables. Students should sit on chairs unless otherwise instructed by staff.
- Students are not under the responsible care of the staff before 8:00 am or after 3:15 pm.
- The communication envelope, homework, and detention slips are used for effective parent staff relations. The correspondence should be signed, indicating that the parent received the correspondence. Parents may include any notes to the staff or office and school payments when returning the envelope to the school.

5.1.2 Dress Code

General Guidelines:

- Clothing should be modest and appropriate for a school setting.
- No clothing with offensive language, graphics, or images.
- Students must have shoes suitable for physical activity. Students may keep a pair of shoes at the school for such occasions.

5.1.3 Discipline

God's Word, the Bible, is HCA's authority for determining right from wrong and distinguishing virtue from vice. HCA has adopted a pattern of discipline that is outlined in the Bible, believing that effective discipline of children is both formative and corrective. HCA will endeavor to form the character of a child by surrounding that child with an environment of unconditional love and letting them know that they are accepted by HCA as a person with dignity and worth, since God has created them to bear His image and likeness. To form the character of a child in a way that pleases God, parents and teachers must be alert and ready to commend good behavior and to correct bad behavior. Some aspects of discipline are to be practiced constantly in a

formative way. The following sequence will be used in the process of correction.

1. Instruction

We will teach our students what is expected of them, both morally and academically. This begins on the first day and continues throughout the school year.

2. Commendation

We will praise and enforce good behavior and any sign of progress. We will endeavor to identify the student's positive characteristics to build his confidence.

3. Reproof

When a student fails to fulfill a responsibility, misbehaves, or breaks a rule, we will Biblically identify the offense and its consequences. We will attempt to determine if the child understands what is expected of him.

4. Correction

To correct habitual or rebellious behavior, the teacher will take action in keeping with the offense that will best lead the child to repentance:

1. Parent-teacher consultation
2. Apply the Word of God to specific offenses
3. Restitution (in cases involving property that can be restored or replaced)

5. Confession and Forgiveness

Through prayer and love, the child will be brought to accept full responsibility for his actions by confessing to and seeking forgiveness from anyone whom he has offended or injured.

6. Response and Forgiveness

The teacher leads anyone offended to express forgiveness and acceptance. The teacher also expresses appropriate forgiveness, affection, acceptance, and affirmation.

Disciplinary action is to be handled with discretion on the part of all concerned. Principles of Matthew 18:15-17 (and other passages dealing with corrective discipline) are to be followed with great care so that no person's reputation be spoiled with careless talk.

An exception granted for one, does not constitute policy for everyone, but is given only to that individual or individuals for that particular offense at that particular time.

Additionally, it is the desire of the staff, faculty, and administration of Hope Christian Academy to have each student travel in the direction that God would lead them. It is encouraged that all students attend church every week. Also, we strongly recommend that our students become actively involved in the youth ministries of their church.

Hope Christian Academy expects full cooperation from both students and parents in the educational process. If at any time HCA feels that this cooperation is lacking, the student may be requested to transfer out. Enrollment at Hope Christian Academy is a privilege, not a right. Even though a student has not broken any specific rule or regulation, we expect every student to abide by the spirit of the law, as well as abiding by any written rules. A destructive, critical, and cynical attitude grieves the Holy Spirit and is destructive to Christian growth and Christian fellowship. If at any time, a student manifests a detrimental influence or spirit of controversy at HCA or displays a spirit contrary to the purpose and principles for which HCA stands, they are subject to expulsion.

The strategy for discipline is the demerit system, which is designed to give students and parents another objective picture of the student's general attitude and behavior.

Complaining will not be tolerated! If your child does come home complaining about a policy, rule, or discipline, please follow this procedure:

- Give the staff the benefit of the doubt.

Realize that all children report from an emotional bias and usually do not include all of the information. Understand that HCA has reasons for every rule, that the rules are enforced without partiality or favor, and when there is no longer a need for a certain rule, that rule will cease to exist.

- Fully support the administration (principal and/or lead teachers), and PLEASE contact the school administration for all the facts. Mrs.

Krumsiek at (918) 698-2282, Mr. Krumsiek at (918) 698-2321, or Mrs. Brallier at (918) 600-8889.

5.1.3.1 Demerits/Detention

The paramount rule is "Do Right!" Demerits are earned for disturbances or broken rules. Three or more demerits in one day result in detention which will take place during the latter part of the lunch break the following day. Students serve detentions by sitting in their office quietly, writing sentences, or completing an assignment prescribed by the supervisor or principal. Demerits earned after 2:30 pm are recorded for the next day.

When a student earns a detention, a "Detention Slip" will be sent home with the student. It is to be signed by the parent and returned the following morning. If the "Detention Slip" is not signed and returned, it is an automatic 2 demerits the next day. If a student "forgets" to serve their detention, the detention will be doubled for the next day. The detention limit for one week is two hours. If this limit is exceeded, the matter will be brought to the attention of the principal, which in turn will confer with the student and parents. The student is placed on probation. If the principal believes that the situation has not changed within two weeks, the parents may be asked to withdraw the child from Hope Christian Academy.

Most common infractions include, but are not limited to:

1 Demerit

- Out of seat without permission
- Sitting at a scoring table
- Throwing objects
- Littering/leaving trash (not cleaning up after yourself)
- Eating without permission
- 6-inch rule violation
- In an unsupervised or off-limits area without permission
- Defacing school property, school materials, or other students' property
- Turning around at the office
- Talking at the testing table

- Unauthorized communication in the Learning Center
- Griping
- Speaking unkindly to others
- Name calling
- Not working on prescribed work
- Failure to follow written or oral instructions
- Working a Checkup or Self-Test without a Supervisor's Initials

3 Demerits (Automatic Detention)

- Inappropriate language including euphemisms – staff discretion
- Using a telephone or electronics without permission
- Giving another student PACE answers
- Cheating
- Looking back at the PACE during Checkup or Self Test
- Direct disobedience to a staff member
- "Back talking" to a staff member
- Any act or gesture of disrespect to a staff member, parent, other student, or visitor
- Lying
- Fighting or provoking another to fight
- Bad language
- Stealing
- Note writing, passing, and/or receiving
- More than one day's goals not scored, corrected, and/or re-scored

5.1.3.2 Suspension Policy

- The following behavior will receive an automatic one to three day out-of-school suspension: Breaking into, vandalizing, or damaging the campus or property on campus (students or their parents are required to pay for repairs).
- Bringing or threatening to bring weapons to school, such as martial arts paraphernalia, firearms, or fireworks.
- Possession of pornographic, lewd, immodest, or inappropriate material on campus (digital or physical).
- Possession or use of an alcoholic beverage on or off campus.
- Possession or use of tobacco products.

- Any physical contact with the opposite sex that HCA deems inappropriate.
- Second offense in using bad language.
- Continual disrespect and/or disobedience to any staff member.
- Forging of parent or staff signature or initials.
- Bullying

5.1.3.3 Expulsion Policy

The following behavior will result in expulsion:

- Bringing a gun to school.
- Acts of immorality or immodesty, on or off campus.
- Possession or use of drugs, on or off campus.
- Striking a teacher or staff member.
- Arrest or involvement in crimes other than minor traffic tickets.

5.3 ELECTRONICS

5.3.1 Computer and Internet Access

Hope Christian Academy utilizes the technology available in today's world through the use of computers. With the ever-increasing amount of unwholesome content on the Internet, students will not be allowed Internet access without permission and/or supervision. The staff will be the final judge as to whether a website is appropriate for viewing by a student. As a general rule, any website that contains, promotes, or discusses immoral actions, inappropriate language, or anything that is against Christian values will be considered inappropriate for viewing.

5.3.2 Phone/Electronics

Use of cell phones or electronics is not permitted on the school premises; however, HCA may grant permission to individual students to use cell phones or electronic devices to listen to music or access a reading assistant program. Students will be required to place all cell phones in

the designated docking station for the day. Students will not be allowed to check their phones during the day. If a parent needs to contact a student for any reason, that parent may contact the principal or lead teacher. If a student needs to use their cell phone, special permission will be required. In most cases, cell phones will not be allowed at school.

5.4 AUTOMOBILE GUIDELINE

- Students must stay out of and off vehicles from arrival time until departure.
- Only licensed drivers are permitted to drive automobiles to the Academy.
- Parked cars and parking lots are off limits.
- Students may not leave the Academy grounds during school hours without permission.
- Students must have written permission from their parents to go home with another student. If an emergency arises during the day in which the parent needs their child to go home with someone else, the parent should contact the school office to let the staff know.
- Students may not leave the campus to get a forgotten lunch. A parent will be notified and may make arrangements for lunch.
- If students are speeding or driving recklessly on school property, they may not be allowed to drive to school.

7.0 FINANCIAL POLICY

7.1 EXPLANATION OF FEES

7.1.1 Application Fee

At the time the enrollment application is submitted to HCA, a non-refundable application fee of $35.00 must accompany each application. This fee will be used to fund scholastic testing and set up academic projections.

7.1.2 Graduation Fees

1. Cap & Gown
    1. Ordered by school
    2. Cost- TBD
2. Invitations
    1. Ordered by parents
3. Programs
    1. Ordered by school
    2. Cost- TBD
4. Reception
    1. Parental involvement with staff assistance
    2. Cost- variable; paid by the graduate's family
5. Diploma
    1. Ordered by school
    2. Cost- TBD

7.1.3 Paces

Unless requested by a parent, all unused PACEs will become the property of Hope Christian Academy. Any PACEs that are the property of HCA remain so until they are issued to a student.

7.1.4 Re-enrollment Fee

At the beginning of each academic year, there will be a $25.00 re-enrollment fee per student ($35.00 if not paid by August 1st). This is a non-refundable fee that covers the maintenance and upkeep of the school's score keys and general operations.

7.1.5 Tests-PSAT/NMST; SAT; CAT; ACT

Certain tests require fees and such fees will be the responsibility of parents.

7.1.6 Tuition Fees

A schedule describing total tuition and fees will be provided to parents before acceptance of students into Hope Christian Academy.

7.2 LATE PAYMENTS

- A late fee of $25.00 will be charged for any tuition not received by the 5th of the month.
- Any account not paid by the 30th will result in immediate dismissal of your child from the Academy.
- All records (report cards & records for transfer and graduation) will not be released until any past due amounts have been paid.

7.3 PAYMENT SCHEDULE

Tuition may be paid in full or on a payment schedule. If need be, tuition may be paid in nine equal payments and will be due on the first of each month. The first payment will be due on or before September 1st of the current school year and the last payment will be due on or before May 1st.

Other fees for sports, awards, conventions, etc. will be charged as necessary.

7.4 REFUNDS

Any money paid to Hope Christian Academy through tuition, donations, or fundraisers is the Academy's. HCA has no duty or obligation to return any of said money at any time for any reason, and the money can be used in any manner the administration deems necessary.

Early withdrawal or expulsion does not constitute the need for any type of refund, partial or total. Also, parents are still obligated to pay the remainder of the year’s tuition.

An exception granted to one does not constitute policy for anyone else, but only applies to that individual at that time and that circumstance.

7.5 SCHOLARSHIPS/DISCOUNTS

Scholarships and or discounts may be applied for and will be granted when funds are available and when the student meets all qualifications.

7.6 STUDENT CONVENTIONS

Students thirteen years of age and older can participate in the State and International Student Conventions sponsored by A.C.E., The School of Tomorrow. This requires an added financial and time commitment of these students and their parents. Each year the school administration will decide if HCA will attend the convention that year.

8.0 COURSE OF STUDIES

8.1 GENERAL COURSE OF STUDY

1. Bible (2 credits)
    1. New Testament Survey (Required)
    2. Old Testament Survey
    3. Life of Christ
    4. New Testament Church History
2. English (4 credits)
    1. English I
    2. English II
    3. English III
    4. English IV
3. Math (3 credits)
    1. Business Math
    2. Algebra !
    3. Geometry
4. Social Studies (4 ½ credits)
    1. World Geography
    2. World History
    3. American History

    4. Civics
    5. Economics
    6. Oklahoma History (Required – ½ credit)
5. Science (2 credits) – Labs Required
    1. Biology
    2. Physical Science Courses
    3. Creation vs. Evolution
6. Etymology (1 credit)
7. Computer Literacy (1 credit)
8. Speech (1/2 credit)
9. Music (1/2 credit)
10. Health (1/2 credit)
11. Personal Finance (1/2 credit)
12. Physical Education (2 credits)
13. ELECTIVES (3 credits)

MINIMUM TOTAL CREDITS FOR GENERAL COURSE OF STUDY: 24.5

8.2 HONORS COURSE OF STUDY

1. Bible (2 credits)
    1. New Testament Survey (Required)
    2. Old Testament Survey
    3. Life of Christ
    4. New Testament Church History
2. English (4 credits)
    1. English I
    2. English II
    3. English III
    4. English IV
3. Math (3 credits)
    1. Algebra I
    2. Algebra II
    3. Geometry
    4. College Math
4. Social Studies (4 ½ credits)
    1. World Geography
    2. World History

3. American History
4. Civics
5. Economics
6. Oklahoma History (Required – ½ credit)

5. Science (3 credits) – Labs Required
    1. Biology
    2. Physical Science
    3. Chemistry
    4. Physics
    5. Creation vs. Evolution
6. Etymology (1 credit)
7. Computer Literacy (1 credit)
8. Speech (1/2 credit)
9. Music (1/2 credit)
10. Health (1/2 credit)
11. Personal Finance (1/2 credit)
12. Foreign Language (2 credits)
13. Physical Education (2 credits)
14. Electives (as needed)

MINIMUM TOTAL CREDITS FOR HONORS COURSE OF STUDY: 24.5

8.3 COLLEGE PREPARATORY COURSE OF STUDY

1. Bible (2 credits)
    1. New Testament Survey (Required)
    2. Old Testament Survey
    3. Life of Christ
    4. New Testament Church History
2. English (4 credits)
    1. English I
    2. English II
    3. English III
    4. English IV
3. Math (3 credits)

    1. Algebra I
    2. Geometry
    3. Algebra II
    4. Trigonometry (1/2 credit)
    5. Pre-Calculus (1/2 credit)
4. Social Studies (4 ½ credits)
    1. World Geography
    2. World History
    3. American History
    4. Civics
    5. Economics
    6. Oklahoma History (Required – ½ credit)
5. Science (3 credits) – Labs Required
    1. Biology
    2. Physical Science
    3. Chemistry
    4. Physics
6. Etymology (1 credit)
7. Computer Literacy (1 credit)
8. Speech (1/2 credit)
9. Music (1/2 credit)
10. Health (1/2 credit)
11. Personal Finance (1/2 credit)
12. Foreign Language (2 credits)
13. Physical Education (2 credits)
14. Electives (1 ½ credits)

MINIMUM TOTAL CREDITS FOR COLLEGE PREPARATORY COURSE OF STUDY: 26

8.4 VOCATIONAL COURSE OF STUDY

1. Bible (2 credits) - Minimum of 48 PACEs as Diagnosed
    1. New Testament Survey (Required)
    2. Life of Christ
2. English (4 credits) – Minimum of 48 PACEs as Diagnosed
3. Math (4 credits) - Minimum of 48 PACEs as Diagnosed / Add Business Math if Needed

4. Social Studies (4 ½ credits) - Minimum of 48 PACEs as Diagnosed
    1. World Geography
    2. World History
    3. American History
    4. Civics
    5. Economics
    6. Oklahoma History (Required – ½ credit)
5. Science (2 to 4 credits) - Minimum of 48 PACEs as Diagnosed
6. Word Building or Etymology (1 to 4 credits) -Based on Diagnostics
7. Computer Literacy (1 credit)
8. Health (1/2 credit)
9. Physical Education (2 credits)
10. Electives as Needed (3 credits)

MINIMUM TOTAL CREDITS FOR VOCATIONAL COURSE OF STUDY: 24

Students must complete at least through PACE 1096 in every subject.

9.0 AWARDS and RECOGNITION

HCA students work very hard throughout the year and HCA would like to encourage and acknowledge such hard work. Below is a list of some of the awards students may work toward.

9.1 ACADEMIC AWARDS

These awards are given to students who have excelled overall academically.

1. Valedictorian – Awarded to the highest GPA. Awarded to one student in each of the following: elementary grades 1-4, middle school grades 5-8, and high school grades 9-12.
2. Honors – Awarded to any student who completed 60 PACEs with a GPA of 94% or higher.

3. A Honor Roll – Awarded to any student who completed 54 PACEs with a GPA of 94% or higher.
4. B Honor Roll – Awarded to any student who completed 54 PACEs with a GPA of 80% or higher.
5. Honorable Mention – Principal discretion. Must have a GPA of 90% or higher.
6. Scholars Award – Awarded to the student who read the most books for the school year.
7. Literacy Award – Awarded to any student who met the challenge to read one book per quarter for a total of 4 books per school year.

9.2 MILESTONE AWARDS

Milestone awards are given to students who have accomplished certain milestones. The student will only be awarded a particular milestone once; however, the student may work toward any number of milestone awards during a year or throughout their academic career. Each year the students will be given a list of milestones they may work toward. The milestones will be in the following categories:

1. Bible Literacy Milestones
2. Mathematic Milestones
3. Language Arts Milestones
4. Social Studies Milestone
5. Science Milestones

9.3 HCA SPIRIT AWARDS (Heart and Soul)

Scripture says in Proverbs 20:11, *Even a child is known by his actions, by whether his conduct is pure and right.* Heart and Soul awards are given to students who exhibit character in the following categories:

1. Honor

Give preference to one another. Romans 12:10

2. Obedience

Obey…for this is right. Ephesians 6:1

3. Diligence

Whatever your task, work at it heartily. Colossians 3:23

4. Wisdom

Who among you is wise? Let him show by his good behavior. James 3:13

5. Kindness

Be kind, tenderhearted, and forgiving. Ephesians 4:32

6. Self-Control

Be quick to hear, slow to speak, and slow to anger. James 1:19

7. Orderliness

Let things be done decently and in order. I Corinthians 14:40

8. Service

Serve one another in love. Galatians 5:13

9. Attentiveness

Hear and increase in learning. Proverbs 1:5

10. Cooperation

Look beyond your own interests and consider others. Philippians 2:4

11. Initiative

Be doers of the Word, and not hearers only. James 1:22

12. Honesty

Delight the Lord with truthful ways. Proverbs 12:33

13. Forgiveness

Do not pay back wrong for wrong. I Thessalonians 5:15

14. Responsibility

Each of us will give an account of himself. Romans 14:12

Report ID.	12258902
Order Date	10/02/2024
Completion Date	10/02/2024
Ordered by	Deanna Payne

Report Provided by
Protect My Ministry, LLC
14499 N. Dale Mabry Hwy, Ste 201
Tampa, FL 33618

Report Ordered by
Mobile Missions Network
PO Box 1835
Sapulpa, OK 74067

Applicant Screened
SHERRI JEAN BRALLIER
D.O.B: 6/19/1966
SSN: XXX-XX-XXXX
Address: 511 S Muskogee St, Sapulpa, OK, 74066
Reference No: Church Inside Out
Position: STANDARD

PLUS

Search ID	Service	Status
28369692	County Criminal - CREEK, OK	NO REPORTABLE RECORDS
28369690	National Combo Search	NO REPORTABLE RECORDS
28369691	Statewide Criminal - OKLAHOMA	NO REPORTABLE RECORDS

Disclaimer

When we receive name and address history information from our data providers we will continue to use that information to determine court jurisdictions and other names that should be searched for public record searches, such as criminal records, and which are associated with the Social Security Number provided by the applicant or volunteer.

PROTECT MY MINISTRY

Report ID.	12258902
Order Date	10/02/2024
Completion Date	10/02/2024
Ordered by	Deanna Payne

Search ID. 28369692 - COUNTY CRIMINAL — NO REPORTABLE RECORDS

Name Screened	SHERRI JEAN BRALLIER
Date of Birth	6/19/1966
SSN	XXX-XX-XXXX
Jurisdiction	CREEK, OK
Reference No.	Church Inside Out
Search Scope	10 YEARS

Search ID. 28369690 - NATIONAL COMBO SEARCH — NO REPORTABLE RECORDS

Name Screened	SHERRI JEAN BRALLIER
Date of Birth	6/19/1966
SSN	XXX-XX-XXXX
Reference No.	Church Inside Out

A Social Security Number Trace was processed as part of this report.

Search ID. 28369691 - STATEWIDE CRIMINAL — NO REPORTABLE RECORDS

Name Screened	SHERRI JEAN BRALLIER
Date of Birth	6/19/1966
SSN	XXX-XX-XXXX
Jurisdiction	OKLAHOMA
Reference No.	Church Inside Out
Search Scope	10 YEARS

OKLAHOMA
Education

7/22/2025

Christin Krumsiek
Hope Christian Academy
2821 W. 40th St
Tulsa, OK 74107

Dear **Christin Krumsiek**,

On behalf of the Oklahoma State Department of Education (OSDE), I am pleased to inform you that **Hope Christian Academy** has successfully achieved **accreditation, with the OSDE**. This recognition reflects your commitment to providing a high-quality educational environment that meets the rigorous standards set forth by the OSDE.

Your efforts in developing and submitting a comprehensive application, along with your dedication to excellence in governance, curriculum, operations, and student services, have been commendable. As an accredited institution, your school is now recognized as meeting the standards necessary to deliver a robust and supportive educational experience for your students.

Please be advised that accreditation is an ongoing process. The OSDE will continue to provide support and guidance as you maintain compliance with state requirements and pursue continuous improvement. Your Regional Accreditation Officer will be in contact to schedule any necessary follow-ups or provide further assistance.

Congratulations to you, your staff, and your school community on this significant accomplishment. We look forward to partnering with you in your ongoing journey to uphold the standards of excellence in education.

If you have any questions or need further assistance, please do not hesitate to contact our office at 405.522.1643.

Sincerely,

Courtney Anderson

Courtney Anderson
Program Manager, School Choice
Oklahoma State Department of Education
405.522.1643

Student Commitment

As a student of Hope Christian Academy, I commit to the following:

- I will abide by the rules set forth by Hope Christian Academy.
- I will be kind and respectful to HCA staff , HCA students, and HCA visitors.
- I will arrive at school on time and ready to work.
- I will choose words that are God honoring and refrain from using words that are foul, irreverent to God, negative and/or discouraging.
- I will act honorably and in a trustworthy manner.
- I will accept responsibility for all my actions.
- I will maintain academic integrity insuring my work is my own.
- I will approach my academic studies with an attitude of gratitude and diligence.
- I will accept support services, such as tutoring or additional assignments, willingly.
- I will complete all homework assignments on time.
- I will seek the assistance of my teacher/supervisor if I have a question or problem.

Failure to adhere to these commitments can cause me to lose privileges and can lead to removal from Hope Christian Academy.

Student Name:

_____

Signature: _____ Date:

_____

Parental/Guardian Acknowledgment

As a parent/guardian of a student of Hope Christian Academy, I acknowledge the commitment my student has made. I will encourage and remind my student of this commitment on a regular basis or as needed.

Parent/Guardian Name:
_____

Parent/Guardian Name:
_____

Signature: _____ Date:
_____

Signature: _____ Date:
_____

Student Transportation Policy for Hope Christian Academy (No Bus Service)

1. Purpose

The purpose of this policy is to ensure the safe, efficient, and reliable transportation of students to and from [School Name]. As the school does not provide bus services, this policy outlines the expectations, procedures, and guidelines for all forms of student transportation, including private vehicles, carpooling, public transportation, and other alternative transportation methods.

2. Scope

This policy applies to all students, parents/guardians, and school staff involved in the transportation of students to and from [School Name].

3. Transportation Options

- **Private Vehicles:** Parents/guardians are responsible for transporting their children to and from school. Parents should ensure that they adhere to the school's established drop-off and pick-up procedures.
- **Carpooling:** Families are encouraged to arrange carpools with other students for convenience and environmental benefits. However, all participants must follow school guidelines regarding pick-up and drop-off protocols.
- **Public Transportation:** In areas where public transportation is available, students may use it to commute to school with prior approval from the school administration. Parents/guardians are responsible for ensuring that their child is capable of safely using public transport.
- **Alternative Transportation:** Any other approved methods of transportation (such as walking, biking, etc.) must be discussed with the school administration to ensure safety.

4. Safety Guidelines

- **Private Vehicle Safety:**
    - Students must enter and exit vehicles only at designated pick-up/drop-off zones.
    - Parents/guardians must park legally and ensure the safety of all students when picking up or dropping off.
    - Students should always be accompanied by an adult when walking to or from their vehicle, especially in busy or high-traffic areas.
- **Carpooling Safety:**
    - Students should always wear seat belts while in a private vehicle or carpool.

- Parents/guardians coordinating carpools must ensure that all vehicles are insured, and that all drivers are licensed and follow traffic laws.
- Carpooling arrangements must be communicated with the school administration to ensure accountability.

- **General Safety Protocols:**
  - Students are not allowed to leave the school grounds during the school day without prior written consent from their parents/guardians.
  - Parents/guardians must ensure their children arrive at school on time and are safely collected from school at the end of the day.
  - Emergency contact information for all students must be up to date in the school's records.

5. Behavior Expectations

Students are expected to demonstrate respectful behavior while being transported to and from school, regardless of the mode of transportation. Misbehavior or violations of the transportation policy may result in disciplinary action, including the suspension of transportation privileges.

- **Private Vehicle and Carpool Conduct:**
  - Students must enter and exit vehicles calmly and safely.
  - No student may leave the carpool or vehicle without adult supervision or permission.
  - Parents/guardians must ensure that students are safely in the car before driving away.
- **Public Transportation Conduct:**
  - Students using public transportation should adhere to the rules set by the transportation provider.
  - Students are expected to behave respectfully to the driver, fellow passengers, and others using public transport.

6. Drop-Off and Pick-Up Procedures

- **Designated Areas:**
  - The school will designate specific areas for student drop-off and pick-up. These areas must be used to ensure the safety of all students.

- Parents/guardians must not block traffic or park in unauthorized areas during pick-up and drop-off times.

- **Arrival Time:**
  - Students should not be dropped off at school earlier than 15 minutes before the school day starts unless they are enrolled in an early-arrival program.

- **Late Pick-Up:**
  - If a student is not picked up within 15 minutes of dismissal time, the school will attempt to contact the parent/guardian.
  - Repeated late pick-ups may result in additional charges or a review of transportation options for the student.

7. Special Transportation Needs

The school will work with parents/guardians to accommodate any special transportation needs due to medical conditions, disabilities, or other factors. Requests for accommodations must be submitted in writing to the school administration at least one month before the need arises.

8. Field Trips and Special Events

For field trips or special events requiring transportation, the school will arrange the necessary transportation, such as chartered buses, vans, or private vehicles. Parents/guardians will be notified in advance of any field trip transportation arrangements, and permission slips will be required for participation.

9. Emergency Protocols

- **Private Vehicle or Carpool Emergencies:**
  - In case of an emergency during student transportation, the parent/guardian will be contacted immediately. The school will follow its established emergency procedures.

- **Public Transportation Emergencies:**
  - In case of an emergency while using public transportation, the school will contact the parents/guardians, and the student will be provided with the necessary support and guidance.

10. Policy Violations and Consequences

Any violation of this transportation policy may result in disciplinary action, including the suspension of transportation privileges. Students found engaging in unsafe or disruptive behavior

during transportation may face consequences ranging from warnings to more serious actions depending on the severity of the situation.

11. Updates to the Policy

This policy may be reviewed and updated periodically. Parents/guardians will be notified of any significant changes. It is the responsibility of the parent/guardian to stay informed about the school's transportation procedures.

12. Contact Information

For any questions or concerns related to student transportation, please contact the School Transportation Coordinator at [phone number] or [email address].

This updated policy is designed to ensure the safety and well-being of students while providing clear guidelines for parents and school staff in the absence of bus transportation services. By adhering to these procedures, we can maintain a safe and effective transportation system for all students.

OKLAHOMA Education

Private School Accreditation Rubric

Category	Criteria	0 - No Information Provided	1 - Minimal Information Provided	2 - Adequate Information Provided	3 - Good Information Provided	4 - Excellent Information Provided
Mission & Vision	Mission Statement, Vision, Purpose, Philosophy	Not included	Vague or generic; lacks clarity	Some clarity, but lacks detail	Clear and aligned with school goals	Detailed, inspiring, and well-aligned with overall purpose
Governance	Model, Board Structure, Bylaws, Conflict of Interest Policy	Not included	Basic structure without detail	Defined governance but lacking specifics	Detailed structure with clear roles	Comprehensive, well-defined, and transparent governance model
Finance	3-Year Plan, Budget, Audit, Insurance, Fundraising	Not included	Minimal information with gaps	Adequate with key components missing	Detailed but lacking some specifics	Comprehensive, clear, and sustainable financial plan
Facilities	Description, Safety, Utilities, Plans	Not included	Vague or generic descriptions	Basic details, missing safety elements	Detailed with safety but incomplete	Fully detailed with safety and future growth plans
Operations	Timelines, Enrollment, Emergency Plans	Not included	Basic but lacks clear timelines	Defined timelines with gaps in detail	Well-structured but missing some specifics	Fully developed, clear, and practical operational plan
Policies	Safety, Discipline, Health, Title IX, Bullying	Not included	Few policies without depth	Covers most policies, lacks clarity	Detailed policies but missing integration	Comprehensive, clear, and consistently applied policies

OKLAHOMA Education

Category	Criteria	0 - No Information Provided	1 - Minimal Information Provided	2 - Adequate Information Provided	3 - Good Information Provided	4 - Excellent Information Provided
Personnel	Recruitment, Training, Evaluation	Not included	Vague or incomplete practices	Adequate practices without depth	Detailed policies, lacking refinement	Thorough and well-documented personnel policies
Curriculum	Course Overviews, Methods, Assessment	Not included	Basic course overviews only	Defined curriculum but lacks assessments	Detailed with benchmarks, incomplete monitoring	Comprehensive with clear benchmarks and continuous assessment
Student Services	Admissions, Health, Discipline	Not included	Vague admissions or policies	Defined but lacks integration	Detailed services with minor gaps	Comprehensive and student-centered approach

---

- **0**: No evidence or information provided.
- **1**: Limited and vague information.
- **2**: Basic compliance but lacking in detail or depth.
- **3**: Well-defined, thorough but missing minor elements.
- **4**: Exceptional detail, clarity, and alignment with standards.

OKLAHOMA Education

Private School Accreditation Scoring Tool

This scoring tool is designed to accompany the rubric and simplify the evaluation process. Use this tool to assign scores for each category and calculate the total score.

Private School Accreditation Scoring Sheet

Category	Criteria	Score (0-4)	Comments
Mission & Vision	Mission Statement, Vision, Purpose, Philosophy	4	
Governance	Model, Board Structure, Bylaws, Conflict of Interest Policy	3	
Finance	3-Year Plan, Budget, Audit, Insurance, Fundraising	4	
Facilities	Description, Safety, Utilities, Plans	4	
Operations	Timelines, Enrollment, Emergency Plans	3	
Policies	Safety, Discipline, Health, Title IX, Bullying	3	
Personnel	Recruitment, Training, Evaluation	4	
Curriculum	Course Overviews, Methods, Assessment	3	
Student Services	Admissions, Health, Discipline	4	

OKLAHOMA Education

Total Score Calculation

1. **Sum of Scores**: Add up the scores from all categories.
   Total Points Possible: 36
   School's Total Score: 30
2. **Scoring Interpretation**:
   - **32-36: Outstanding** – Meets or exceeds all accreditation requirements with exceptional detail.
   - X **27-31: Good** – Satisfactory compliance with minor gaps.
   - **20-26: Adequate** – Meets basic requirements but lacks depth in multiple areas.
   - **10-19: Needs Improvement** – Several significant areas need further development.
   - **0-9: Inadequate** – Does not meet minimum requirements for accreditation.

Reviewer Information

- **Reviewer Name**: [signature]
- **Date**: _____
- **Additional Notes**: _____
  HNE

75% Threshold:

- **Minimum Score**: 27/36
- **Interpretation**: Schools show good overall compliance, with minimal deficiencies in key areas.

NEW SCHOOL FACILITIES CHECK SHEET

Oklahoma State Department of Education

Upon submission of a New School's Application for Accreditation by Oklahoma State Department of Education, a site visit will be scheduled. Please submit documentation that corresponds with each item below. This check sheet provides a list of criteria that a school must meet to satisfy standards of the Accreditation Department. The onsite visit will consist of a facility tour and interview from Regional Accreditation Officer(s). Upon recommendation by the RAO(s), the school will be placed on the State Board agenda for approval. If approved, the school will request a Dist/Site code from the Accreditation Department. The first year, the school will be accredited on provisional status. When all standards have been met at the end of the first year, full accreditation will be granted.

School Name: _____ School Leader & Contact Info: Stephanie Thurber

The facility complies with federal/state regulations governing health & safety		The facility has been approved by the State Department of Education Office of Accreditation	
The school has a current deed of ownership or signed lease agreement authorizing occupancy & use of the property	ok	Security protocols, including tornado, fire, and student safety are in place	
The facility complies with applicable health laws, regulations and/or protocols, including receipt of an asbestos inspection that will be made available for public review		Written policies concerning health & safety of students & staff are in place and are made available to students, staff & parents	
The Fire Marshall Inspection found the facility to be in compliance with applicable laws, regulations, code and/or local ordinances	ok	School provides safety procedures concerning student pick up and drop off	
The property inspection found the facility acceptable & met the occupancy classification authorized for the facility use		Staff development covering health, trauma & safety protocols is arranged for all personnel	
The facility has working utilities, plumbing, HVAC units, etc.....		School provides adequate number of classrooms with space & organization that promotes learning	
The facility offers safe environments on exterior and interior of the building	ok	School provides appropriate fixtures/equipment for students & staff (desks, chairs, internet, etc.)	
The facility provides safe & private restroom spaces for all students & adults		School provides acceptable teaching materials & effective instructional curriculum	
The facility has a designated area to prepare & serve meals to students/staff		School provides library/computer lab to students (can be classrooms or mobile lab)	
The facility offers a safe, age-appropriate play area or gathering space for students		IF transportation is offered, buses & drivers meet all state required mandates	
NOTES:			

Approved by _____ Date 7.17.25

OKLAHOMA
Education

7/22/2025

Stevphanie Thurber
The Hive Learning Lab
302 North D Street
Yale, OK 74085

Dear **Stevphanie Thurber**,

On behalf of the Oklahoma State Department of Education (OSDE), I am pleased to inform you that **The Hive Learning Lab** has successfully achieved **accreditation, with the OSDE**. This recognition reflects your commitment to providing a high-quality educational environment that meets the rigorous standards set forth by the OSDE.

Your efforts in developing and submitting a comprehensive application, along with your dedication to excellence in governance, curriculum, operations, and student services, have been commendable. As an accredited institution, your school is now recognized as meeting the standards necessary to deliver a robust and supportive educational experience for your students.

Please be advised that accreditation is an ongoing process. The OSDE will continue to provide support and guidance as you maintain compliance with state requirements and pursue continuous improvement. Your Regional Accreditation Officer will be in contact to schedule any necessary follow-ups or provide further assistance.

Congratulations to you, your staff, and your school community on this significant accomplishment. We look forward to partnering with you in your ongoing journey to uphold the standards of excellence in education.

If you have any questions or need further assistance, please do not hesitate to contact our office at 405.522.1643.

Sincerely,

Courtney Anderson
Program Manager, School Choice
Oklahoma State Department of Education
405.522.1643

7/22/2025

Stevphanie Thurber
The Hive Learning Lab
302 North D Street
Yale, OK 74085

Dear **Stevphanie Thurber**,

On behalf of the Oklahoma State Department of Education (OSDE), I am pleased to inform you that **The Hive Learning Lab** has successfully achieved **accreditation, with the OSDE**. This recognition reflects your commitment to providing a high-quality educational environment that meets the rigorous standards set forth by the OSDE.

Your efforts in developing and submitting a comprehensive application, along with your dedication to excellence in governance, curriculum, operations, and student services, have been commendable. As an accredited institution, your school is now recognized as meeting the standards necessary to deliver a robust and supportive educational experience for your students.

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If you have any questions or need further assistance, please do not hesitate to contact our office at 405.522.1643.

Sincerely,

Courtney Anderson
Program Manager, School Choice
Oklahoma State Department of Education
405.522.1643

The Hive Learning Lab
302 North D Street
Yale, Ok. 74085
sthurber@thehivelearninglab.com
918-509-0911
April 23,2025

Accreditation Division
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105

Dear Accreditation Review Committee,

On behalf of The Hive Learning Lab, I am pleased to submit our application for private school accreditation with the Oklahoma State Department of Education.

The Hive Learning Lab is an innovative, student-centered private school committed to fostering curiosity, creativity, and academic excellence in a nurturing and inclusive environment for some of Oklahoma's special needs students.. We are proud to offer a unique educational model that emphasizes inquiry-based learning, personalized instruction, and real-world problem-solving. Our programs are carefully aligned with Oklahoma Academic Standards and designed to support the holistic development of every student.

We are seeking accreditation to affirm the quality of our educational practices and to formally establish our place within the educational landscape of Oklahoma. We believe that recognition by the State Department of Education will enable us to better serve our students and families, contribute meaningfully to our community, and maintain the highest standards of accountability and excellence.

Enclosed with this letter, you will find the completed application form along with supporting documentation, including our school's mission statement, curriculum outlines, faculty qualifications, governance structure, and student assessment procedures. We welcome the opportunity for a site visit and any further dialogue needed to support your review.

Thank you for considering our application. We look forward to working with the Department throughout this process and to becoming a fully accredited private institution in Oklahoma.

Warm regards,
Stevphanie Thurber
Founder & Director
The Hive Learning Lab

Stephanie Thurber

Private School Accreditation Application
Stevphanie Thurber

The Hive Learning Lab is a small, non-traditional, private learning environment for children in grades PreK-8th with specific needs, behavior issues or those seeking a flexible approach to education that is designed around their unique abilities.

At The Hive Learning Lab, we believe every child deserves a learning environment where they are seen, heard, and celebrated. Our mission is to provide individualized, compassionate, and innovative education for neurodiverse learners in a nurturing, inclusive setting. Through personalized learning experiences, collaboration, creativity, and a whole-child approach, we empower students to grow with confidence, connect with the community, and thrive academically, socially and emotionally.

The Hive Learning Lab exists to reimagine what education can look like for neurodiverse learners. We are a small, private school dedicated to providing a safe, supportive, and stimulating environment where every student is valued for who they are and empowered to grow into their fullest potential.

At The Hive, we believe that learning should be meaningful, personal, and joyful. Our purpose is to nurture the academic, emotional, and social development of students through individualized instruction, hands-on experiences, and a whole-child approach. We partner closely with families and specialists to build a learning community rooted in trust, respect, and inclusion.

We are committed to educational equity and excellence, creating pathways for students to thrive not only in school, but in life. Through flexibility, creativity, and care, The Hive serves as a place of belonging and possibility for learners who often don't find that in traditional school settings.

Our vision is to create a transformative model of special education where every learner is empowered, every strength is celebrated, and every voice is heard. We envision a future where neurodiverse students are not only included but embraced—thriving in a community that fosters curiosity, confidence, and connection. The Hive aims to inspire change in education by proving what's possible when we lead with empathy, innovation, and unwavering belief in every child's potential.

At the heart of our educational philosophy is the belief in fostering the intellectual, emotional, social, and physical development of each student. Education is not just about academic achievement but also about cultivating well-rounded individuals who are curious, compassionate, and capable of thinking critically about the world around them.

The Hive Learning Lab was founded in direct response to the needs expressed by families, educators, and specialists within our local community. From its inception, The Hive has been shaped by strong community relationships and a shared commitment to creating inclusive, responsive educational opportunities for neurodiverse learners.

We are supported by a network of parents, therapists, advocates, and educational professionals who collaborate with us to ensure our students receive individualized, whole-child support. Our partnerships with local service providers and organizations strengthen our ability to meet a wide range of learner needs, and we actively seek feedback and involvement from families and stakeholders to refine our practices.

The Hive is more than a school—it is a community hub where collaboration, understanding, and mutual support thrive. We are proud to serve as a trusted resource for families who have often felt underserved by traditional systems, and we are committed to continuing this work in partnership with the community we serve.

Facilities

The Hive Learning Lab is leasing a building located at 302 North D Street, Yale, Okla. 74085.

The Hive is a one room school house model with a kitchenette area and bathroom. The building is a new 16x50 space. The building is in compliance with ADA code. There are no specific library, computer lab spaces but instead an open concept with learning areas of different leisure types throughout. There is an outdoor, fenced space for play and projects. The learning lab is located inside city limits. The utilities will be covered under the City of Yale, including the water, electric, trash service, ect.

Governance

Stevphanie Thurber is the Owner, Founder and Operator of The Hive Learning Lab, LLC. She is the one involved in day-to-day management, overseeing 100% of the school's business. She is the Head of School for operational leadership. Decision-Making for The Hive is assisted by strong professional educational friends and quality business minded persons.
Educational leadership, compliance with regulations, financial management, and policies will be adhered to.
Funding is primarily tuition-based, possibly with specific content fundraising and grants.

Organizational Chart for The Hive includes Stevphanie Thurber, Founder/Certified teacher, support staff/assistant teacher, families, and students.

The Hive Learning Lab does not/will not have a Board. As a small private learning lab, this entity is deemed unnecessary and unwanted. All decisions, duties and responsibilities of The Hive Learning Lab will be the duty and responsibility of the founder. The Hive is an LLC.

The Hive Learning Lab will have a partnership with KiaPod for the first three years, possibly beyond. The partnership will provide support with the likes of but not limited to, software management, student clubs, parent resources, curriculum, HR and admin support, as well as advertising.

Finance

See attached documents for 3-year Financial Plan, Budget and Expenses, Audit and Financial Oversight Structure
Tax ID#: 33-2965445

Operations

The Hive Learning Lab 3-year start up plan begins with a base enrollment of 16 students. This enrollment would fund the entire year of educational supplies, curriculum and materials. Growth rate would be to maintain 16 students throughout the terms, at this location. Summary of anticipated expenses are $111,600 and revenue of $162,000, leaving The Hive Learning Lab in a position of a steady financial foundation and affordability for growth.

Timelines and Tasks include completing accreditation by May 2025, begin enrolling students by June 1 and opening day for September 2025. While the accreditation process is going, the building is being finalized and plans to be in place by the end of May 2025. Summer of 2025 will allow time for prepping the learning lab for students. It will provide space for parents to gather and meet to discuss the upcoming new school year.

Founder, Stevphanie Thurber is the sole party responsible for completing the start up of The Hive Learning Lab. Support is given by KiaPod, as a microschool resource.

Curriculum will be chosen based on the specific needs of each child. Serving special needs students requires a flexible, yet high quality curriculum. I have experience running a variety of curriculums simultaneously. Data will be collected throughout the year to verify the efficacy of chosen material for each student. The data will be continuous and provide support for accountability, as well as indicate the measure of growth for each student. Attendance will be charted, student and family satisfaction will be documented. The Hive Learning Lab will strive for very high satisfaction and effectiveness.

KiaPod Newton software will be used for student information, as well as family information.

16 full time students will be supported by The Hive Learning Lab.

There is not a set class schedule. There will be individual student schedules set by the learning level, needs and subject. These schedules will be developed in the first weeks of each school year. The schedules will be edited as needed to provide the best learning experience for each student.

The Hive Learning Lab is a one room environment serving PreK-8th grade students. The lab space is for all learning types and sensory needs. There is space for hands-on learning,

computer based work, social emotional needs, casual exploration of individual interests and space to meet each student's needs. The environment will be actively adapted to meet students as they grow and change.

No transportation will be provided at the start up of The Hive Learning Lab. Future purchase of a large passenger van or mini school bus is of interest.

The Hive Learning Lab will not provide meals for the students. Families will provide the meals. There is a kitchenette for packed meal storage and prep, including refrigeration and heating.

Policies

Policies for The Hive Learning Lab are defined in the Employee Handbook and the Student and Family Handbook.

Personnel

See attachments to Employee Handbook: Hiring Policies and Procedures, Employee Contracts, Job Descriptions, Roles, Responsibilities and Duties, Staff Evaluations.

Curriculum

At The Hive Learning Lab, we implement a blended teaching model that integrates virtual programs with hands-on, teacher-created resources to support and enrich student learning across all subject areas. Our approach will be customized based on the needs, learning level and disability deficits of each student. Students will range for PreK to 8th grade learning levels. Grade level competencies will be based on state standards and expectations. The Hive will use level competencies versus grade level designators.

Each student will have a learning plan developed upon enrollment, beginning assessment of skill level and goals to be met. Data tracking sheets for each goal will be used for benchmarks, monitoring of progress and help guide academic tracking.

Reading

- Virtual Programs: We utilize structured literacy platforms such as *Really Great Reading* to teach phonemic awareness, phonics, vocabulary, fluency, and comprehension.

- Supplemental Worksheets: Teachers design targeted practice sheets and guided reading activities to reinforce virtual lessons, focusing on specific decoding strategies, sight words, and reading comprehension skills.

Support Curriculum: *IXL, Reading Eggs and Splash Learn*

Math

- *Early Numeracy Math Fun*, Attainment Co, hands on learning

- Virtual Programs: Online tools such as *IXL*, *Khan Academy*, *Boddle* or *Zearn* are used for differentiated math instruction, adaptive practice, and interactive problem-solving.

- Supplemental Worksheets: Custom worksheets are created to deepen understanding of core concepts, provide hands-on problem sets, and support small group instruction and assessments.

Science

- Virtual Programs: Interactive science platforms like *Discovery Education, Generation Genius* or *BrainPOP* are used to explore scientific concepts through videos, virtual labs, and simulations.

- Supplemental Worksheets: Teachers provide experiment logs, vocabulary builders, graphic organizers, and guided questions to accompany and extend digital learning.

Social Studies

- Virtual Programs: Digital tools like *Discovery Education* or curated content from *National Geographic Kids* are used to explore history, geography, and civics through engaging media.

- Supplemental Worksheets: Activities include timelines, map skills, writing prompts, and comparison charts that support discussions and project-based learning.

Other Areas (Art, SEL, etc.)

- Virtual Programs: Platforms like *GoNoodle, Hive Class, Twinkl* and *Cosmic Kids Yoga* support social-emotional learning and physical activity, while virtual galleries and music tools introduce creative arts.

- Supplemental Worksheets: Teachers provide reflective journals, coloring activities, and art project instructions to encourage expression and personal development.

Classroom/ Student Support:

Moby Max, Quizlet, Go Noodle, Wakelet, ReThinkEd-Vizzle

Library Plan: The Hive Learning Lab will have a small library within itself. The town has a local library within walking distance. Families will be encouraged to use the local library.

Extracurricular Activities: The Hive Learning Lab will be looking at community members to come teach enrichment activities. We will be looking to have a 4H club and other activities that our school can participate in.

Students

Admission Policies: Student and family must agree to work as a team on any and all issues pertaining to the students academic success, learning objectives and goals, behaviors, learning readiness and all other areas of the students day set forth by The Hive Learning Lab.

Enrollment Procedures: The family must complete the application, submit to the founder/staff in person or via email. The family, including the student, will then meet in person to review The Hive Learning Labs mission and vision. The team will determine if the student is likely to succeed in their programs. Schools may deny admission for a variety of reasons, including behavior issues, failing to meet age requirements, or providing false information on the application.

Student Recruitment: Active recruitment will be done with social media, family word of mouth, and KiaPod school directory listings.

See attachments for Student and Family Handbook: Student and Family Handbook in whole, grades serves, health issues pertaining to attendance, health services, behavior/discipline procedures.

Geographic Boundaries: There are no geographic boundaries. If a parent is willing to bring the student to The Hive Learning Lab and they are admitted, they are welcome.

Target Student Population: Students in grades PreK-8th that are seeking a learning environment different from that of traditional public school. Special education students, students with challenging behaviors and those with different learning styles are all welcome at The Hive Learning Lab.

Interviews/Tuitions/Fees: The yearly tuition ranges from $7500 to $9,000, based on grade level and individualized needs of the student. No other standard fees will be required.

Class size/Structure: There will not be traditional classes. Our learning lab will function as a group of varied skill levels, ages and "grades". Learning will take place as groups and as individuals, depending on the lesson, learning style of the student and the purpose and goal of the learning.

OFFICE OF THE SECRETARY OF STATE

STATE OF OKLAHOMA

CERTIFICATE
OF
LIMITED LIABILITY COMPANY

WHEREAS, the Articles of Organization of

THE HIVE LEARNING LAB, LLC

an Oklahoma limited liability company has been filed in the office of the Secretary of State as provided by the laws of the State of Oklahoma.

***NOW THEREFORE, I,** the undersigned, Secretary of State of the State of Oklahoma, by virtue of the powers vested in me by law, do hereby issue this certificate evidencing such filing.*

***IN TESTIMONY WHEREOF, I** hereunto set my hand and cause to be affixed the Great Seal of the State of Oklahoma.*

Filed in the city of Oklahoma City this
10th day of January, 2025.

Secretary of State

The Hive Learning Lab (to be completed once building arrives)

LEASE AGREEMENT

This Lease Agreement ("Agreement") is made and entered into on this ___ day of _____, 2025, by and between:

Lessor: Terry and Stevphanie Thurber ("Landlord")
Lessee: The Hive Learning Lab ("Tenant")

1. Leased Premises
Landlord agrees to lease to Tenant a classroom space located at _____, measuring **16 feet by 50 feet** ("Premises").

2. Lease Term
The lease term shall begin on _____, 2025, and continue on a **month-to-month basis**, unless terminated by either party with a **30-day written notice**.

3. Rent
Tenant agrees to pay Landlord a monthly rent of **$1,000.00**. Rent shall be due on the **1st day of each month** and paid via check or auto bank payment.

4. Utilities & Additional Costs
Tenant shall be responsible for payment of all utility costs associated with the Premises, including but not limited to electricity, water, gas, internet, and trash removal. Utility amount will be provided monthly by the lessor no later than the 5th of the month. Full amount due by the **15th of the month** and paid via check.

5. Use of Premises
The Premises shall be used exclusively for educational purposes as part of The Hive Learning Lab. Tenant shall comply with all applicable laws and regulations.

6. Maintenance & Repairs
Tenant shall maintain the Premises in a clean and orderly condition. Any damages caused by Tenant or its occupants shall be repaired at Tenant's expense. Landlord shall be responsible for structural maintenance and major repairs not caused by Tenant's negligence.

7. Insurance & Liability
Tenant shall carry appropriate liability insurance for its operations on the Premises.

Landlord shall not be held responsible for any injuries or damages occurring on the leased Premises due to Tenant's activities.

8. Termination
Either party may terminate this lease with a **30-day written notice.** If Tenant fails to pay rent or violates any terms of this Agreement, Landlord may terminate the lease with a **7-day written notice.**

9. Governing Law
This Agreement shall be governed by the laws of the state of Oklahoma.

10. Entire Agreement
This Agreement constitutes the entire agreement between the parties and supersedes all prior understandings. Any modifications must be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Lease Agreement as of the date first written above.

Landlord:
Terry Thurber
(Signature) _____
Date: _____

Stevphanie Thurber
(Signature) _____
Date: _____

Tenant:
The Hive Learning Lab
By: _____
Title: _____
Date: _____

The Hive Learning Lab: 3-Year Financial Plan

Year 1: Establishment & Launch

Revenue Projections

- Tuition Fees (16 students at $7500/year per student)
- Grants/Donations
- Sponsorships
- After-school programs or tutoring services (if applicable)

Expenses

- **Startup Costs:** Licensing, legal fees, branding, website development
- **Facilities:** Rent, utilities, insurance
- **Staffing:** Teacher salaries, administrative staff
- **Curriculum & Materials:** Books, technology, lab equipment
- **Marketing:** Advertising, local outreach, partnerships

Key Goals

- Reach 100% of student enrollment target
- Build community engagement
- Secure at least one long-term funding source

Year 2: Growth & Optimization

Revenue Projections

- Maintain student enrollment
- Additional funding opportunities (grants, partnerships)
- Potential introduction of summer/winter camps for extra revenue

Expenses

- Slightly higher staffing costs due to growth
- Facility improvements or expansion
- Continued investment in educational materials

Key Goals

- Maintain 100% enrollment
- Improve operational efficiency
- Strengthen retention strategies for students and staff

Year 3: Expansion & Stability

Revenue Projections

- Stable tuition revenue with full or near-full enrollment
- Additional revenue from extracurriculars, workshops, or consulting
- Potential franchising or second location planning

Expenses

- Competitive salary increases to retain staff
- Advanced educational technology or programs
- Expansion costs (if applicable)

Key Goals

- Maintain financial sustainability
- Evaluate potential expansion opportunities
- Build long-term reputation as a premier learning institution

The Hive Learning Lab: Budget & Expense Report

Fiscal Year: 2025

1. Revenue Projections

Source	Monthly	Annual
Tuition Fees (16 students @ $7500/year)	$10,000	$120,000
Grants & Donations	$500	$6,000
Enrichment Programs (workshops, afterschool)	$3,000	$27,000
Total Revenue	**$13,500**	**$162,000**

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2. Operating Expenses

Category	Monthly	Annual
Rent	$1,000	$12,000
Utilities (Electric, Internet, Water)	$350	$4,200
Staff Salaries (1 ast. teachers @ $2,000/mo, 1 teacher @$4,600)	$6,600	$79,200
Curriculum & Materials	$300	$3,600
Insurance (Liability, Property)	$200	$2,400
Licensing & Legal	$100	$1,200
Marketing & Outreach	$250	$3,000
Technology (Software, Devices)	$150	$1,800
Maintenance & Supplies	$150	$1,800
Professional Development	$100	$1,200
Miscellaneous / Contingency	$100	$1,200
Total Expenses	**$9,300**	**$111,600**

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3. Net Income

Metric	Monthly	Annual
Total Revenue	$13,500	$162,000
Total Expenses	$9,300	$111,600
Net Income	**$4,200**	**$50,400**

Audit & Financial Oversight Structure

The Hive Learning Lab

1. Governance & Oversight

Responsible Parties: School Founder?Administrator

2. Financial Controls

Implemented by: School Founder/Administrator or Bookkeeper

- **Use accounting software** (e.g., QuickBooks, Xero) with chart of accounts customized for education

3. Monthly & Quarterly Procedures

- **Monthly**
    - Reconcile all bank accounts
    - Prepare and review a Profit & Loss statement and Balance Sheet
    - Document income and expenses with receipts/invoices
- **Quarterly**
    - Internal review by School Founder/Administrator
    - Compare budget vs. actual spending
    - Flag unusual activity or overspending

4. Annual Financial Review (Internal or External)

Every fiscal year-end:

- Prepare complete financial statements (P&L, Balance Sheet, Cash Flow)

- If annual revenue > $250K:
    - **Hire a CPA** for an **independent financial review** (cheaper than full audit)
- If applying for grants or public funds:
    - Upgrade to a **full audit** by an external auditor (only if required)

5. Optional: Risk & Compliance Checks

- Annually review:
    - Tuition collection procedures
    - Payroll compliance
    - Insurance coverage
    - Tax filings and business licenses

6. Documentation & Recordkeeping

- Store all financial records securely for **at least 7 years**
- Back up digital records to encrypted cloud storage
- Keep a **Financial Policies & Procedures Manual**

The Hive Learning Lab: 3-Year Business Plan

Year 1: Foundation & Launch

Key Objectives:

- Secure funding and location
- Establish curriculum and programs
- Build enrollment and community engagement

Action Plan:

1. **Legal & Administrative Setup**
    - Register as a legal educational institution
    - Obtain necessary licenses and accreditations
    - Develop policies for admissions, tuition, and operations
2. **Location & Infrastructure**
    - Secure a suitable facility (rental or purchase)
    - Set up classrooms, learning spaces, and essential equipment
3. **Curriculum Development**
    - Design an engaging curriculum aligned with educational standards based on each individual student's needs
    - Incorporate project-based learning, engaging activities, and creative subjects
4. **Staffing & Hiring**
    - Recruit experienced educators aligned with The Hive's philosophy
    - Establish training programs for innovative teaching methods
5. **Marketing & Enrollment**
    - Develop a website and social media presence

- Host open houses, info sessions, and community events
- Target initial enrollment of 12-16 students

6. **Funding & Financial Planning**
    - Secure grants, donations, and partnerships
    - Offer tuition options with scholarships
    - Maintain a lean budget with a break-even goal by year-end

Year 2: Growth & Stability

Key Objectives:

- Maintain student enrollment
- Strengthen academic and extracurricular programs
- Enhance school infrastructure

Action Plan:

1. **Maintain of Student Enrollment**
    - Increase marketing efforts to reach more families
    - Develop referral programs and partnerships with local businesses
    - Target an enrollment of 16 students
2. **Curriculum & Program Development**
    - Introduce more specialized courses (e.g., coding, entrepreneurship)
    - Strengthen extracurricular programs
    - Incorporate outdoor learning and field trips

3. **Teacher & Staff Development**
    - Offer continuous professional development workshops
    - Establish a mentorship program for teachers
4. **Facility & Technology Upgrades**
    - Expand classroom space if needed
    - Invest in educational technology (interactive boards, tablets, VR)
5. **Community Engagement & Brand Growth**
    - Partner with local organizations for student projects
    - Organize annual events, workshops, and student showcases
6. **Financial Growth & Sustainability**
    - Introduce after-school programs for additional revenue
    - Seek corporate sponsorships and educational grants
    - Achieve a steady revenue model with financial reserves

Year 3: Expansion & Impact

Key Objectives:

- Expand to accommodate more students
- Establish a reputation as a premier private school
- Introduce new educational models and partnerships

Action Plan:

1. **Student Enrollment Growth**
    - Secure the established enrollment

- Consider opening a second location or online learning options

2. **Advanced Curriculum & Innovation**
    - Implement more student-led projects
    - Expand hands on learning activities
3. **Community & Industry Partnerships**
    - Form strategic alliances with businesses and community
    - Develop mentorship opportunities for other teachers
4. **Infrastructure & Facility Growth**
    - Expand physical space or build new facilities
    - Upgrade school amenities, including libraries and maker spaces
5. **Long-Term Financial Planning**
    - Establish an endowment fund for long-term sustainability
    - Increase scholarship opportunities to attract diverse students
    - Aim for financial surplus to reinvest in the school's future

Key Metrics for Success:

- Enrollment growth (initial 12-16, increasing to 20 by Year 3)
- High student and parent satisfaction rates
- Strong financial sustainability with diverse funding sources
- Successful partnerships with community organizations and businesses
- Recognition as an innovative and effective private school

The Hive Learning Lab: School Effectiveness Indicators

1. Student Achievement & Learning Outcomes

- Academic performance and growth demonstrated
- Knowledge progression
- Secondary school readiness
- Literacy and numeracy proficiency, as disability category allows

2. Teaching Quality & Instructional Practices

- Teacher qualifications and experience
- Use of evidence-based teaching strategies
- Student engagement in learning activities
- Teacher effectiveness evaluations

3. School Leadership & Governance

- Vision and mission alignment with student success
- Decision-making effectiveness
- Leadership support for teachers and staff
- School climate and culture

4. Student Engagement & Well-being

- Attendance rates and chronic absenteeism
- Social-emotional learning and mental health support
- Student satisfaction and feedback

5. Parental & Community Involvement

- Parent-teacher communication and engagement
- Community partnerships and resources
- Volunteer participation in school activities

6. School Environment & Resources

- Safe and inclusive learning environment
- Availability of technology and learning materials
- Class size and student-teacher ratio
- Facility conditions and infrastructure

7. Equity & Inclusion

- Diversity in enrollment and staff
- Support for students with special needs
- Addressing achievement gaps among different student groups

8. Financial & Operational Efficiency

- Budget allocation and financial sustainability
- Effective use of resources
- Teacher retention and professional development investment

Student and Family Handbook

Welcome to The Hive Learning Lab!
We are excited you have chosen to be part of
The Hive family! We are looking forward to a great year!!

Mission Statement

The Hive Learning Lab exists to reimagine what education can look like for neurodiverse learners. We are a small, private school dedicated to providing a safe, supportive, and stimulating environment where every student is valued for who they are and empowered to grow into their fullest potential.

At The Hive, we believe that learning should be meaningful, personal, and joyful. Our purpose is to nurture the academic, emotional, and social development of students through individualized instruction, hands-on experiences, and a whole-child approach. We partner closely with families and specialists to build a learning community rooted in trust, respect, and inclusion.

We are committed to educational equity and excellence, creating pathways for students to thrive not only in school, but in life. Through flexibility, creativity, and care, The Hive serves as a place of belonging and possibility for learners who often don't find that in traditional school settings.

Our vision is to create a transformative model of special education where every learner is empowered, every strength is celebrated, and every voice is heard. We envision a future where neurodiverse students are not only included but embraced—thriving in a community that fosters curiosity, confidence, and connection. The Hive aims to inspire change in education by proving what's possible when we lead with empathy, innovation, and unwavering belief in every child's potential.

At the heart of our educational philosophy is the belief in fostering the intellectual, emotional, social, and physical development of each student. Education is not just about academic achievement but also about cultivating well-rounded individuals who are curious, compassionate, and capable of thinking critically about the world around them.

The Hive Learning Lab was founded in direct response to the needs expressed by families, educators, and specialists within our local community. From its inception, The Hive has been shaped by strong community relationships and a shared commitment to creating inclusive, responsive educational opportunities for neurodiverse learners.

Introduction

The rules and policies for The Hive Learning Lab outlined in this handbook are the material condition of a contractual agreement between the school and the student and his/her parents/guardians. The administrative team of The Hive Learning Lab has tried to be as explicit as possible in its design, but during the academic year new and unusual circumstances may arise. The Head of School has the authority to use discretion in making decisions regarding unforeseen circumstances, thereby, amending the student handbook for just cause. Parents and students will be given notice when such changes are made. Failure to abide by the regulations and policies of the school handbook by either the student or his/her parent/guardian may result in the student's removal from the school. Currently enrolled families are required to read the Student & Parent Handbook carefully to ensure a thorough understanding of its contents. Both the student and his/her parents must sign the contract acknowledging that they have read and do understand this handbook and agree to be accountable for and supportive of the rules and regulations contained herein. The handbook is on the school website and may be downloaded if desired. The information page requiring signatures will also be available in online enrollment.

Non-discrimination Statement

The Hive Learning Lab 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, scholarship and loan programs.

Standards for All Students and Families

Admission Qualifications

Admissions applications and tuition information are available on the website or during an in-person meeting.

Criteria

- Pre-Kindergarten students must be 4 years old by September 30th .
- Kindergarten students must be 5 years old by September 30th .
- Students must be able to function in a classroom setting without one-to-one supervision and be able to show learning readiness.

Admission Policy/Procedure

Admission Policies: Student and family must agree to work as a team on any and all issues pertaining to the students academic success, learning objectives and goals, behaviors, learning readiness and all other areas of the students day set forth by The Hive Learning Lab.

Enrollment Procedures: The family must complete the application, submit to the founder/staff in person or via email. The family, including the student, will then meet in person to review The Hive Learning Labs mission and vision. The team will determine if the student is likely to succeed in their programs. Schools may deny admission for a variety of reasons, including behavior issues, failing to meet age requirements, or providing false information on the application.

Probationary Enrollment

A student's enrollment will be considered probationary for any of the following reasons:

- There is an outstanding balance on the student's financial account.
- Disciplinary problems from previous school years.
- Habitual tardiness or absences.

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex-based discrimination in any education program or activity receiving federal financial assistance. This includes ensuring equal opportunities and treatment for both males and females in areas such as admissions, athletics, and employment within educational institutions.

The Hive Learning Lab will adhere to all requirements under Title IX, including

1. **Admissions**: Private schools cannot discriminate based on sex in their admission process.
2. **Employment**: The school must not discriminate against employees (teachers, coaches, staff) based on sex.
3. **Sexual Harassment**: Title IX mandates that schools address and resolve complaints related to sexual harassment, whether it happens between students or between students and employees.
4. **Pregnancy and Parental Status**: The school must not discriminate against a student or employee due to pregnancy, childbirth, or related medical conditions.

Applicability to Small Private Schools:

- **Federal Funding**: For Title IX to apply to a small private school in Oklahoma, the school must receive federal funding. This can include grants, federal student aid, or funding for specific programs like special education or after-school programs. If the school doesn't receive federal funding, Title IX wouldn't apply.
- **Compliance**: Even if a private school is small, if it receives federal funding, it is still required to follow Title IX regulations. This can mean having procedures in place for handling complaints, ensuring there is no discrimination, and providing equal opportunities.
- **Small School Resources**: Smaller schools may have fewer resources to implement Title IX programs compared to larger institutions. However, they are still required to comply with the law, which might mean adjusting their policies and training staff to handle issues related to gender discrimination and harassment.

Re-Admission
A formerly enrolled student who chooses to withdraw from The Hive Learning Lab must reapply following normal admissions procedures of the school and be in good standing with the finance office.

Academics
The Hive Learning Lab offers a variety of curriculum options to meet the specific needs of each student. The Hive Learning Lab uses a variety of resources carefully selected to provide students with a solid academic foundation and to develop their critical thinking, imagination and communication skills.
The all grade level curriculum is developmentally appropriate and incorporates hands-on activities and may include local field trip experiences.
Core subjects include reading, language arts, math, science, and social studies.

Gradebook, Grading Policies
The Hive Learning Lab uses a modified grading scale. This scale is based on skill completion versus achieved grade. There is not a gradebook program. There is documented data provided to families on a progress report style system.

Adapted Grade-Level Expectations:
Grade-level expectations are modified to align with each child's individual needs and abilities, ensuring equitable access to the curriculum in accordance with their diagnosed disabilities and learning profiles. These levels are referred to as skill level versus grade level:

- **Instructional Methods for Adapted Competencies**:
  Adapted competencies are delivered using evidence-based, differentiated instructional strategies, including:

- Multisensory learning techniques

- Scaffolding and task breakdown

- Visual schedules and graphic organizers

- Assistive technology tools

- Small-group or one-on-one instruction

- Repetition and guided practice

- **Academic Indicators for Identified Students**:
  Student progress is measured using a variety of academic indicators tailored to individual learning goals, such as:

- Personalized learning objectives or learning objective benchmarks

- Performance-based assessments and work samples
- Ongoing formative assessments and teacher observations
- Regular progress monitoring tools
- Documented growth over time relative to individual baselines

Conferences

Conferences are designed to strengthen the partnership between home and school so the student can be a successful learner. The Hive Learning Lab is a small and effective learning model. The founder and teachers will be actively involved with families.
No specific conference times will be scheduled, as the families or teachers can request meetings as needed.

Attendance

As an accredited private school in Oklahoma, The Hive Learning Lab adheres to the Oklahoma attendance laws for nonpublic schools.

Absences
Excused absences:
• Children who are personally ill and whose attendance in school would endanger their own health or that of their classmates;
• Children in whose families there is serious illness which would reasonably necessitate the absence from school
IMPORTANT: A student must be fever, vomit and/or diarrhea free for a minimum of 24 hours before returning to school. A student who is diagnosed with a contagious illness or condition must be cleared by an official doctor's note to return to school.
• Children in whose immediate family a death has occurred, such absence not to exceed one week because of and at the time of such death.
• Children whose religious faith requires absence for the observance of special and recognized holidays of the child's own faith.
• Students returning to school after a day's absence for any reason MUST present a signed note from a parent or legal guardian stating the reason for the absence. However, a note from a parent does NOT necessarily mean that an absence is excused; it is only an explanation for the absence that allows the student back into school.

Checking In and Out of School

Regular attendance is necessary for academic success at The Hive Learning Lab. Teachers and students have the right to not have instruction time interrupted by students who excessively check in or check out of school. Check-in or check-out are excused in the same manner as absences. The school administration will be the final authority in determining whether late

check-ins are excused or unexcused. A student must be present for at least 4 hours to not receive an absence for the day. All check-ins/check-outs are tracked in the student's attendance record.
Parents or guardians must check the student in with the teacher each day. No drop offs are allowed. The parents are responsible for ensuring that The Hive Learning Lab knows your child is in attendance for the day.
Check-Outs
Parents/guardians are not allowed to go directly to the classroom to retrieve their children. Please understand that the procedures outlined below are for the child's protection and safety:
• The parent/guardian must buzz in at the front door. You will sign a check-out form at the parent area.
• If someone other than the parent/guardian has permission to pick up the student, the school must be notified, preferably in writing, prior to the student's release.
• Teachers will not release students unless this procedure is followed.

Make-up Work
When a student is absent, The Hive Learning Lab will work with the family to complete the missed work/activities. If there are several missing days, the student may be required to make up work at home and return it for credit.

Dress Code
The purpose of the dress code is to encourage students to dress decently and be a positive representative of themselves and their home, as well as The Hive Learning Lab.
We do not require a specific dress code but we will encourage weather appropriate clothing and modest clothing. The Hive Learning Lab is an environment for all learners of the elementary age and our focus is healthy and safe learning space. We do expect all students to arrive in a ready to learn state, proper hygiene - clean bodies and clothes.

Bullying and Harassment
Oklahoma anti-bullying laws include the following definition of bullying or harassing behavior: "Bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.Okla. Stat. tit. 70 § 24-100.3 (2013)
This type of behavior will not be tolerated by The Hive Learning Lab. Incidences will be dealt with as defined in the discipline policy.

Discipline

For learning to take place we must maintain an environment which is conducive for learning. Our goal is for our students to develop self-discipline. When our students do not exercise self-discipline, violate school rules and policies and/or disrupt the education of others, the head of school or his/her designee will address the infraction on an individual basis according to his/her discretion.

Guidelines of Discipline

The discipline program established at The Hive Learning Lab has as its objectives:

- To establish and maintain favorable study conditions free from distraction and unsafe misbehavior.
- To establish and maintain respect for authority within the school.
- To develop, on the part of the student, ideals, interests, habits and skills that make for self-government and good citizenship.

All students must show respect for all members of The Hive Learning Lab administration, staff, faculty, aides, and substitute teachers at all times. Acts of disrespect will not be tolerated. All students are to conduct themselves in an appropriate manner at all school-sponsored activities (home and/or away functions). Failure to do so will result in the student losing his/her privilege to attend such functions. All discipline decisions will be handled by the Head of School or his/her designee.

Infractions and consequences

Minor Infractions: disruptive behavior (Minor), unsafe rough play, uncooperative behavior, failure to complete assignments, failure to follow classroom rules, possession of electronics, name-calling/quarreling, inappropriate language/comments, and other minor infractions as noted by the teacher.

For minor infractions, consequences are given by classroom teachers according to their age-appropriate classroom discipline plans.

Major Infractions: Disrespect to adults, willful disobedience, disruptive behavior (Major), lying/cheating/stealing, profanity or inappropriate gestures, fighting/shoving, bullying/harassment, aggressive behavior (physical/verbal), instigating conflict/disruption, inappropriate use of internet/computer, misuse of school property, threats of violence/intimidating others, excessive minor infractions and other major infractions as noted by the teacher.

For major infractions, parents will be notified and a meeting will take place to discuss the appropriate consequence for the student. Consequences may include, but are not limited to, a warning, time out, loss of privilege, contact with parents, conference with student and/or parents, sent home, or expulsion. The Head of School or his/her designee may suspend an elementary student from school for just cause and with parent notification.

Suspension: Short-term suspension from school or a class may be for a period of time from one (1) to five (5) days or more and will be imposed by the Head of School or his/her designee.

Long-term suspension may be for an indefinite length of time and is imposed by the Head of School or his/her designee according to the severity of the offense. In the event of a suspension, there will be an immediate phone call to the parents informing them of the incident.

Expulsion: Any student who has been expelled or forced to withdraw from The Hive Learning Lab will not be allowed to attend any The Hive Learning Lab-sponsored event or activity.

Standard Policies:

Activity/Event Violations
Elementary students are encouraged to attend after-hours events and activities. All rules in the The Hive Learning Lab Student Handbook concerning activities and events must be followed by elementary students. Elementary students will receive consequences for violation in accordance with the elementary discipline policy.

Cell Phone/Smart Device Policy
The Hive Learning Lab students are not allowed to have cell phones/smart devices at any time during the school day. They can be kept in the student cubby, on silent. Continued willful disobedience of the cell phone policy may result in further consequences.

Computer/Technology Violations
All students and parents are required to read and sign the school's technology use policy before using any The Hive Learning Lab computer. Failure to abide by the technology use policy will result in loss of computer privileges and may result in other disciplinary measures.

Gum and Candy
Students are NOT allowed to chew gum during school hours. Violators may be disciplined according to the teacher's classroom rules or at the Head of School or his/her designee prerogative. Candy is only permitted when class parties take place.

Unauthorized Areas
An unauthorized area is any location on campus where a student is present without permission or without the direct supervision of a teacher or administrator at any time during the day, including before/after school hours. Any student on campus after school hours will be directed to Aftercare.

Vandalism/Property Damage
School buildings and equipment are expensive to construct, purchase, and maintain. Students who destroy or vandalize school property will be required to pay for losses or damages and may be reported to the appropriate law enforcement agencies. If students willfully destroy school property, suspension and subsequent expulsion may be necessary. If something should be damaged by accident, the damage should be reported to a teacher or administrator immediately.

Drop Off and Pick Up

Morning Arrival: 8:30-9:00am

- Students must be dropped off at designated drop off locations only.
- Students may not be dropped off before 8:30am or before a duty teacher is present.

Afternoon Dismissal: 3:30pm

- Students must be picked up at designated pick up locations only.
- Students must be picked up promptly or charges may be applied.

Celebration Parties

Class parties in the elementary grades are for the benefit of the children in each teacher's classroom. Younger and older siblings are not invited to class parties. Parents who do not abide by this policy may be requested by the teacher to leave. Party foods provided for the children in the class should be appropriate in kind and quantity to the age level. Please check with the teacher concerning any students with food allergies.

Field Trips

Field trips are provided for teaching and learning experiences; therefore, students are expected to attend. Field trip attendance is limited to the students enrolled in the class, the teacher of the class, and the number of parent chaperones required by the teacher. NO siblings are allowed to attend. If additional parents wish to attend and accompany the class in their own transportation, they must obtain permission from the teacher to avoid violating restrictions placed by the site being visited. Failure to honor this request may result in the school being denied access to the site in the future. When using bus transportation, all students attending the field trip must ride the bus to and from the destination. Approved chaperones may ride the bus. Parents and students must adhere to the teacher's specific field trip procedures. Field trip privileges may be lost by individual students. Students who lose field trip privileges will not be allowed to attend school during field trip times, but will be required to complete virtual learning assignments. Failure to comply will result in an unexcused absence with the accompanying consequences.

Volunteers & Parent Involvement Policy

At The Hive Learning Lab, we deeply value the support and involvement of our families. While we do not maintain an open-door policy during instructional hours in order to protect the learning environment and ensure student safety, we do welcome and encourage parent involvement in the following ways:

- **Special Events & Celebrations**: Parents and guardians are invited to participate in school-wide celebrations, seasonal events, and other designated community gatherings. These are wonderful opportunities to connect and celebrate our learners' growth and creativity.

- **Pre-Arranged Volunteering**: Opportunities to support classroom activities or school projects may be available on a scheduled basis. These must be arranged in advance with the school staff and may require a background check depending on the nature of the activity.

- **Community Contributions**: We welcome families to contribute their time, skills, or resources to enrich the school community, whether it's leading a workshop, helping with garden days, or sharing a special talent.

We appreciate your partnership in creating a safe, joyful, and focused learning environment for all Hive students.

Visitations on Campus

• All visitors are required to sign in at the main desk and have prior permission to enter. This includes parents, room mothers, teacher helpers, alumni, and students from other schools.
• Parental visits are not allowed during the school day except for special events or with prior approval from the teacher and /or founder.
• Parents should keep office visits brief. Office personnel handle confidential documents, conversations, and phone calls. Loitering interferes with daily business affairs that take place in the office. For confidentiality purposes, an extended visit with the office personnel is prohibited.

Grievances

In circumstances where there is a disagreement between parents, students and staff, please adhere to the guidelines listed below.
• Seek to resolve the situation with the teacher first. He/she should be your first line of communication. Keep those lines open and friendly. Email, call, or schedule a conference to discuss your concerns with the teacher.
• If the situation cannot be resolved with the teacher, contact the founder/owner in writing.

Withdrawal of Student/Transfer of Records

If a student transfers from The Hive Learning Lab to another school or decides to drop out of school for any reason, he/she MUST first report to the Head of School's office. All supplies, materials, and textbooks must be returned, and all financial obligations satisfied before school records will be released. Written requests for school records must be received from the school the student will be attending before school records are released. School records are mailed by The Hive Learning Lab directly to the school the student will be attending. A clearance slip must be obtained from the main office to be initialized by all teachers as textbooks, etc., are turned in.

Standards for All Students

Alcohol and Drug Policy

Oklahoma law prohibits the use, possession, or sale of alcohol or controlled substances on school property. Private schools in Oklahoma can have policies that prohibit drug use and alcohol abuse. Prohibited substances Alcohol, Controlled substances, and Prescription or over-the-counter medications used inappropriately.

Oklahoma's 24/7 Tobacco-Free Schools Act prohibits smoking and vaping at all public schools, including private schools that educate children in kindergarten through 12. This includes school grounds, school vehicles, and school-sponsored events.

The Hive Learning Lab and its entirety is a drug and alcohol free place.
A student subjects himself/herself to disciplinary action, including immediate dismissal, in the following situation(s):
• Possessing, using, or purchasing alcohol or other drugs or drug paraphernalia on campus or at a school- sanctioned event.
• Selling or otherwise distributing or intending to distribute alcohol or other drugs regardless of time or place.
• A positive identification of alcohol or other drug use The Hive Learning Lab may require drug testing of any individual who, in the professional opinion of the administration and/or faculty, exhibits behaviors consistent with use of alcohol or illegal drugs.
Should a student have a positive drug test or return a test that has been adulterated, that student will be dismissed immediately from The Hive Learning Lab. If a student admits to administration (including faculty) that he/she is using alcohol or drugs prior to being subjected to a drug screen, he/she will be required to take random drug tests, at the parents' expense, for the remainder of his/her The Hive Learning Lab career. When a student admits use of drugs or alcohol, his/her parents will be consulted, and in most cases, the student will be screened and, if necessary, referred for treatment in the community at the parents' expense. Once a student has been referred for drug or alcohol treatment, he/she and his/her parents must continue the treatment process until released by the professional providing the services. If the student refuses or prematurely terminates treatment, he/she may be asked to withdraw from The Hive Learning Lab.
Legal Drugs: Any student taking a drug or medication, whether or not prescribed by a physician, which is known or advertised as possibly affecting or impairing judgment, coordination, or other senses, or which may adversely affect ability to perform school activities in a safe and productive manner, must notify school administration prior to beginning class. The school administration will determine if the student can remain on campus at that time. Any student violating this policy is subject to disciplinary action which may include immediate dismissal from The Hive Learning Lab.
Searches and Inspection: The Hive Learning Lab may conduct searches and inspections of students and their personal effects, lockers, lunch boxes, purses, book bags, vehicles, etc., located on the The Hive Learning Lab property at any time. The selection of a person or object for search requires no explanation from the administration as to why that person or object was selected. The purpose of such searches and inspection under this policy is to determine whether any person is in possession of alcohol, drugs, controlled substances, or other 63 contraband items.
Entry onto the The Hive Learning Lab campus constitutes consent to such searches or inspections. When appropriate, any items discovered through such searches or inspections may be taken into custody and may be turned over to the proper law enforcement authorities.

Anti-Bullying Policy

The Hive Learning Lab recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, The Hive Learning Lab prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. The Hive Learning Lab believes that standards for student behavior must be set through interaction among the students, parents and guardians, and staff, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The scope of this policy includes the prohibition of every form of bullying, harassment, and cyber bullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyber bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of the school or any school program.

Computer/Internet Policy

The Hive Learning Lab's information technology resources, including Internet access, are provided for educational purposes. The school's network facilities are to be used in a responsible, efficient, ethical, and legal manner in accordance with the school's mission and purpose. With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The Hive Learning Lab has taken available precautions to restrict access to inappropriate materials using CIPA compliant programs. However, on a global network it is impossible to control all material, and an industrious user may discover inappropriate information. Because the Internet contains an unregulated collection of resources, the school cannot guarantee the accuracy of the information or the appropriateness of any material that a student may encounter. The smooth operation of the network is dependent upon the proper conduct of the users who must adhere to strict guidelines, rules, and regulations which are provided so that student users are aware of the responsibilities they are about to accept. In general, their responsibilities necessitate acceptable, ethical, and appropriate utilization of the electronic network resources.

Therefore, before using the school's on-line resources, each student and his/her parent/guardian shall sign and return a The Hive Learning Lab Acceptable Use Agreement. This agreement shall specify user obligations and responsibilities and shall indemnify the school for any damages. The parent/guardian shall agree not to hold the school responsible for materials acquired by the student on the system, for violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by users.

Terms and Conditions

The Hive Learning Lab reserves the right to access any file or information communicated through or on its property and will do so if a compelling reason arises. The Hive Learning Lab retains the right to monitor network activity in any manner it sees fit. The individual has no reasonable expectation of privacy. Students using The Hive Learning Lab's computers, Internet access, or using personal devices with Internet/email capability on campus during school hours in violation of school policy are expected to act in a manner consistent with the school's values. Communications on the Internet reflect on The Hive Learning Lab and must not damage the school's reputation. The use of any The Hive Learning Lab computer which provides access to the Internet is a privilege which may be revoked by the school at any time for abusive or inappropriate conduct. Such conduct may include, but is not limited to, the placing of unlawful information on or through the computer or system, accessing another person's files or e-mail, and the use of obscene, abusive, or otherwise objectionable language or images in either public or private files or messages.

The Hive Learning Lab provides individual student Google accounts for storage, e-mail, and Classroom purposes. Deletion, examination, copying, or modification of files and/or data belonging to other users without their prior consent is prohibited. Commercial software is placed on the computer for the use and convenience of students and staff. Any unlawful use such as the copying of copyrighted material without the express written permission of the owner or the proper license is prohibited. The school does not warrant that the functions of the system will meet any specific requirements that a student may have, or that it will be error-free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use the system. The Hive Learning Lab specifically denies any responsibility for the accuracy of information obtained through electronic information resources. Acceptable Use Acceptable use means that a student uses the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations as described in this agreement. Students who "publish" on the Internet must abide by the approved publishing procedure, which includes informing and involving a content sponsoring teacher.

Supervision and Monitoring

The Head of School, teachers, and supervising authorities monitor the use of information technology resources to help ensure that users are secure and in conformity with this policy. The administration reserves the right to examine, use and disclose any data found on the schools' information network in order to further the health, safety, discipline, or security of any student or other person, or to protect property. The administration may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement.

Obligaton to Report Child Abuse/Neglect

The Hive Learning Lab staff has a legal obligation to report any acts of suspected abuse or neglect of children to the appropriate state agency. The Hive Learning Lab will cooperate with any state official(s) conducting such an investigation.

Standards for Health & Safety

Illness and Lice Policy

Students who present with unwellness, extreme fatigue or other issues that prevent readiness to learn, may not be permitted to be at The Hive Learning Lab. Students with contagious diseases or head lice may not be admitted until they are well.

Any student suspected to have head lice will be checked by The Hive Learning Lab staff. If a student is deemed to have lice, it is mandatory that the student is to be immediately checked out from school to be treated. A physicians' note must be sent to school stating that the student was treated for lice.

The Hive Learning Lab is a place for learning and safe interactions. The Hive Learning Lab is not a doctors office and/or not medically trained to care for sick students. Your child is expected to come to school ready to learn. In order to keep our campus free from contagious illness or conditions, adhere to the following:

- A student must be fever, vomit and/or diarrhea free for a minimum of 24 hours before returning to school.
- A student who is diagnosed with a contagious illness or condition must be cleared by an official doctor's note to return to school.

The Hive Learning Lab will not provide health services outside the standard first aid care. All other needs will be through the actions of the parents or emergency medical care.

Medication Policy

The only school personnel with permission to dispense approved drugs are: Elementary Office Staff, Business Secretary, and Head of School. 1. As a general principle, medication shall NOT be given at school unless the attending physician certifies that such medication cannot be administered before or after school hours. 2. Possible exceptions to the general principle: a. Medications for asthmatic conditions b. Medication for insect sting allergy c. Anticonvulsant medications d. Medications for behavioral disorders e. Medications needed in extenuating circumstances. These will be assessed on an individual basis, for example chronic disorders (i.e. migraine headaches, arthritis, sickle cell anemia, travel with school functions that may last longer than the usual school day). 3. Antibiotics and other short-term medications, including non-prescription medication, shall not be given at school until the conditions outlined in #5 below are met. 4. Students shall not be allowed to have medications in their possession on the school grounds. The Head of School, teachers, and school staff have the right to take the medication from the child and contact the parents for appropriate information.

5. Prior to the administration of medications during school hours, the following will be required: a. An order from a physician and written parental consent. b. Medication must be brought to the school by the parent or guardian in the prescription bottle/container with the child's name, dosage, etc. on the bottle/container. c. Both the consent letter from the parent/guardian and the medication container shall contain clear instructions identifying the student's name, prescription numbers, date, frequency, name of the medication, dosage, route, and physician's name.

d. No more than one month's supply (twenty-five days for a "school" month) of the medication shall be kept at school. As soon as the bottle is empty, it will be sent home with the student so

that a new prescription can be brought back by the parent/guardian. e. If the student is to receive a fraction of a tablet, for example ½ tablet, the parent is responsible for breaking the tablets. Fractional dosages are not exact; therefore, school personnel will not be responsible for breaking the tablets. f. At the beginning of each school year and anytime there is a change in the medication (dose, time, etc.), a new form from the physician must accompany the new prescription. g. All medication must be recorded daily on the Medication Log. The Parental Consent and the Physician's Order Form will be kept with the Medication Log. A copy of each form will be placed in the student's cumulative folder. h. Because of potential problems, medications will be kept under lock and key in a secure central location. i. The Head of School shall designate an employee(s) to administer medications. j. The Hive Learning Lab., and its employees are not responsible for any unintentional mistakes or oversight in keeping or giving the student's medication.

Safety Procedures

Accidents
Every accident in a school building, on school grounds, must be reported immediately to the person in charge of the event and to the school office.
An Accident Report form must be completed and turned in to the Head of School or his/her designee. Parents will be notified of the accident as soon as possible.

Emergency Drills
Emergency procedures are practiced as necessary for building evacuation (fire), severe weather (tornado), and shelter-in-place (lockdown).

Emergency School Closures
When The Hive Learning Lab must be closed due to an emergency, notification will be sent via text, email and/or phone call.

General Information

Bus Transportation
The Hive Learning Lab will not provide transportation of any kind at time of initial opening.

Cafeteria Program
Students are required to bring a ready to eat lunch from home, provided by their parents/family. The Hive Learning Lab will have refrigeration and a microwave.

Calendar
The official school calendar is located on the school website, www.TheHiveLearningLab.com . It is updated on a regular basis.

Financial Payments
All money exchanges must take place using the online portal or given directly to the Head of the School. All financial transactions should be properly labeled.

School Supplies
The Hive Learning Lab will provide all learning materials needed for the daily learning activities. In the incidence that a student intentionally destroys the provided materials, the parents will be expected to replace the materials.

Textbooks and Reusable Materials
All textbooks are loaned to students for their use during the school year. Textbooks and reusable material are to be kept clean and handled carefully. Payment is required for lost or damaged books. Each student should verify that his/her name, grade, and school are entered on the book label in case the book is misplaced.

Withdrawal of Student/Transfer of Records
If a student transfers from The Hive Learning Lab to another school or decides to drop out of school for any reason, he/she MUST first report to the founder. All supplies, materials, and textbooks must be returned, and all financial obligations satisfied before school records will be released. Written requests for school records must be received from the school the student will be attending before school records are released. School records are mailed by The Hive Learning Lab directly to the school the student will be attending.

THE HIVE LEARNING LAB

EMERGENCY AUTHORIZATION & MEDICAL RELEASE FORM

Student Information

Student's Full Name: _____

Date of Birth: _____

Home Address: _____

Parent/Guardian Name: _____

Phone Number: _____Alt. Phone Number:_____

Email Address: _____

Emergency Contact Information (Other Than Parent/Guardian

Name: _____

Relationship to Student: _____Phone Number: _____

Name: _____

Relationship to Student: _____Phone Number: _____

Medical Information

Primary Physician: _____

Physician's Phone Number: _____

Insurance Provider: _____Policy Number:_____

Allergies (food, medication, environmental): _____

Medical Conditions (asthma, diabetes, epilepsy, etc.):_____

_____

Medications Taken Regularly: _____

_____

Medical Release & Authorization

In the event of a medical emergency, I, _____, authorize the staff of The Hive Learning Lab to obtain medical treatment for my child,_____, if I or my emergency contacts cannot be reached. I understand that every effort will be made to contact me before initiating emergency care.

I give permission for my child to receive first aid treatment as needed. In case of a life-threatening emergency, I authorize The Hive Learning Lab staff to call 911 and allow emergency medical personnel to transport my child to the nearest medical facility for necessary treatment. I also authorize medical personnel to administer any emergency care deemed necessary.

I understand that The Hive Learning Lab, its staff, and affiliates are not responsible for any medical expenses incurred as a result of emergency treatment. I agree to provide updated medical information as needed and understand that this authorization remains in effect while my child is enrolled at The Hive Learning Lab.

Parent/Guardian Consent

Parent/Guardian Name (Print): _____

Signature: _____

Date: _____

Thank you for completing this form. Your child's safety is our priority! If you have any questions or need to update information, please contact us at sthurber@thehivelearninglab.com.

THE HIVE LEARNING LAB

MEDIA RELEASE CONSENT FORM

Dear Parent/Guardian,

At The Hive Learning Lab, we love to celebrate our students and showcase their learning experiences. Throughout the school year, we may take photographs, record videos, or create other media that highlight classroom activities, student projects, school events, and special moments. These images and videos may be shared on our school website, social media pages, newsletters, promotional materials, or other media platforms.

We respect your privacy, and we ask for your consent before using any media featuring your child. Please read and complete the form below to indicate your preferences.

Consent Agreement

I, _____, as the parent or legal guardian of _____, grant permission for The Hive Learning Lab to use photographs, videos, or other media featuring my child for the following purposes (please check all that apply):

☐ School Website & Social Media (Facebook, Instagram, etc.)

☐ School Newsletters & Promotional Materials

☐ Printed Publications (Flyers, Brochures, etc.)

☐ Local Media (Newspapers, News Websites, etc.)

☐ Internal Use Only (Classroom Projects, Yearbooks, etc.)

☐ I DO NOT grant permission for my child's image or media to be used in any form.

I understand that my child's full name will not be disclosed without my additional written consent. I also acknowledge that The Hive Learning Lab has no control over how external media (such as newspapers or community publications) may use these images once published.

Student's Name: _____ Date: _____

Parent/Guardian Name: _____ Phone: _____

I have read and understand this media release form, and I give permission as indicated above.

Parent/Guardian Signature: _____ Date: _____

Thank you for your cooperation in helping us share the amazing work and experiences of our students! If you have any questions, please contact us at 918-509-0911.

The Hive Learning Lab

Student and Family Handbook Acknowledgment Form

Student Name: _____

Grade: _____ School Year: _____

Parent/Guardian Name(s): _____

Handbook Acknowledgment

I have received and reviewed the Student and Family Handbook for The Hive Learning Lab. I understand that it contains important information regarding school policies, procedures, and expectations for students and families.

Parent/Guardian Signature: _____ Date: _____

Section Acknowledgments (Please initial each)

Section	Description	Initials
A	Media Release – consent for use of child's image/schoolwork	_____
B	Attendance Policy – expectations and procedures	_____
C	Code of Conduct – behavior expectations and discipline policy	_____
D	Technology & Internet Use – acceptable use policy	_____
E	Parent/School Communication – contact methods and updates	_____
F	Health & Safety – illness, medication, emergency protocols	_____
G	Other Parent Acknowledgments – volunteering, arrival, lunch/snacks	_____

Parent/Guardian Signature: _____ Date: _____

By signing below, Parent acknowledges that the Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, service provider, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Parent Signature: _____

Date: _____

THE HIVE
Learning Lab

Employee Handbook for The Hive Learning Lab

Welcome to The Hive Learning Lab!

We are delighted to have you as part of our team. Our mission is to provide a nurturing and innovative learning environment where both students and staff can thrive. This handbook serves as a guide to the policies, procedures, and expectations that will help us create a positive and productive workplace.

Section 1: Mission, Vision, and Values

At The Hive Learning Lab, we believe every child deserves a learning environment where they are seen, heard, and celebrated. Our mission is to provide individualized, compassionate, and innovative education for neurodiverse learners in a nurturing, inclusive setting. Through personalized learning experiences, collaboration, creativity, and a whole-child approach, we empower students to grow with confidence, connect with the community, and thrive academically, socially and emotionally.

The Hive Learning Lab exists to reimagine what education can look like for neurodiverse learners. We are a small, private school dedicated to providing a safe, supportive, and stimulating environment where every student is valued for who they are and empowered to grow into their fullest potential.

At The Hive, we believe that learning should be meaningful, personal, and joyful. Our purpose is to nurture the academic, emotional, and social development of students through individualized instruction, hands-on experiences, and a whole-child approach. We partner closely with families and specialists to build a learning community rooted in trust, respect, and inclusion.

We are committed to educational equity and excellence, creating pathways for students to thrive not only in school, but in life. Through flexibility, creativity, and care, The Hive serves as a place of belonging and possibility for learners who often don't find that in traditional school settings.

Our vision is to create a transformative model of special education where every learner is empowered, every strength is celebrated, and every voice is heard. We envision a future where neurodiverse students are not only included but embraced—thriving in a community that fosters curiosity, confidence, and connection. The Hive aims to inspire change in education by proving what's possible when we lead with empathy, innovation, and unwavering belief in every child's potential.

At the heart of our educational philosophy is the belief in fostering the intellectual, emotional, social, and physical development of each student. Education is not just about academic achievement but also about cultivating well-rounded individuals who are curious, compassionate, and capable of thinking critically about the world around them.

The Hive Learning Lab was founded in direct response to the needs expressed by families, educators, and specialists within our local community. From its inception, The Hive has been shaped by strong community relationships and a shared commitment to creating inclusive, responsive educational opportunities for neurodiverse learners.

Section 2: Employment Policies

Equal Opportunity Employment: We are an equal opportunity employer and strive to provide a workplace that is free from discrimination based on race, color, religion, gender, sexual orientation, age, disability, or any other legally protected status.

At-Will Employment: All employees of The Hive Learning Lab are employed on an at-will basis. This means either the employee or the school can terminate the employment relationship at any time, with or without notice, and with or without cause.

Background Checks: All prospective employees are required to undergo a background check before starting their employment. In Oklahoma, private schools can request background checks for employees through the Oklahoma State Board of Education (OSBE). The OSBI conducts the background checks.

Title IX of the Education Amendments of 1972: A federal law that prohibits sex-based discrimination in any education program or activity receiving federal financial assistance. This includes ensuring equal opportunities and treatment for both males and females in areas such as admissions, athletics, and employment within educational institutions. The Hive Learning Lab will adhere to all requirements under Title IX, including

Admissions: Private schools cannot discriminate based on sex in their admission process.

Employment: The school must not discriminate against employees (teachers, coaches, staff) based on sex.

Sexual Harassment: Title IX mandates that schools address and resolve complaints related to sexual harassment, whether it happens between students or between students and employees.

Pregnancy and Parental Status: The school must not discriminate against a student or employee due to pregnancy, childbirth, or related medical conditions.

Federal Funding: For Title IX to apply to a small private school in Oklahoma, the school must receive federal funding. This can include grants, federal student aid, or funding for specific programs like special education or after-school programs. If the school doesn't receive federal funding, Title IX wouldn't apply.

Compliance: Even if a private school is small, if it receives federal funding, it is still required to follow Title IX regulations. This can mean having procedures in place for handling complaints, ensuring there is no discrimination, and providing equal opportunities.

Small School Resources: Smaller schools may have fewer resources to implement Title IX programs compared to larger institutions. However, they are still required to comply with the law,

which might mean adjusting their policies and training staff to handle issues related to gender discrimination and harassment.

Section 3: Employee Responsibilities and Conduct

Professionalism and Conduct: Employees are expected to act with professionalism and integrity in all interactions with students, parents, colleagues, and other members of the community.

Confidentiality: Employees are required to maintain the confidentiality of student records and any sensitive school-related information.

Work Hours: The standard work week is from 8:30 AM to 3:30 PM. Additional hours may be required for school events, meetings, or other duties.

Dress Code: Employees should dress in a casual and respectful manner, appropriate for the school environment. Clothing should be comfortable but also convey a sense of decorum.

Drug Free Schools: Oklahoma law prohibits the use, possession, or sale of alcohol or controlled substances on school property. Private schools in Oklahoma can have policies that prohibit drug use and alcohol abuse. Prohibited substances Alcohol, Controlled substances, and Prescription or over-the-counter medications used inappropriately.

Smoking Ban: Oklahoma's 24/7 Tobacco-Free Schools Act prohibits smoking and vaping at all public schools, including private schools that educate children in kindergarten through 12. This includes school grounds, school vehicles, and school-sponsored events.

Obligaton to Report Child Abuse/Neglect: The Hive Learning Lab staff has a legal obligation to report any acts of suspected abuse or neglect of children to the appropriate state agency. The Hive Learning Lab will cooperate with any state official(s) conducting such an investigation.

Section 4: Acknowledgement of Safety Policies

AIDS Prevention and Confidentially: The Hive Learning Lab recognizes that HIV/AIDS is a public health concern and is committed to: providing accurate education on HIV/AIDS prevention, maintaining the confidentiality and dignity of individuals living with or affected by HIV/AIDS, and ensuring a non-discriminatory environment for all students and staff.

Education and Prevention will include age-appropriate HIV/AIDS education will be included in the school's health curriculum. Educational programs will focus on modes of transmission, prevention methods (including abstinence and safe practices), and reducing stigma. Staff will be provided with professional development opportunities on HIV/AIDS awareness and prevention.

Staff will ensure confidentiality. The HIV status of any student or staff member is confidential and protected by privacy laws. Disclosure of HIV status is not required for school enrollment, employment, or participation in any school activity. If an individual voluntarily discloses their HIV status, school administrators will maintain strict confidentiality unless given written consent to share information. Medical records and related information will be stored securely and separately from academic or personnel records.

No student or staff member shall be denied access to education, employment, or services based on actual or perceived HIV status. Any form of discrimination, harassment, or bullying related to HIV/AIDS will be addressed promptly and in accordance with the school's anti-bullying policy.

The school will follow universal precautions in handling blood or bodily fluids to prevent transmission of any infectious diseases. First-aid kits and training will be provided to ensure safe response to injuries.

Counseling and support resources will be made available to students and staff affected by HIV/AIDS. Referrals to external health and social services will be provided as needed.

This policy will be reviewed regularly and updated to reflect current medical knowledge, legal requirements, and educational best practices.

Oklahoma Hazard Communication Standards: See The Hive Learning Lab: Oklahoma Hazard Communication Standards policy sheet.

Asbestos Hazardous Emergency Response: The Asbestos Hazard Emergency Response Act (AHERA) of 1986 is a law that requires schools to inspect and manage asbestos. The law also requires the use of accredited professionals to remove asbestos. Requirements- **Inspections**: Schools must inspect their buildings for asbestos-containing materials. **Management plans**: Schools must develop plans to manage asbestos. **Response actions**: Schools must take action to reduce or prevent asbestos hazards. **Reinspections**: Schools must re-inspect asbestos-containing materials every three years. **Training**: Schools must educate maintenance and service personnel about asbestos safety procedures. **Warning**

labels: Schools must label friable asbestos-containing materials. The law applies to public school districts and non-profit private schools. This includes charter schools and schools affiliated with religious institutions.The Hive Learning Lab is a for profit, private learning lab.

Section 5: Compensation and Benefits

Pay Schedule: Employees will be paid on a monthly basis, with payments issued on the 1st.

Benefits: Full-time employees are eligible for benefits, including:

Paid Time Off (PTO)

Professional Development Opportunities

Overtime: Non-exempt employees are entitled to overtime pay for hours worked beyond the regular work schedule, in accordance with federal and state labor laws.

Section 5: Leave and Time Off

Leave: Employees are eligible for ten days of paid time off per year, this includes sick leave.

Holidays: The school observes the holidays listed on the school calendar.

Section 6: Workplace Safety

Safety Protocols: The safety of our staff and students is a top priority. All employees are required to adhere to the school's safety policies and procedures, including emergency drills, first aid, and reporting hazards.

Reporting Accidents or Injuries: In the event of an accident or injury, employees must immediately report the incident to the principal or school administrator.

Section 7: Technology and Equipment Use

Acceptable Use of Technology: Employees must use school computers, devices, and internet access for work-related purposes only. Personal use of school technology should be kept to a minimum.

Social Media: Employees are encouraged to be mindful of their personal social media presence and its potential impact on the school's reputation. Posting content that is inappropriate or violates school policies is prohibited.

Section 8: Employee Development

Professional Development: We are committed to supporting the growth and development of our employees. Staff are encouraged to attend workshops, conferences, and training sessions that enhance their skills and knowledge.

Performance Evaluations: Employees will receive a 90 day and an annual performance evaluation to discuss their accomplishments, areas for improvement, and future goals.

Section 9: Disciplinary Procedures

Progressive Discipline: Disciplinary action may be taken for violations of school policies or misconduct. The school follows a progressive discipline process, which may include verbal warnings, written warnings, suspension, and termination.

Complaint Procedure: If an employee has a grievance or complaint, they should address it with the founder/ head teacher.

Section 10: Acknowledgment of Receipt

Acknowledgment Form: Employees must sign an acknowledgment form indicating they have received, read, and understood the contents of the employee handbook, including Code of Conduct.

Sign and date:

This handbook is designed to promote a positive and effective working environment. We encourage all staff members to read it thoroughly and refer to it as needed.

The Hive Learning Lab: Oklahoma Hazard Communication Standards

1. Purpose

The purpose of this policy is to ensure The Hive Learning Lab complies with the **Oklahoma Hazard Communication Standard** and the **Occupational Safety and Health Administration (OSHA) Hazard Communication Standard** (29 CFR 1910.1200). This policy is intended to safeguard employees and students by effectively communicating the risks associated with hazardous chemicals present on school property.

2. Legal References

This policy is based on the following regulations:

- **OSHA Hazard Communication Standard (29 CFR 1910.1200)**
- **Oklahoma Administrative Code Title 310, Chapter 641** (pertaining to workplace safety for public sector employees)
- **Oklahoma Statutes Title 40 §403** – Workplace Safety and Hazard Communication Rights

These laws require that all employees have the right to know and understand the hazardous chemicals they may be exposed to in the workplace.

3. Scope

This policy applies to all staff, faculty, contractors, and volunteers at The Hive Learning Lab who may encounter hazardous chemicals in the course of their duties, including but not limited to custodial personnel, science teachers, and art instructors.

4. Responsibilities

- **School Director/Administrator**
  Ensures school-wide compliance, assigns a HazCom Coordinator, and allocates necessary resources.
- **Hazard Communication Coordinator (e.g., Facilities Manager or Designee)**
  Maintains the chemical inventory, ensures Safety Data Sheets (SDS) are up to date and accessible, provides employee training, and enforces compliance.

- **Employees**
  Must follow safe practices, use personal protective equipment (PPE), attend training sessions, and immediately report any safety concerns.

5. Chemical Inventory

An up-to-date inventory of all hazardous chemicals used or stored on school property will be maintained. This includes:

- Cleaning and disinfecting agents
- Laboratory and art supplies
- Maintenance products (e.g., paint, adhesives)

The inventory will be reviewed and updated annually or whenever a new chemical is introduced.

6. Safety Data Sheets (SDS)

- An SDS for each chemical listed in the inventory will be maintained.
- SDSs will be readily accessible in printed binders located in areas where chemicals are used (e.g., science lab, janitorial closets).
- Digital access may be provided via the school's internal shared drive.

7. Container Labeling

All chemical containers must be properly labeled with:

- Product identifier
- Signal word (e.g., Danger or Warning)
- Hazard statements (e.g., "Causes skin irritation")
- Precautionary statements
- Pictograms (GHS-compliant)
- Manufacturer/supplier information

Labels must not be removed or defaced. Secondary containers must also be labeled unless used by the same person and emptied within the same shift.

8. Employee Training

Training will be provided to all affected employees:

- At the time of initial assignment
- Whenever a new chemical hazard is introduced

Training covers:

- Interpreting labels and SDS
- Safe handling and use of chemicals
- Use and care of PPE
- Emergency response procedures
- Spill clean-up and reporting

9. Contractors and Non-School Personnel

Contractors working at The Hive Learning Lab will be informed of chemical hazards in their work areas and must comply with all safety protocols. The school will coordinate hazard communication to ensure mutual understanding and safe operations.

10. Emergency Procedures

- Emergency response protocols for chemical spills, exposures, and accidents are posted in key areas.
- Spill kits, first aid supplies, and eye wash stations will be available where necessary.
- Incidents must be reported immediately to the Hazard Communication Coordinator.

11. Recordkeeping

- Training records, chemical inventories, and SDS documentation will be retained for a minimum of **30 years**, in accordance with OSHA requirements.

- Records will be reviewed annually to ensure compliance and relevance.

12. Policy Review

This policy will be reviewed and revised annually by the Hazard Communication Coordinator and school administration to reflect updates in laws, regulations, or procedures.

The Hive Learning Lab: Emergency Safety Plans

1. General Safety Protocols

1.1 Emergency Contacts & Communication

- Maintain an updated emergency contact list for all students and staff.
- Designate a primary and backup communication lead.
- Use a phone tree, messaging app (like Remind), and printed emergency cards.
- Ensure access to working phones, radios, or walkie-talkies.

1.2 Roles & Responsibilities

- Assign staff to safety roles:
    - Emergency Coordinator
    - First Aid Officer
    - Student Accountability Monitor
    - Communications Liaison

1.3 Drills & Training

- Conduct quarterly drills (fire, lockdown, evacuation, severe weather).
- Provide staff training on CPR, First Aid, and trauma response annually.
- Educate students in age-appropriate safety practices.

1.4 Safety Equipment

- Fire extinguishers, first aid kits, flashlights, emergency food/water.
- Emergency go-bags for classrooms.
- AED device and staff trained to use it.

2. Emergency Scenarios & Response Plans

🔥 Fire Emergency Plan

Goal: Ensure safe, immediate evacuation of all students and staff.

Procedure:

1. Sound fire alarm (verbal "FIRE!" if no alarm system installed).
2. Lead students to designated **fire assembly area** (e.g., far corner of parking lot or open field at least 100 feet from building).
3. Take emergency backpack with first aid kit, student emergency contacts, and attendance roster.
4. Count students and ensure all are present.
5. Call 911 once safe.
6. Do not re-enter the building until cleared by fire department.

🌪️ Tornado Emergency Plan

Goal: Protect students and staff from wind and flying debris.

Procedure:

1. Monitor weather alerts (NOAA radio, app, or local news).
2. On tornado warning, if time allows, we will walk over to the storm shelter at the Yale HIgh School that opens for the community, if time does not allow, instruct students to move to **interior lowest wall space**, away from windows (e.g., a windowless closet or reinforced

interior wall).

3. Students crouch down, head between knees, arms over neck for protection.
4. Cover with mats or thick books if available.
5. Remain in position until "all clear" is issued.

🚨 Evacuation Plan

Goal: Safely move students off-campus in case of unsafe building or extended emergency.

Procedure:

1. Follow fire drill protocol to exit building.
2. Proceed to **off-site evacuation location**:
   Yale High School parking lot, or other space given by local authorities
3. Bring emergency supplies and student roster.
4. Notify parents via pre-established communication system.
5. Remain at off-site location until pickup or further instructions.

⛈️ Severe Weather (Non-Tornado)

Goal: Keep students safe during lightning, hail, flooding, or high winds.

Procedure:

1. Monitor weather continuously.
2. Keep students indoors and away from windows.
3. Cancel outdoor activities.
4. Move to interior wall if wind threat escalates.
5. Delay dismissal or pickup until conditions improve.

🔒 Lockdown Plan (Intruder/Threat on Premises)

Goal: Secure students in place and remain hidden from threats.

Procedure:

1. Say clearly, "LOCKDOWN."
2. Lock all doors and turn off lights.
3. Move students to a safe corner, away from windows and doors.
4. Remain silent and still.
5. Silence cell phones and electronic devices.
6. Do not open doors for anyone until law enforcement or an all-clear signal is given.

The Hive Learning Lab: Hiring Policy and Procedure

1. Purpose

The purpose of this hiring policy is to establish a fair, transparent, and effective process for recruiting and selecting highly qualified individuals who align with the mission and values of The Hive Learning Lab.

2. Equal Opportunity Statement

The Hive Learning Lab is committed to providing equal employment opportunities to all individuals regardless of race, color, religion, gender, sexual orientation, national origin, age, disability, or any other protected status under applicable federal and state laws.

3. Hiring Committee

A designated hiring committee, consisting of the school director and at least one additional staff member, will oversee the hiring process to ensure consistency and fairness.

4. Hiring Process

Step 1: Job Posting & Recruitment

- Job descriptions will be developed for each position, outlining responsibilities, qualifications, and expectations.
- Vacancies will be posted on the school's website, job boards, and relevant professional networks.
- Internal candidates and referrals will be encouraged.

Step 2: Application Review

- The hiring committee will review applications based on qualifications, experience, and alignment with school values.
- Shortlisted candidates will be selected for interviews.

Step 3: Interview Process

- Selected candidates will undergo an initial interview (virtual or in-person).
- A second interview may be conducted, including a teaching demonstration (if applicable) and interactions with students and staff.
- The committee will assess candidates based on teaching philosophy, experience, and cultural fit.

Step 4: Background Checks & References

- Finalists will undergo background checks in compliance with Oklahoma state laws.
- At least two professional references will be contacted to verify credentials and work history.

Step 5: Job Offer & Onboarding

- A formal job offer will be extended to the selected candidate, detailing salary, benefits, and employment terms.
- Upon acceptance, new hires will complete required HR paperwork, undergo orientation, and receive initial training.

5. Probationary Period & Evaluation

- All new employees will be subject to a 90-day probationary period.
- Performance evaluations will be conducted at the end of the probation period and annually thereafter.

6. Confidentiality & Record Keeping

- All application materials and hiring records will be kept confidential and stored securely.
- Hiring decisions and justifications will be documented for transparency and future reference.

7. Policy Review & Updates

This hiring policy will be reviewed annually to ensure compliance with legal standards and school needs. Adjustments may be made as necessary.

The Hive Learning Lab: Employment Contract

This Employment Contract ("Contract") is made and entered into on this ___ day of _____, **20__**, by and between **The Hive Learning Lab** ("School"), located at Yale, Okla., and _____ ("Employee").

1. POSITION AND DUTIES The School agrees to employ the Employee as a **Teacher Assistant**, and the Employee agrees to perform the duties outlined in the job description provided by the School. The Employee shall perform all assigned duties diligently, professionally, and in accordance with the policies and procedures of the School.

2. TERM OF EMPLOYMENT The term of this Contract shall commence on _____.

3. COMPENSATION AND BENEFITS (a) Salary: The Employee shall receive an annual salary of **$**_____, payable in accordance with the School's payroll schedule. (b) Benefits: The Employee shall be entitled to participate in benefits programs offered by the School, including paid time off,sick leave as per School policies. (c) Taxes and Deductions: All payments are subject to applicable federal, state, and local taxes and other legally required deductions.

4. WORK SCHEDULE The Employee's work schedule shall be 8:30am-3:30pm, all school days , as per the school calendar and professional development days as scheduled, with modifications as needed for school events, meetings, or emergencies.

5. PROFESSIONAL EXPECTATIONS (a) The Employee shall adhere to all School policies, rules, and procedures. (b) The Employee shall conduct themselves in a manner that upholds the mission and values of The Hive Learning Lab. (c) The Employee shall participate in staff meetings, training, and professional development activities as required.

6. CONFIDENTIALITY The Employee agrees to maintain the confidentiality of all student records, personnel files, and proprietary School information during and after employment.

7. INTELLECTUAL PROPERTY Any lesson plans, curricula, or other educational materials created by the Employee in the course of employment shall be the property of the School, unless otherwise agreed in writing.

8. PERFORMANCE EVALUATION The Employee shall be subject to periodic performance evaluations conducted by the School's administration.

9. TERMINATION (a) This Contract may be terminated by either party with **two week** written notice. (b) The School may terminate the Employee immediately for cause, including but not limited to misconduct, insubordination, or violation of School policies. (c) If the Employee resigns before the end of the contract term, they agree to provide at least **two week** written notice.

10. DISPUTE RESOLUTION Any disputes arising under this Contract shall first be resolved through mediation. If mediation fails, disputes shall be resolved in accordance with the laws of the State of Oklahoma.

11. ENTIRE AGREEMENT This Contract constitutes the entire agreement between the parties and supersedes all prior agreements, whether written or oral.

IN WITNESS WHEREOF, the parties have executed this Contract as of the date first written above.

The Hive Learning Lab
By: _____
Title: _____
Date: _____

Employee
By: _____
Employee Name: _____
Date: _____

Receipt and Review of Employee Handbook, within 10 business days of hire date:

Signature:_____

Date:_____

Job Title: Special Education Teacher Assistant

Location: The Hive Learning Lab
Job Type: Full-Time/Part-Time
Reports To: Stevphanie Thurber, Founder/Admin/Teacher

Job Summary:

We are seeking a compassionate and dedicated **Teacher Assistant** to support students with diverse learning needs in a small education classroom. The ideal candidate will work closely with the lead teacher to provide individualized support, assist with classroom management, and help create an inclusive and engaging learning environment.

Key Responsibilities:

- Assist the lead teacher in implementing individualized learning programs, goals and lesson plans.
- Provide one-on-one or small-group support to students with special needs.
- Help students with academic tasks, social skills, and behavioral management.
- Support students with personal care needs, including feeding, toileting, and mobility, if necessary.
- Reinforce positive behaviors and provide emotional and social support.
- Modify learning materials and activities to accommodate student needs.
- Maintain a safe, clean, and structured classroom environment.
- Monitor and document student progress and behavior, reporting to the teacher as needed.
- Assist with classroom setup, organization, and preparation of learning materials.
- Collaborate with teachers, therapists, and other staff to support student development.
- Supervise students during transitions, lunch, recess, and field trips.

Qualifications & Requirements:

- High school diploma or equivalent (Associate's or Bachelor's degree in Education, Special Education, or related field preferred).
- Experience working with children, preferably those with special needs.
- Strong communication, patience, and teamwork skills.
- Ability to follow teacher instructions and work independently.
- Basic understanding of child development and classroom management.
- CPR and First Aid certification (or willingness to obtain).
- Ability to lift and assist students if needed.

Preferred Qualifications:

- Previous experience in a special education setting.
- Knowledge of behavior intervention strategies and assistive technology.
- Letter of recommendation from a previous work experience related to working with children.

If you are passionate about making a difference in the lives of students with special needs, we encourage you to apply!

How to Apply:
Please submit your resume and a cover letter to Stevphanie Thurber, sthurber@thehivelearninglab.com

The Hive Learning Lab

LEASE AGREEMENT

This Lease Agreement is made and entered into on this 1st day of July, 2025, by and between:

Lessor: Terry and/or Stevphanie Thurber ("Landlord")
Lessee: The Hive Learning Lab ("Tenant")

1. Leased Premises
Landlord agrees to lease to Tenant the 16x50 building and the yard area located with the building.

2. Lease Term
The lease term shall begin on July 1, 2025, and continue on a yearly contract, unless terminated by either party with a **30-day written notice**.

3. Rent
Tenant agrees to pay Landlord a monthly rent of **$1,000.00**. Rent shall be due on the **1st day of each month** and paid via check or auto bank payment.

4. Utilities & Additional Costs
Tenant shall be responsible for connecting and keeping current all utilities associated with the Premises, including but not limited to electricity, water, internet, and trash removal. Utilities are through the City of Yale.

5. Use of Premises
The Premises shall be used exclusively for educational purposes as part of The Hive Learning Lab. Tenant shall comply with all applicable laws and regulations.

6. Maintenance & Repairs
Tenant shall maintain the Premises in a clean and orderly condition. Any damages caused by Tenant or its occupants shall be repaired at Tenant's expense. Landlord shall be responsible for structural maintenance and major repairs not caused by Tenant's negligence.

7. Insurance & Liability
Tenant shall carry appropriate liability insurance for its operations on the Premises. Landlord shall not be held responsible for any injuries or damages occurring on the leased Premises due to Tenant's activities.

8. Termination
Either party may terminate this lease with a **30-day written notice**. If Tenant fails to pay rent or violates any terms of this Agreement, Landlord may terminate the lease with a **7-day written notice**.

9. Governing Law
This Agreement shall be governed by the laws of the state of Oklahoma.

10. Entire Agreement
This Agreement constitutes the entire agreement between the parties and supersedes all prior understandings. Any modifications must be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Lease Agreement as of the date first written above.

Landlord:
Terry Thurber
(Signature) _____
Date: 7/1/25

Stevphanie Thurber
(Signature) _____
Date: July 1, 2025

Tenant:
The Hive Learning Lab
By: _____
Title: Owner, The Hive
Date: 7/1/25

Phillip Kelly, Interim City Manager
209 North Main Street
Yale, OK 74085

Telephone: 918-387-2405
Fax: 918-387-2402
Email: 800@yaleok.org

WHEREAS, the CITY OF YALE requires the submission of a "Certificate of Compliance" from the municipality where such The Hive Learning Lab is located at 302 N. D Street, Yale, OK stating that such business complies with all municipal building, zoning, fire, safety and health codes or are not required by such municipality.

☑ Building: Phillip Kelly

☐ Zoning: NA - We have no zoning

☑ Fire: Phillip Kelly

☑ Safety: Phillip Kelly

☑ Health: Phillip Kelly

Additional Comments:

Phillip Kelly
City Signature

7-24-25
Date

Business Signature

7/25/25
Date

Strong Readers Act: Universal and Dyslexia Screening Recommendations

Oklahoma State Board of Education

November 20, 2025

OKLAHOMA Education

Legislative Requirements: Universal Screening

To identify students who have characteristics of dyslexia that lead to or cause reading difficulty, each student enrolled in kindergarten and first, second, and third grade in a public school in this state shall be screened at the beginning, middle, and end of each school year for reading skills... A screening instrument **approved by the State Board of Education**, in consultation with the Commission for Educational Quality and Accountability and the Secretary of Education, shall be utilized for the purposes of this section.

70 O.S. § 1210.508C(A)

Beginning in the 2025-2026 school year, the State Board of Education shall **approve no fewer than three** screening instruments for use at the beginning, middle, and end of the school year for monitoring of progress and for measurement of reading skills as required in subsection A of this section.

70 O.S. § 1210.508C(B)

Legislative Requirements: Dyslexia Screening

Beginning with the 2022-2023 school year and for each school year thereafter, any student enrolled in kindergarten, first, second or third grade in a public school in this state who is assessed through the Strong Readers Act pursuant to Section 1210.508C of Title 70 and who is not meeting grade-level targets in reading after the **beginning-of-the-year** assessment shall be **screened for dyslexia**.

70 O.S. § 1210.520 (A)

Defining a Screening Assessment

Defining characteristics of a screening assessment:

- **Brief**
- **Valid**, **reliable**, and strong **classification accuracy**
- Conducted with **all students**
- Identifies students who are **at-risk or not at-risk** of academic failure.

National Center for Response to Intervention

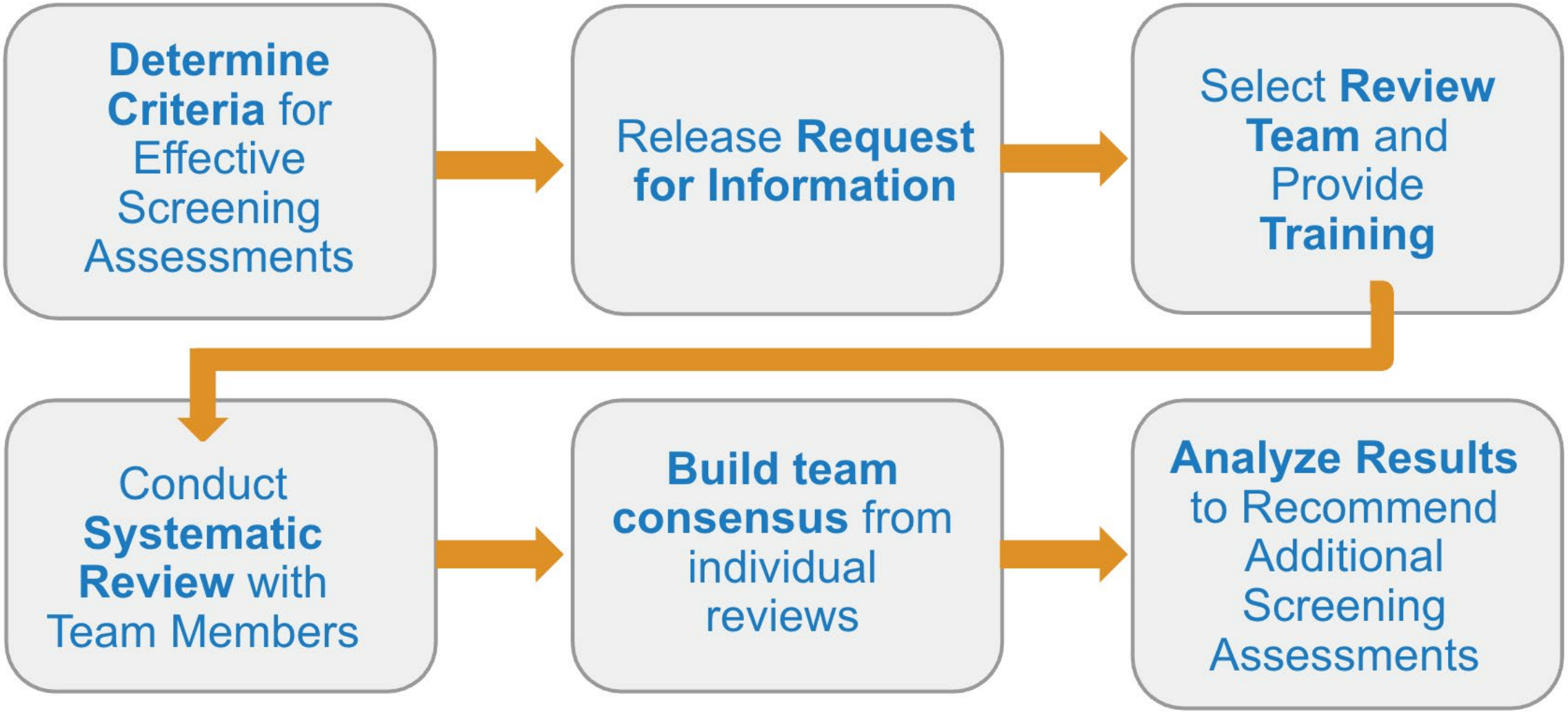
Literacy Screening: Background

- Screening assessments for Strong Readers were last reviewed in 2023.
- There are currently 8 screening assessments approved for both general literacy screening and dyslexia.
- There are currently 3 additional assessments approved for general literacy screening only.
- The purpose of this review was to update our current list and remove the confusion of having some assessments that could not address all needed skills.

Timeline

When	Action
Fall 2025	Review of screening assessments
Spring 2026	Communication to districts about updated list Districts contract with vendors
Summer 2026	Districts and vendors collaborate to provide professional development to teachers
Fall 2026	Updated list of screening assessments goes into effect
Fall 2028	Next review of screening assessments to go into effect for the 2029-2030 school year

Review Process



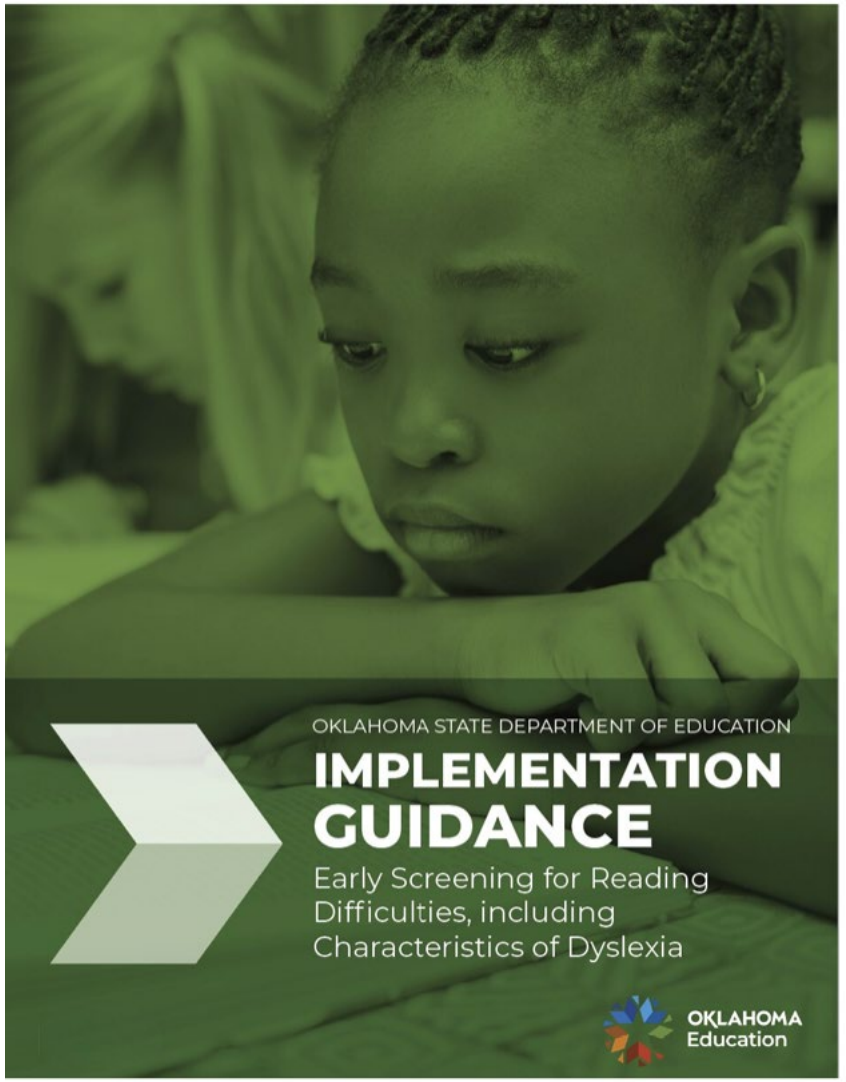
OKLAHOMA Education

Criteria for Literacy Screening

- There were seventeen criteria identified as **mandatory** for an approved literacy screening assessment in Oklahoma.
- There were thirteen additional criteria identified as **non-mandatory** for a literacy screener. The evaluation team rated these criteria to **provide information** to districts.
- Criteria for literacy screening was determined by **Oklahoma statutes** as well as national research for **best practice**.

District Guidance

- The Office of Literacy provides **guidance** for districts on how to use screening assessments to determine if a child needs additional instruction.
- This guidance **aligns** with the Strong Readers Act and Oklahoma's Multi-Tiered System of Supports (MTSS) model.



OKLAHOMA Education

Recommendations for Literacy Screening

Screening Assessment	Name of Supplier
Amira	Amira Learning
DIBELS 8th Edition	Amplify Education
i-Ready Diagnostic	Curriculum Associates
Exact Path	Edmentum
EPS Reading Assistant	EPS Learning
MAP Growth Early Learning	HMH Learning—NWEA
Star Early Learning	Renaissance Learning

Questions?

OKLAHOMA Education

Report on Assessment Review
Strong Readers Act:
Universal Literacy & Dyslexia Screening Assessments

Purpose of Review

To identify students who might be at-risk for reading difficulty, the Strong Readers Act (70 O.S.§1210.508C[A-B]) requires that all students in kindergarten through third grade be given a universal screening assessment three times each year. Beginning in 2022-23, kindergarten through third-grade students who score below the grade-level target on the universal screener at the beginning of the year are also screened for characteristics of dyslexia (70 O.S.§1210.520). Both screening assessments must be approved by the Oklahoma State Board of Education. The purpose of this review was to identify assessments for both universal screening and dyslexia screening that meet the requirements of the Oklahoma statutes to make a recommendation to the Oklahoma State Board of Education.

Rationale for Review

The last review of universal screening assessments for the Strong Readers Act was completed in 2023 and went into effect in the 2023-2024 school year. At the same time, screening assessments for characteristics of dyslexia were also reviewed. Within the Oklahoma State Department of Education (OSDE), the Office of Literacy reviews the approved screening assessment list every three years to ensure the approved screening assessments still meet all statutory requirements and provide new products an opportunity to be considered.

Because the two assessments are dependent on one another, the requirements for recommendation included a criterion that only assessments that meet the requirements of both the universal literacy and dyslexia screening assessments be recommended for approval for use in the state of Oklahoma.

Review Process

A request for information (RFI) was released on August 21, 2025. Vendors were asked to provide the requested information for consideration by September 19, 2025. Scoring guides for the screening assessments were created based on requirements outlined in the respective statutes. Vendors were able to submit questions to OSDE by August 28 for clarification.

A team of educational professionals from the Offices of Literacy, Standards and Learning, and Special Education who were knowledgeable about reading and assessing for reading difficulties was identified. Dr. Dana Oliver, a professor at Southwest Oklahoma State University, also joined the team as a representative of the Oklahoma Education Quality Assurance (OEQA) committee to allow for collaboration between OSDE and OEAQ as required in statute.

Prior to reviewing materials, team members met with staff from the Office of Literacy and the Procurement Officer to review the purpose of the screening assessments, the requirements listed in the scoring guide, and the process for review.

The literacy review team was divided into two groups of three members each. Each group was assigned 5-6 submissions to review. After reviewing the material independently, the three team members came together to discuss their findings. If there were disagreements between the reviewers, they were asked to come together to discuss the evidence submitted and attempt to reach a consensus as to whether the element(s) in question met the requirements. In the few cases where the team felt clarification was needed, questions were sent to the applicable vendor and the answers considered in the final evaluation.

Required Qualifications of Screening Assessments

Seventeen criterion points were identified as essential for literacy screening assessments in Oklahoma. Each of these criteria were rated as pass or fail. If the team agreed that any criterion failed to meet the requirements, then the assessment was no longer considered for recommendation. The essential criteria were as follows:

- Ability to screen and monitor progress as outlined in statute
- Ability to assess all grade levels outlined in Strong Readers
- Aligned to the Oklahoma Academic Standards for English Language Arts
- Required skills assessed in kindergarten as outlined in statute
- Required skills assessed in 1st-3rd grade as outlined in statute
- Required skills assessed for risk of dyslexia and clear indicator provided
- Ability to be used by general education teachers
- Provided average time required for administration and scoring
- Provided strong evidence of classification accuracy
- Provided strong evidence of reliability
- Provided strong evidence of validity
- Accompanied by a data management system with required reporting format
- Data management system provides the ability to disaggregate data
- Includes the ability to monitor progress and include regular reports of progress
- Includes an administration manual
- Provided family resources
- Provided professional development over assessment administration

Each of the seventeen criteria had to pass the requirements to be recommended for approval to the Oklahoma State Board of Education.

Non-Mandatory Criteria of Screening Assessments

There were also thirteen criterion points identified as non-mandatory—criteria that districts should consider before deciding to use an assessment but are not required by statute. These criteria were assigned a point value (0, 1, 5, or 10 points) based on the response. Descriptors for each of the possible ratings were provided to the evaluation team. The non-mandatory criteria were as follows:

- Assessment available in multiple languages
- Provided supplemental instructional resources to support student growth
- Provided ongoing professional development over data analysis
- Described accommodations available for students with special needs
- Described how the assessment can be administered on paper for accommodation needs
- Described the minimum system requirements necessary for devices
- Described the customer service and help desk services provided
- Described how the assessment my support remote proctoring
- Identified all available languages for family resources
- Indicated if vendor agreed to submit to third-party alignment studies
- Indicated if vendor was able to sign a Data Sharing Agreement with a third-party
- Indicated if vendor could use the state student ID number as a unique identifier
- Indicated if the vendor could acquire an Authority to Operate Order (AOO)

Results of Screening Assessment Review

The following products were submitted for consideration for approval as a literacy screening assessment, including screening for risk of dyslexia.

Supplier Name	Name of Assessment	Mandatory Criteria	Non-Mandatory Criteria	Recommended for Approval
Amira Learning	Amira	Pass	266	Yes
Amplify Education	DIBELS 8th Edition	Pass	202	Yes
Curriculum Associates	i-Ready Diagnostic	Pass	201	Yes
Edmentum	Exact Path	Pass	201	Yes
EPS Learning	EPS Reading Assistant	Pass	210	Yes
HMH Learning – NWEA	MAP Growth Early Learning	Pass	210	Yes
NCS Pearson	aimswebPlus	Pass	155	Yes
Quest of OK – MIGHT	Literrific	Fail	---	No
Renaissance Learning	Star Early Learning	Pass	213	Yes
TouchMath Acquisitions	Classworks Reading Screener	Fail	---	No
UTJ Holdco–Teaching Strategies	GOLDFinch	Fail	---	No

The review team examined each of the submissions and determined if each of the required qualifications for literacy screening assessments were met or not. If all required criteria were met, the team then rated each of the non-mandatory criteria. The results, along with recommendations for approval, are discussed for each submission below.

Amira: Amira Learning

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Met all scope of work criteria with satisfactory or superior scores.
- Demonstrated superior evidence for external review studies, as well as agreement to participate in any studies requested by Oklahoma.
- Demonstrated superior evidence for intervention support.
- Demonstrated superior evidence for ongoing teacher support and training.
- Demonstrated superior evidence for student accommodations, including paper-based options in both English and Spanish.
- Demonstrated superior evidence for customer service options to support both the state and school districts.
- Demonstrated superior evidence for languages as it is available in eight (8) different languages.

As a result of these findings, the review team recommends that this assessment be approved.

DIBELS 8th Edition: Amplify Learning

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Met the majority of the scope of work criteria with satisfactory scores.
- Demonstrated superior evidence for having a large variety of professional development, including in-person training options.
- Demonstrated superior evidence for providing information regarding system and technical requirements.
- Demonstrated superior evidence for external review studies, as well as agreement to participate in any studies requested by Oklahoma.

As a result of these findings, the review team recommends that this assessment be approved.

i-Ready Diagnostic: Curriculum Associates

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Demonstrated superior evidence for providing information regarding system and technical requirements.
- Demonstrated superior evidence for customer service options to support both the state and school districts.
- Demonstrated superior evidence for family resources as translations of reports are available in fifteen (15) languages.

As a result of these findings, the review team recommends that this assessment be approved.

Exact Path: Edmentum

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Demonstrated superior evidence for evidence-based targeted lessons and practice.
- Demonstrated superior evidence for customer service options to support both the state and school districts.

As a result of these findings, the review team recommends that this assessment be approved.

EPS Reading Assistant: EPS Learning

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Met all scope of work criteria with satisfactory or superior scores.
- Demonstrated superior evidence for languages as their Spanish tool is linguistically and culturally relevant rather than just a direct translation from English.

As a result of these findings, the review team recommends that this assessment be approved.

MAP Growth Early Learning: HMH Learning—NWEA

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Demonstrated superior evidence for languages as both English and Spanish versions of the assessment are included in the price of the license.
- Demonstrated superior evidence for having a large variety of professional development available for schools.
- Demonstrated superior evidence for student accommodations through use of assistive technology.
- Demonstrated superior evidence for external review studies, as well as agreement to participate in any studies requested by Oklahoma.

As a result of these findings, the review team recommends that this assessment be approved.

Literrific: Quest for OK—MIGHT

Quest for OK – MIGHT did not meet all seventeen (17) mandatory requirements outlined in the RFI. The assessment does not contain a progress monitoring tool that can be used throughout the academic year. It is not valid to support incremental progress over time between screening windows.

As a result of these findings, the review team does not recommend this assessment be approved.

Star Early Learning: Renaissance Learning

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Met all scope of work criteria with satisfactory or superior scores.
- Demonstrated superior evidence for student accommodations.

As a result of these findings, the review team recommends that this assessment be approved.

Classworks Reading Screener: Classworks TouchMath

Classworks by TouchMath did not meet all seventeen (17) mandatory requirements outlined in the RFI. The assessment is unable to screen for dyslexia as it does not include a Rapid Automatized Naming (RAN) measure as required in statute.

As a result of these findings, the review team does not recommend this assessment be approved.

GOLDFinch: UTJ Holdco—Teaching Strategies

UTJ Holdco – Teaching Strategies did not meet all seventeen (17) mandatory requirements outlined in the RFI. The assessment is only available for kindergarten rather than all grades through third grade.

As a result of these findings, the review team does not recommend this assessment be approved.

OK Math Achievement and Proficiency Act: Dyscalculia Policy Proposal

Oklahoma State Board of Education

11-20-2025

OKLAHOMA Education

Purpose

To recommend policies for dyscalculia screening to be approved.

70 O.S. § 1210.907

Screening for Dyscalculia Requirement

No later than December 31, 2025, the State Board of Education shall develop policies for dyscalculia screening required pursuant to this section and shall include, but not be limited to:

1. The definition and characteristics of dyscalculia and related disorders;
2. The process for referring students in grades two through five for screening;
3. A process for providing notification to parents or legal guardians of the use of a qualified dyscalculia-screening tool and notification of the results of the screening;

70 O.S. § 1210.907

OKLAHOMA Education

Screening for Dyscalculia Requirement (continued)

4. A process for providing the parents or legal guardians of students screened for dyscalculia with information and resource material regarding dyscalculia;

5. A process for monitoring the student's progress after the positive identification of characteristics of dyscalculia or other math-related disorders; and

6. Requirements and qualifications for screeners that demonstrate an understanding of and training to administer the screening instrument."

70 O.S. § 1210.907

OKLAHOMA Education

Define Dyscalculia

“Dyscalculia is a neurodevelopmental learning difference which can co-occur with a range of other specific learning needs. Dyscalculia can be described as a specific difficulty in understanding number and number processes which persists despite the provision of appropriate learning opportunities” (Scottish Working Definition of Dyscalculia 2022).

Characteristics of Dyscalculia

Students with characteristics of dyscalculia may struggle with:

- counting
- number recognition
- understanding quantity and magnitude
- comparing values
- performing basic arithmetic
- understanding place value and number patterns
- processing and memorizing information

Other Dyscalculia Policies Addressed

- Process for Referring Students
- Providing Family Notification
- Monitoring Student Progress
- Training to Administer Screener

OK Math Achievement and Proficiency Act: Universal Screening Assessment Recommendations

Oklahoma State Board of Education

11-20-2025

OKLAHOMA Education

Purpose

To recommend universal math screeners to be approved for school district use under the Oklahoma Math Achievement and Proficiency Act, including identifying risk for dyscalculia.

70 O.S. § 1210.903

70 O.S. § 1210.907

Legislative Requirements

To identify students who have a math deficiency including students with characteristics of dyscalculia, each student enrolled in second, third, fourth, and fifth grade in a public school in this state shall be screened at the beginning, middle, and end of each school year for math proficiency including, but not limited to, real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions. A screening instrument approved by the State Board of Education shall be utilized for the purposes of this section.

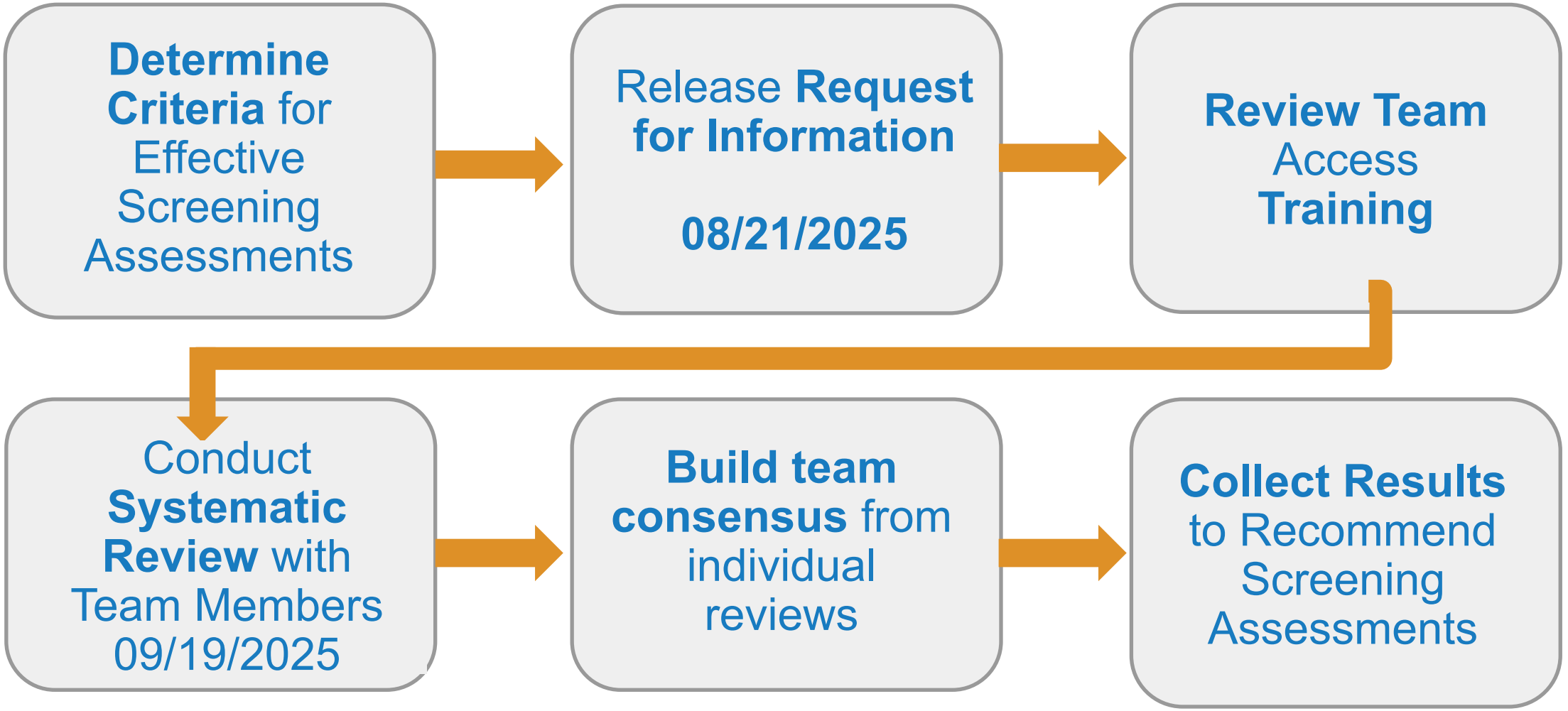
70 O.S. § 1210.903

Legislative Requirements (continued)

Beginning in the 2026-2027 school year, the State Board of Education shall approve a list of screening instruments for use at the beginning, middle, and end of the school year for monitoring progress and measurement of math proficiency as required in subsection A of this section.

70 O.S. § 1210.903

Review Process



OKLAHOMA Education

Defining a Universal Screening Assessment

Defining characteristics of a screening assessment:

- **Brief**
- **Valid**, **reliable**, and **evidence-based**
- Conducted with **all students**
- Identifies students who are **at-risk or not at-risk** of academic failure

National Center for Response to Intervention

Criteria for Universal Screening Assessment

- The screener is administered **three times per year**.
- Aligned to the Oklahoma Academic Standards for Mathematics and assesses **all math skills** as required by the Oklahoma Math Achievement and Proficiency Act.
- A **reasonable** average time to administer the screener.
- Results and reports are indicated in a timely manner. Reports scores as required by the Oklahoma Math Achievement and Proficiency Act.
- Demonstrates **strong evidence** of **reliability** and **validity**.

Recommended Universal Screening for Mathematics, including identifying characteristics of dyscalculia.

Publisher	Screening Assessment
Amira	Istation
Curriculum Associates	i-Ready
Edmentum	Exact Path
HMH dba NWEA	MAP Growth
Pearson	AimswebPlus
Renaissance	Star Math
Touchmath	Classworks

Questions?

OKLAHOMA Education

OKLAHOMA STATE
DEPARTMENT *of* EDUCATION

MEMORADUM

TO: The Honorable Members of the State Board of Education

FROM: Lindel Fields, State Superintendent of Public Instruction

DATE: November 20, 2025

SUBJECT: Proposed Math Screeners for Consideration of Approval.

The State Department of Education is requesting approval of the proposed list of Math Screeners.

> "To identify students who have a math deficiency including students with characteristics of dyscalculia, each student enrolled in second, third, fourth, and fifth grade in a public school in this state shall be screened at the beginning, middle, and end of each school year for math proficiency including, but not limited to, real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions. A screening instrument approved by the State Board of Education shall be utilized for the purposes of this section. In determining which screening instrument to approve." 70 O.S. § 1210.901

Math screeners are an integral part of the Math Achievement and Proficiency Act. The Act requires the Oklahoma State Board of Education to approve a list of math screeners for districts to utilize for beginning, middle, and end of year math screenings. This screening information will be utilized to create student intervention and enrichment plans related to math.

The Math Screeners to be recommended for approval include:

1. Amira Learning, PRODUCT: Istation Math
2. Curriculum Associates, PRODUCT: i-Ready
3. Edmentum, PRODUCT: Exact Path
4. HMH Education dba NWEA, PRODUCT: MAP Growth
5. NCS Peason, PRODUCT: AimswebPlus
6. Renaissance, PRODUCT: Star Math
7. Touchmath Acquisitions, PRODUCT: Classworks

The following Request for Information submissions did not meet the mandatory requirements of the RFI. The reasons for not recommending these products are outlined below.

REASON FOR NOT RECCOMENDING Amplify Education

- Norm-referenced scores and percentiles are not made available.

REASON FOR NOT RECCOMENDING Forefront Education, Inc.

- The vendor indicated Oklahoma Academic Standards alignment only aligns against Number Sense standards. The other math strands, Algebraic Reasoning & Algebra, Geometry &

Measurement, and Data & Probability are not addressed.

REASON FOR NOT RECCOMENDING Gateway Education Holdings

- Vendor does not indicate evidence of alignment with the Oklahoma Academic Standards as required. Vendor states “Correlations can be provided upon adoption.”

REASON FOR NOT RECCOMENDING Happy Numbers

- Regarding the minimum requirement of reliability and validity measures, the vendor indicates that ‘formal sensitivity and specificity classification studies are underway’. This highlights that the vendor does not meet this indicated item at this time.

Policies for Dyscalculia Screening

Definition and Characteristics of Dyscalculia

Dyscalculia is a specific learning disability in mathematics. The Individuals with Disabilities Education Act (IDEA) defines a specific learning disability as a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest as difficulties in listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations (IDEA, 2004).

"Dyscalculia is a neurodevelopmental learning difference which can co-occur with a range of other specific learning needs. Dyscalculia can be described as a specific difficulty in understanding number and number processes which persists despite the provision of appropriate learning opportunities" (Scottish Working Definition of Dyscalculia 2022).

Students with characteristics of dyscalculia typically struggle with foundational math skills that should be automatic at their grade level. These skills vary by grade level but generally include counting, number recognition, understanding quantity and magnitude, comparing values, performing basic arithmetic, and grasping place value and number patterns.

Purpose of Screening for Characteristics of Dyscalculia

The purpose of screening for characteristics of dyscalculia is to efficiently and reliably identify students who may be at risk. All students, including those with characteristics of dyscalculia, have the right to access high-quality education and evidence-based intervention services.

Process of Referring Students

If a student does not meet the grade-level target on the universal screening assessment at the beginning of the year, an Individualized Math Intervention Plan (IMIP) will be designed to enable the student to acquire the appropriate grade-level mathematics skills. The IMIP should directly address the needs of the student at the appropriate intensity.

The grade-level target is equivalent to the 40th percentile at that grade-level and in that testing window. Students who score at or above the 40th percentile are likely to be able to interact with core curriculum successfully without additional instructional supports.

If a student is found to be at-risk for characteristics of dyscalculia, the IMIP will need to be written to address the specific mathematics deficits. The existing intervention plan identified on the IMIP may be used for intervention for students identified as at-risk for dyscalculia if the intervention is relevant and evidence based.

Interventions provided for students who demonstrate risk for dyscalculia should be evidence based and address difficulties with early mathematics skills. For more

details of the types of interventions these students may need, see the Oklahoma Dyslexia Handbook.

Providing Family Notification

Within 30 days of screening, school personnel should notify the student's parent/guardian of the results of the universal screening assessment by completing an Individualized Math Intervention Plan (IMIP). The data used from the universal screening assessment to indicate if the student was found to be at risk of dyscalculia will be included in the IMIP. At that time, the parent or guardian must also be provided with information about dyscalculia and resource materials including:

- The characteristics of dyscalculia and resources for additional information, and
- Appropriate general education classroom interventions and accommodations for students with characteristics of dyscalculia.

Monitoring Student Progress

Progress monitoring is a critical component of Multi-Tiered System of Support (MTSS) that provides data for school personnel to evaluate the effectiveness of instruction and intervention supports. Progress monitoring should reflect growth with intervention at a rate that is adequate to meet the student's learning goal. If appropriate growth is not observed, intervention and/or intensity need to be modified for the student to make adequate progress.

Progress monitoring should occur on an appropriate cadence for the individual student, and those results should be shared with the parent or guardian as stated in the student's Individualized Math Intervention Plan (IMIP).

Requirements and Qualifications of Screeners

The recommended math screeners were formally reviewed in the Request for Information (RFI) process against a set of established criteria. To ensure that districts have access to high-quality, valid, and reliable math screeners that yield the measures required by statute, the following established criteria were evaluated:

- Administration of the screener three times per year
- Alignment with the Oklahoma Academic Standards for Mathematics
- A reasonable average time to administer the screener
- Timely availability of results and reports
- Supporting research demonstrating valid and reliable outcomes

Training to Administer Screener

Universal screening assessments are designed to be administered and interpreted by general educators. Other than training on administration protocols and how data is organized, specialized training or credentials are not needed or required. To most effectively provide instruction and interventions, it is recommended that screening assessments be administered by the certified classroom teacher of record. Teachers should be trained to administer the screening instrument being used and understand the data.

It is the site administrator's responsibility to ensure that all teachers who will administer the screening assessment participate in professional learning for the district's selected screener and are trained in the administration of screening tools according to publisher recommendations.

This includes general education teachers in grades 2-5. This training may be provided by the vendor or the school district. The district, along with building administrators, should develop a professional learning and training schedule for the onboarding of new educators and staff.

FAMILY INFORMATION AND RESOURCES FOR DYSCALCULIA

Math is an important skill that all students need to be successful. The goal of the Math Proficiency Act is to strengthen mathematics, ensure appropriate instructional support, and provide clear communication with families. This letter is to provide families with information and resources about difficulties students may have in mathematics, including dyscalculia (dis-kal-**kyoo**-lee-uh).

It is important to understand that your child has **not** been diagnosed with dyscalculia at this time. A variety of factors, inside and outside of school, can influence a child's educational path and progress. It is important for families to share in the educational journey through constant communication and involvement.

What is dyscalculia?

Dyscalculia is a specific learning disability in the area of mathematics. It affects a student's ability to understand numbers and develop math skills, such as counting, recognizing numbers, performing calculations (like addition and subtraction), and understanding concepts like place value and number patterns. These challenges are not due to lack of effort, poor instruction, or overall intelligence, but are related to how the student's brain processes mathematical information.

What is the screening process?

Every student in second through fifth grade is screened for difficulties in mathematics in the fall, winter, and spring each year. Data from the universal mathematics screener, along with other relevant measures, will be used to determine risk for characteristics of dyscalculia.

This universal screening process is brief and informs teachers of students who are on track and students who may need more targeted instruction. **Screening does not diagnose math disabilities, including dyscalculia.** Identifying risk for difficulties in mathematics as early as possible is critical to developing an appropriate instructional plan to best help your child be successful.

What does it mean if my child is at-risk for characteristics of dyscalculia?

Students who are at-risk for characteristics of dyscalculia are demonstrating difficulty with skills such as counting, number recognition, understanding quantity and magnitude, comparing values, performing basic arithmetic, and grasping place value and number patterns. These students may also struggle with memorization or processing mathematical information. **Not all students who have difficulty with these skills have dyscalculia.** However, it is important that all students who are struggling with these essential mathematics skills receive targeted, explicit instruction in these areas as early as possible.

What will the school do to help my child?

Students who demonstrate risk for difficulties in mathematics, including characteristics of dyscalculia, have an intervention plan called the Individualized Math Intervention Plan (IMIP). The IMIP identifies the mathematics area(s) in which a student is struggling, the instructional supports and intervention program that will be used, as well as suggestions for support at home. The school will monitor the child's progress and adjust instruction and interventions based on the child's current needs.

The school may also provide accommodations to support the child. Accommodations can be used for instruction and assessment and change the way students access information and demonstrate their knowledge, skills, and abilities, but they do not change academic standards or expectations. The following are examples of accommodations that may support the needs of a student with dyscalculia:

- Use of text-to-speech technology for appropriate activities
- Use of manipulatives such as base 10 blocks, counters, and fraction tiles
- Use of graphic organizers
- Oral testing or prompting
- Extended time on assignments or tests
- Provide copies of teacher's or peer's notes
- Pre-teach new, essential vocabulary when introducing content

How can our family collaborate with the school to support our child?

The Individualized Math Intervention Plan (IMIP) includes specific suggestions for how families can support their child. Ongoing conversations with the school about your child's progress should include the following information:

- A description of how your child is performing in math as compared to grade-level expectations.
- A clear outline of the intervention plan, including the program(s) being used, the teacher providing the intervention, how often your child receives the intervention, how long the intervention occurs and how many other students are in the intervention group.
- Data that shows the progress your child is making as compared to the expected rate of progress.
- Any changes that have been made to the intervention plan and how they have affected your child's progress.

What are the next steps?

When students receive instructional supports, the school will also monitor their progress on a regular basis. This allows the school to see how your student is responding to instruction and to make any needed adjustments to their intervention plan. If a student is not responding to interventions by making expected progress after a reasonable amount of time, the school may recommend gathering additional data to determine if more support is needed. This could include an evaluation for special education services. However, it is important to remember that there are many reasons why a student may be struggling with beginning mathematics skills. **Not all students who are struggling with mathematics require special education services.**

What resources can be used to learn more about dyscalculia?

Resources are available to learn more about difficulties in mathematics. The Oklahoma State Department of Education has provided the following resource:

- Oklahoma Dyslexia Handbook: Dyscalculia Unit

Additional resources can be found from different state and national groups.

- Learning Disabilities Association of America
- National Institute of Child Health and Human Development
- National Center for Learning Disabilities

OKLAHOMA STATE
DEPARTMENT *of* EDUCATION

MEMORADUM

TO: The Honorable Members of the State Board of Education

FROM: Lindel Fields, State Superintendent of Public Instruction

DATE: November 20, 2025

SUBJECT: Dyscalculia Guidance for Consideration of Approval.

The State Department of Education is requesting approval of the policies for screening for characteristics of dyscalculia.

"No later than December 31, 2025, the State Board of Education shall develop policies for dyscalculia screening required pursuant to this section and shall include, but not be limited to:

1. The definition and characteristics of dyscalculia and related disorders;
2. The process for referring students in grades two through five for screening;
3. A process for providing notification to parents or legal guardians of the use of a qualified dyscalculia-screening tool and notification of the results of the screening;
4. A process for providing the parents or legal guardians of students screened for dyscalculia with information and resource material regarding dyscalculia;
5. A process for monitoring the student's progress after the positive identification of characteristics of dyscalculia or other math-related disorders; and
6. Requirements and qualifications for screeners that demonstrate an understanding of and training to administer the screening instrument." 70 O.S. § 1210.907

The policies for screening for characteristics of dyscalculia are intended to support the implementation of the Oklahoma Math Achievement and Proficiency Act and address the indicated items listed above.

INDIVIDUALIZED MATH INTERVENTION PLAN (IMIP)

Student:		District:	
Grade Level:	2 3 4 5	School:	
Date:		Teacher:	
Parent/Guardian:		Principal:	

The purpose of an Individualized Math Intervention Plan (IMIP) is to outline the instructional supports that will enable the student to acquire the appropriate grade level mathematics skills and communicate this information and the student's progress to the student's family.

Universal Screening Assessment for Mathematics and Characteristics of Dyscalculia Approved by the Oklahoma State Board of Education

The student took all required components of the following universal screening assessment:

☐ Screener 1 ☐ Screener 2 ☐ Screener 3 ☐ Screener 4
☐ Screener 5 ☐ Screener 6 ☐ Screener 7

A math deficiency has been identified based on results from a screening assessment.
Student screening assessment scores for this year are below:

Timeframe	Date	Grade-Level Target NPR	Student Score	Student Percentile
Beginning of Year		40th		
Middle of Year		40th		
End of Year		40th		

Results of Screening for Characteristics of Dyscalculia

Since a math deficiency was identified through the universal screening assessment, domain level data from the **universal screener** will be considered to determine whether the student is at-risk for characteristics of dyscalculia.

Timeframe	Date	Target (established by publisher)	Student Score
Beginning of Year			
Middle of Year			
End of Year			

☐ Data indicates student is **at-risk** for characteristics of dyscalculia at this time.
☐ Data indicates student is **not at-risk** for characteristics of dyscalculia at this time.

This is a reminder that this screening is **not** a diagnosis of dyscalculia. This data indicates the student needs instruction in number sense and algebraic reasoning through the intervention process. This does not mean the student is automatically eligible for or needs an Individualized Education Program (IEP) or Section 504 plan under the Individuals with Disabilities Education Act (IDEA).

Additional assessment(s) used for informal diagnostic purposes:

An Individualized Math Intervention Plan (IMIP) has been created for this student with the goal of improving his/her mathematics skills in the area(s) of:

Based on the data, the student will receive supports at the following level of intensity:

- ❑ Tier 1 + Differentiation: Targeted instruction based on the needs of the student.
- ❑ Tier 2: Supplemental instruction is required time in addition to core instruction that fits the need of the student. The student will receive intensified instruction focusing on specific skills for which they need extra support.
- ❑ Tier 3: Intensive intervention is required time in addition to core instruction that fits the need of the student. Interventions focus on individual learning needs and usually involve frequent one-on-one or small group instruction.

The student will receive collaborative services through: (check all that apply)

❑ Special Education (IDEA) ❑ Title I ❑ English Language Learner/Title III

Description of Supplemental or Remedial Mathematics Services and Supports

The IMIP shall align with the Oklahoma Academic Standards for Mathematics. In addition to high-quality Tier 1 mathematics instruction using research-based curriculum resources, the student will receive the following instructional supports:

Instructional Support	**Frequency**	**Duration**
❑ Additional in-school instructional time	_____ x/week	_____ x/week
❑ After school tutoring	_____ x/week	_____ x/week
❑ Before school tutoring	_____ x/week	_____ x/week
❑ Saturday school	_____ x/week	_____ x/week
❑ Summer school	_____ x/week	_____ x/week

High-quality instructional materials and evidence-based program(s) that will be used to remediate the identified area of mathematics deficiency:

Plan for monitoring student progress:	**Frequency**	
Assessment name:	☐ Weekly	☐ Monthly
	☐ Every other week	☐ Other

How will the progress monitoring results be communicated to the family?

Family Support Strategies:

As the Parent/Guardian, I have been notified of the following:

- ❑ The student has been identified as having a deficiency in mathematics.
- ❑ The grade-level performance scores of the student.
- ❑ A description of the research-based mathematics interventions that the student will receive.
- ❑ A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area(s) of deficiency.
- ❑ Strategies and online resources to support the student's mathematics skills at home.
- ❑ Resources and information regarding dyscalculia (if applicable).

Signatures below indicate that this intervention plan has been reviewed and agreed upon.

Conference Date: _____

Parent/Guardian Signature: _____

Teacher Signature: _____

A parent/guardian was unable to attend a parent-teacher conference. A written mathematics progress update was mailed to the parent/guardian and attempts to schedule a conference have been documented.

Attempt 1: (date) Attempt 2: (date)

Teacher Signature: Date: