



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

MEMORANDUM

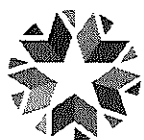
TO: The Honorable Members of the State Board of Education
FROM: Ryan Walters
DATE: August 22, 2024
SUBJECT: Lindsey Nicole Henry Scholarship

Evergreen Academy request approval to participate in the Lindsey Nicole Henry Scholarships for Students with Disabilities program. They are accredited through Cognia Accreditation and recognized by the Oklahoma Private School Accreditation Commission charged by the Oklahoma State Department of Education with overseeing educational quality of accredited private schools in the state.

Evergreen Academy provides a range of services, programs, and supports for students with disabilities. This includes Individualized Learning Plans, Assistive Technology, and collaboration with specialists such as occupational therapists, speech therapists, and educational psychologists.

- Criteria 1: Fiscal Soundness – IRS Document
- Criteria 2: Non-Discrimination – Employee Handbook
- Criteria 3: Health and Safety – Crisis Management & Safety Plan
- Criteria 4: Academic Accountability – Stakeholder Feedback
- Criteria 5: Teacher Requirements – Employee Handbook
- Criteria 6: State laws and disciplinary procedures – Parent Handbook
- Criteria 7: Accreditation – Cognia Accreditation Email

RW/se



Evergreen Academy

K-12

NAME OF PRIVATE SCHOOL

GRADE LEVELS

211 W Comanche Rd

Norman

OK

73069

ADDRESS

CITY

STATE

ZIP

405-928-8330

www.evergreenacton.com

PHONE NUMBER

WEBSITE ADDRESS

Matina Hunnell

SUPERINTENDENT, HEADMASTER OR PRINCIPAL NAME

Matina Hunnell

matina@evergreenacton.com

LNH CONTACT PERSON

CONTACT EMAIL

The Lindsey Nicole Henry (LNH) Scholarship Act requires, in part, that participating schools are located in Oklahoma and meet certain criteria prior to being approved. The school must provide supporting documentation that demonstrates compliance that will be reviewed by the State Board of Education (SBE) during the approval process. In many cases, the required documentation can be found in the school policies and/or school handbook.

The SBE shall approve a private school as eligible to participate in the scholarship program upon determination that the private school meets the following:

1. The private school must demonstrate fiscal soundness by having been in operation for one (1) year or providing the SBE with a statement by a certified public accountant confirming that the private school desiring to participate is insured and the owner or owners have sufficient capital or credit to operate the school for the upcoming year by serving the number of students anticipated with expected revenues from tuition and other sources that may be reasonably expected. In lieu of a statement, a surety bond or letter of credit for the amount equal to the scholarship funds for any quarter may be filed with the Oklahoma State Department of Education. ***Proof of compliance required.***
2. The private school must comply with the antidiscrimination provision of 42 U.S.C. § 2000d. ***Proof of compliance required.***
3. The private school must meet state and local health and safety laws and codes. ***Proof of compliance required.***
4. The private school must be academically accountable to the parent or legal guardian for meeting the educational needs of the student. ***Proof of compliance required.***

5. The private school must employ or contract with teachers who hold baccalaureate or higher degrees, or have at least three (3) years of teaching experience in public instruction in subjects taught. ***Proof of compliance required. A statement or excerpt from the school policies or handbook stating the educational requirement for the teaching staff is acceptable documentation.***
6. The private school must comply with all state laws relating to general regulation of private schools and adhere to the tenets of all published disciplinary procedures prior to the expulsion of a scholarship student. ***Proof of compliance required.***
7. The private school must meet the accreditation requirements set by the SBE or another accrediting association approved by the SBE. ***Submit proof of accreditation and list accreditation information in the box below.***

We are dually accredited by Cognia and IALDS (International Association of Learner Driven Schools) with a Gold distinction for meeting exemplary benchmarks.

8. The private school must be able to provide services and/or accommodations for students with disabilities. ***Please describe in detail the services, programs and support you offer to students with disabilities in the box below.***

At Evergreen Academy, we are committed to providing inclusive, learner-driven education and support for students with disabilities. Our services, programs, and supports include: Individualized Learning Plans (ILPs): Tailored plans outlining specific goals and accommodations. Personalized Support: Dedicated guides and staff providing individualized assistance. Accessibility Accommodations: Accessible facilities with ramps, elevators, and adaptive furniture. Assistive Technology: Tools such as speech-to-text software and audio books. Small Class Sizes: More individualized attention and support. Professional Development for Staff: Ongoing training on inclusive teaching strategies. Collaboration with Specialists: Working with occupational therapists, speech therapists, and educational psychologists.

Social and Emotional Support: Counseling, social skills groups, and peer support programs.

I verify that Evergreen Academy _____ complies with all the criteria listed
NAME OF PRIVATE SCHOOL

above and will provide documentation for each as proof. The information I have provided to the SBE is correct and complete to the best of my knowledge.



SIGNATURE

7/23/2024

DATE

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

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

Criteria 1: Fiscal Soundness



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

EVERGREEN ACADEMY INC
501 W CHESTNUT
NOBLE, OK 73068-8513

Date:
04/08/2021
Employer ID number:
83-4197770
Person to contact:
Name: Max DeWald
ID number: 32200
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
March 8, 2019
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053695005920

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Mission for Evergreen Academy

The mission at Evergreen Academy is two-fold: to inspire every learner who walks through its doors to find a calling and change the world, and to help families GROW...and grow TOGETHER!

Statement of Non-Discrimination

Evergreen Academy does not discriminate on the basis of race, color, national or ethnic origin, sex, sexual orientation, gender identity, religion, disability, veteran status, or age in the administration of its educational policies, employment policies, or other school administered programs and activities.

Evergreen Academy “Guide” – A Definition

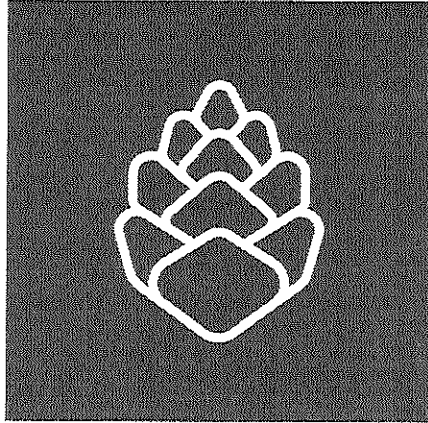
Evergreen Academy Guides are not traditional teachers. Evergreen Academy Guides interact in a Socratic fashion with learners at all times, offering choices or questions instead of instruction and answers.

Evergreen Academy Guides are professionals. This is the ultimate compliment given to a Guide. It is because they are professional in the best sense of independent school tradition that they will always strive to improve. Guides are expected to seek better ways to reach learners in the classroom, and they will open themselves to the needs of Evergreen Academy’s young learners and to understanding their differences.

Every Guide is a leader of people and should exhibit qualities of leadership in every relationship. Each Guide should demonstrate to their learners the ability to render fair judgment and by personal behavior and enthusiasm, set an example for the learners in their schoolwork as well as in all other activities.

All Evergreen Academy faculty are expected to:

- go above and beyond for our learners without fail;
- support your colleagues;
- arrive on time for your workday;
- work hard and creatively to provide an excellent learning structure for the studio;
- provide solutions to problems/challenges;
- enjoy our work environment and implement ways to make it better each day; and
- have fun with our learners and colleagues.



Evergreen Academy
Crisis Management and Safety Plan

INTRODUCTION

The staff of Evergreen Academy believe that each individual (guides, parents, and learners) has a right to a safe, nurturing, and positive learning environment. It is vital that all persons not be unduly concerned with their well-being. Safety then should be a collaborative effort in order to provide a secure school environment.

Any situation that places the learners, staff or school property in danger is considered an emergency and will be dealt with using immediate actions. The priority to consider when dealing with an emergency situation is saving lives, attending to injuries, and protecting the property. Plans and preventions are put in place and must be implemented throughout the school year through practices and trainings.

This plan has been written to guide the Evergreen Academy's staff through most disasters. One should remember that this plan is not all-inclusive and it is not a substitute for sound judgment. All staff of Evergreen Academy are encouraged to read and review this plan often.

Evergreen Academy's Crisis Management/Safety Plan is reviewed and updated as needed annually. This plan is disseminated to staff at the beginning of each school year.

I Purpose

The purpose of the Crisis Management and Safety Plan is to develop a comprehensive crisis management program which seeks to mitigate the effects of various hazards, to prepare for measures which will preserve life and minimize damage, to respond during emergencies and provide assistance, and to establish a recovery system to return the school to a normal status. This plan defines policies and responsibilities concerning how to mitigate, prepare for, respond to, and recover from the effects of natural disasters, technological accidents, security threats, and other major disrupting incidents.

II Situation

Evergreen Academy is exposed to many hazards which have the potential for disrupting the school, causing damage and creating casualties. Possible natural hazards include, for example, tornadoes, floods, and winter storms. There is also the possibility of security threats, energy crisis, etc. Other disaster situations could develop from hazardous materials accidents, fires, transportation accidents, or civil disorder.

III Concept of Operations

A. General

1. Evergreen Academy staff has the primary responsibility for undertaking comprehensive crisis management planning to protect life and property from the effects of any disaster. When the emergency exceeds staff capabilities to respond, they will request assistance from local emergency response agencies.
2. Those daily functions which do not contribute directly to the emergency operation may be suspended for the duration of the emergency. The efforts normally required for those functions will be redirected to accomplishing emergency tasks by the agency concerned.
3. This plan is designed to improve preparedness for major emergencies and disasters but selected annexes may be implemented for minor emergencies.

B. Phases of Management

1. Mitigation

Mitigation activities are those long-term activities which lessen the undesirable effects of unavoidable hazards. Some examples are: improving campus security, learner education, etc.

2. Preparedness

Preparedness activities serve to develop the response capabilities needed if an emergency should arise. Planning, training, and mitigation are among those activities conducted under this phase. Some examples are: communications systems, evacuation plans, and staging areas.

3. Response

Response is the process of providing emergency services during a crisis. These activities help to reduce suffering and casualties and speed recovery. Response activities include: using evacuation plans, and other similar operations.

4. Recovery

Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services to the school and to provide for the basic needs of the learners. Long-term recovery focuses on returning the school to its normal or improved conditions. The recovery period is also an opportune time to institute mitigation measures, particularly those related to a recent emergency. Examples of recovery actions would be reconstruction of damaged areas and counseling programs.

C. Execution

1. The central point of coordination of all emergency operations is the Director. The purpose of this central point is to ensure a coordinated response when the emergency involves more than one responding agency. The Director should coordinate with staff to ensure a seamless leadership chain.
2. In an emergency, the Director will respond to the scene, coordinate with the emergency responders, and oversee returning the school back to normal operations. The on-scene management will fall under the jurisdiction of the local department best qualified to conduct the emergency operation. For example, the fire department will assume on-scene control of a hazardous material incident. Incident Command System (ICS) procedures are encouraged.

IV Organization and Assignment of Responsibilities

A. Responsibilities

1. Director

- a. Coordinate all phases of crisis management.
- b. Provide guides with information and training.
- c. Support emergency responders.
- d. Ensure communications systems are adequate and in working order.
- e. Assist in damage assessment.
- f. Assume command and direct all emergency actions until received by a more competent authority.
- g. Maintain all First Aid Kits.

2. Guides or staff at the incident

- a. Assume control when the Director is absent.
- b. Call 911.
- c. Attend to all injuries that occur to the best of his/her ability.
- d. Perform duties as directed by the Director.

3. Guides or staff not at the incident

- a. Manage learners.
- b. Notify Director.

FIRE

Fire Drill Procedures

Guides on a regular basis talk with learners in their class about fire drill procedures. Clear directions, good conduct, and the seriousness of the fire drill are discussed in detail. Guides inform learners of the designated areas for their studio during a fire evacuation.

Fire drills are practiced on a regular basis to ensure proper procedures and understanding of procedures to follow in the event of a fire. Procedures are as follows:

1. learners are to quickly and immediately leave the building; the Guide will ensure that all Learners have evacuated the building.
2. The Guides lead the learners to the designated area:
 - a. All learners are to meet at the exit gate located on the Washington Ave. side of the building.
3. The Guides take attendance to ensure all learners are accounted for.
4. Everyone remains in the designated areas until the ALL Clear signal is announced and/or given.
5. Note: in the event of an actual fire, the Director would open the gate, stop traffic, and walk learners across to the parking lot to clear the way for emergency vehicles and personnel.

SEVERE WEATHER

Weather Warning Definitions

1. Severe Thunderstorm Watch – Weather conditions are such that a severe thunderstorm may develop.
2. Severe Thunderstorm Warning – A severe thunderstorm has developed and has the potential to affect the areas stated in the weather bulletin.
3. Tornado Watch – Weather conditions are such that a tornado may develop.
4. Tornado Warning – A tornado has been sighted and has the potential to affect those areas stated in the weather alert.
5. Severe Weather conditions, including tornadoes, will be monitored on the Internet or a radio.

Severe Weather Plan of Action

With a severe thunderstorm watch a plan of action is reviewed. For a severe thunderstorm warning, the Director alerts the guides. All learners outside the main building are brought inside.

Tornado Drill

Learners are to go down stairs to the basement and sit against the outside wall (opposite the stairs), put their head down and cover their head with their arms in duck and cover position. A staff member from FBC will join us to make sure we get to safety in the basement. [More detail here.](#)

Tornado Watch and Warning Procedures

- A. Directors alert guides when there is a tornado watch in effect.
- B. Guides review tornado warning with learners.
- C. In the event of a warning, each learner moves quickly into designated room and follow precautionary procedures.
- D. Learners and guides remain in the designated areas until all clear is signaled.
- E. Doors are closed on the sight of a tornado by pre-designated guides.
- F. Doorways are to be left clear.
- G. Learners are to remain in areas in the practiced safety position.
- H. Guides can use their judgment as to when learners need to sit comfortably or return to the safety position because of dangerous weather.
- I. If learners are located outside the building, they are to move into the building as quickly as possible and go to the designated areas.

Thunderstorms and/or Lightning

1. Do not seek shelter close to metal.
2. Stay indoors and do not retreat outside for any reason.
3. Stay away from open doors and windows, metal objects, electrical appliances and plumbing until thunderstorm and lightning has passed.
4. Do not handle flammable liquids.
5. All electronics such as televisions and computers should be unplugged if there are no surge protectors.

VISITOR ACCESS CONTROL

Visitor Procedures

Visitors are to be pre-approved by the Director and should report directly to the Director prior to visiting. Once cleared for entry, visitors are escorted at all times by a Guide. Visitors report to the entry gate, which is then unlocked by a guide or the Director. Only school staff, building owners, and maintenance personnel have codes to the gates. The Director will inform guides and guides will inform learners if there is to be a visitor.

Intruder/Disturbance

1. All incoming visitors are required to report directly to the Director prior to visiting other areas of the school building.
2. Persons not reporting directly to the Director are considered intruders.
3. If the intruder is perceived to be dangerous or threatening, the Director will be notified. If the director cannot be notified, or the concern is escalated, call 911. Consideration to determine next step: Is it best to RUN, HIDE, or FIGHT? The Federal Emergency Management Agency lays out the commonly accepted protocol for an armed intruder:
 1. RUN: Getting away from the shooter is the top priority. Leave your things and run away. If safe to do so, warn others nearby. Call 911 when you're safe. Describe each shooter, their locations, and their weapons.
 2. HIDE: If you can't get away safely, find a place to hide. Get out of the shooter's view and stay very quiet. Silence your electronic devices and make sure they won't vibrate. Lock and block doors, close blinds, and turn off the lights. Don't hide in group—spread out along walls or hide separately to make it more difficult for the shooter. Try to communicate with police silently—like through text messages or by putting a sign in an exterior window. Stay in place until law enforcement gives you the all clear.
 3. FIGHT: Your last resort when you are in immediate danger is to defend yourself. Commit to your actions and act aggressively to stop the shooter. Ambushing the shooter together with makeshift weapons such as chairs, fire extinguishers, scissors, and books can distract and disarm the shooter.
4. If the intruder is inside the building and creating a dangerous situation, the building will be evacuated.
5. If the intruder is outside the building, all children will be brought into the main building using the tornado drill procedures and police will be notified.
6. Guides are to secure exterior doors by locking them.

Lockdown Procedures/Individual with Firearms

To signal a lock down, the announcement stating "LOCK DOWN" will be made by the Director or Guide and 911 will be called. All Learners will move to their classroom, spread out and hide and the guide is to lock the door. The guides are to make sure doors are locked. No one is to leave the building once doors to the vicinity are locked and/or until the all clear signal is made. **See the HIDE consideration under Intruder/Disturbance for HIDE procedure above if there is concern of an active shooter.**

Hostage Procedures

In the event a learner, adult, or group are taken hostage, a command post will be set up in the school and all Crisis Management Team Members will assemble unless that location poses an imminent threat to the safety of the team members.

1. The team will meet in the safest location.
2. Depending on the situation, the building will either be locked down using the lockdown procedures or the building will be evacuated using the fire drill procedure.
3. Parents/legal guardian of learner taken will be notified immediately.
4. Staff will be notified of ongoing crisis via text.

5. Police will be notified immediately using the 911 systems.
6. Media will NOT be called and media requests for information will be forwarded to the Director.
7. The Board will also be notified.

Kidnapping

1. If a learner is kidnapped from the school campus, the Director is to be notified immediately.
2. Police will be called using 911.
3. The learner's family will be notified immediately.
4. Media will not be notified and all media requests for information will be directed to the Director.
5. A description of the kidnapper will be given to the Director so that the same information can be relayed to the police.

Major Disturbances and Riots

1. At the first hint of a major disturbance, the Director will be notified.
2. Every effort will be made to diffuse the situation prior to becoming a major problem.
3. Once the disturbance escalates, participants should be isolated as much as possible to reduce increased participation by others and to maintain the safety of non-participants.
4. A detailed report will be filed with the Director.

Fights and Disruptions

Fights and disruptions are to be handled by notifying the Director. Actions to be taken will be left to the Director and the school policy handbooks.

Vandalism

All incidents of vandalism are to be reported to the Director and then forwarded by the Director to the appropriate agencies. The area will be closed to the learner's use.

Weapons

If a weapon is found on campus, or in the possession of a learner, or if the learner is suspected of possessing a weapon, the Director is to be notified immediately. If an actual weapon is found, the Director will meet with the learner and their family to discuss suspension or expulsion.

Shooting

In the event someone begins shooting inside the building, the school will inform the staff group via text. 911 will be called.

1. **RUN:** Getting away from the shooter is the top priority. Leave your things and run away. If safe to do so, warn others nearby. Call 911 when you're safe. Describe each shooter, their locations, and their weapons.
2. **HIDE:** If you can't get away safely, find a place to hide. Get out of the shooter's view and stay very quiet. Silence your electronic devices and make sure they won't vibrate. Lock and block doors, close blinds, and turn off the lights. Don't hide in group—spread out along walls or hide separately to make it more difficult for the shooter. Try to communicate with police silently—like through text messages or by putting a sign in an exterior window. Stay in place until law enforcement gives you the all clear.
3. **FIGHT:** Your last resort when you are in immediate danger is to defend yourself. Commit to your actions and act aggressively to stop the shooter. Ambushing the shooter together with makeshift weapons such as chairs, fire extinguishers, scissors, and books can distract and disarm the shooter.
4. If there are injuries, ensure that 911 was called. A tourniquet can be found with the First Aid Supplies and instructions are posted in the supply closet.
5. If possible, evacuate learners and staff away from the area of Danger
6. Account for all learners and staff

Following a shooting incident, the school makes its best efforts to:

1. Provide counseling for learners and staff
2. Tighten security at school
3. Return to normal activities as soon as possible

Drugs

Any concerns about possession or use of illegal drugs on campus are to be directed to the Director. If actual drugs are found, the Director will meet with the learner and their family to discuss suspension or expulsion. As needed, law enforcement will be called and appropriate charges filed.

LIFE ENDANGERMENT

Lost / Runaway Learners

1. The police department will be notified if a learner runs away and cannot be located.
2. The family of the child will also be notified immediately.
3. The Director will immediately initiate a search of the campus and surrounding neighborhood areas.
4. The Director will dispatch members of the staff, equipped with cell phones during search.

Suicide

Suicide or attempted suicide will be handled by calling 911 immediately for medical assistance. Any learners in the vicinity will be quickly removed. The person's family will be notified immediately. Media will NOT be notified by the school and all media requests for information will be directed to the Director.

Death of Learner / Staff

In the event a death occurs on campus, 911 will be immediately called. If the death is confirmed, the family will be notified by the Director. Media will NOT be notified and all media requests for information will be directed to the Director.

Sexual Assault

1. Any circumstances involving the sexual assault of a learner on campus are to be turned over to the Director immediately.
2. Sexual abuse or assault allegations will be reported immediately to the authorities for investigation.
3. Media will not be notified and all media requests for information will be directed to the Director.

Catastrophic / Communicable Illness

1. Any incidences of or concerns relating to catastrophic or communicable illnesses are to be referred to the Director.
2. The direction of the Director will be followed.
3. Under NO CIRCUMSTANCES will personal health information on learners be made available to the public or the media.
4. Any requests from the media for information will be directed to the Director.
5. Every effort is made to ensure that school personnel and learners are aware of health safeguards and practices.
6. Employees and learners wear plastic gloves if they are to come in contact with body fluids.

Distribution of Medications

Parents who request that the school staff supervise the taking of prescription medication by their child should contact the school to provide written instructions and fill out a medication form. All medications are stored in a secure location and only distributed by staff. Under no circumstances are learners permitted to handle medication.

Field Trips and Procedures

In the event of an accident during a field trip, procedures are put into place. The guides are responsible for the following:

1. Surveying injuries.
2. Designating an adult to call to report the accident and request medical help.
3. Contacting the Director as soon as possible.
4. Administering first-aid when appropriate.

Animals in the School

All animals are reported to the guides where appropriate action is taken. The animal control of the Norman Police Department or Animal Shelter is contacted if assistance is required.

Students are trained to do the following if they see a dog at school:

1. Do NOT go near! Do NOT pet!
2. Go tell a guide calmly
3. If a dog comes near before you tell a guide, stay safe by:
 - a. Stay still and chill
 - b. Arms crossed like a boss
 - c. Face away like you don't want to play
 - d. Eyes down on the ground

DISASTERS

Utility Emergency

In an event of a loss of electrical power, the school will carry on as usual as much as possible. Natural gas leaks will be handled by evacuating the building and notifying the appropriate agencies.

Explosions

In the event of an explosion of unknown origin on or near the campus, the building will be evacuated utilizing the fire drill procedure, or lock down utilizing the procedure outlined. The Director will make that determination.

Air Disasters

Air disasters on or near campus will be treated as explosions to ensure the safety of the learners. If the building is needed as a medical triage facility for rescue operations, the learners will be kept inside the building under secure conditions.

Chemical Spills

If a chemical spill involves a school building, it will be immediately evacuated. If the chemical spill requires mass evacuation from the area, parents will be notified to pick up their learners. Guides will supervise learners and the Director will call 911.

Bomb Threats and Procedures

Most bomb threats are received via the telephone. When dealing with telephone threats, planning and preparation must be in place.

1. Staff who receive call threats will take notes on what the caller says.
2. The Director or staff will call 911 to alert them of the threat.
3. Buildings will be evacuated and fire drill procedures will be enacted.

Handling the Call

1. Remain calm.
2. Get as much information as possible from the caller.
3. Write the phone number down.
4. Establish a different line to call 911.
5. When the call is completed, notify the Director or person in charge.
6. Determine if immediate evacuation is warranted.

Bomb Threat Evacuation

1. Decision to evacuate will be made by the Director or person in charge.
2. If a suspicious object is found, an evacuation may be warranted.
3. Threat evaluation team can assist Director in determining evacuation.
4. There is no concrete guidance and most threats are not credible.
5. Established evacuation routes should be used unless object is found that warrants deactivation.
6. Evacuate at least 300 feet or farther if possible.

CRISIS MANAGEMENT ROLES AND PROCEDURES

Each staff member has a role in Crisis management. The roles for each member are as follows:

Director

1. Remain highly visible at all times.
2. Remain calm in order to set the tone and give direction.
3. Distribute crisis information to all staff member.

Guides

1. Announce events to learners.
2. Lead learners in class discussions and preparation.
3. Generate activities to reduce the impact of trauma.

Training of Staff, and Learners

The staff will be trained through team meetings. Learners will be trained in relevant safety processes. The training will take place in regularly scheduled emergency drills.

Prevention and Intervention

1. Access control of the campus is done through the following policies:
 - A. Campus gates are locked for the entirety of the school day.
 - B. Exterior doors facing the road are locked during the day.
 - C. Visitors are required to receive permission from the Director before entering the gates and will be escorted at all times by the Director.
2. There are procedures and equipment in place to provide effective communication in an emergency situation.
 - A. Staff are expected to have working cell phones so they can receive any emergency communications.
 - B. The staff has a group text to alert all school personnel of impending concerns regarding weather, fire, or bomb threat.
3. The school has illuminated exit signs at appropriate intervals throughout the building.

Responsibilities of staff during emergency situations:

1. Call 911 and provide the name, address, telephone number, number of individuals injured, conditions, and specific directions to school.
2. After 911 has been called, get the emergency kit from its location and apply general first aid. Call the Director to notify them of the situation.
3. Notify other guides on campus to come for assistance and supervision.
4. Keep learners safe and secure during the emergency.

Other Safety Policies

See Evergreen Parent Handbook called the Family Playbook and Staff Handbook for policies on the following:

Internet Safety
Sexual Harassment
Mandatory Reporting
Bullying
Adult Supervision

**LIST OF MATERIALS AND EQUIPMENT AVAILABLE ON CAMPUS OR WITHIN THE VICINITY TO
SUPPORT SCHOOLS DURING AN EMERGENCY**

Materials & Equipment	Location / Agency
<i>2 First Aid Kits</i>	Director's office, Nav supply closet, Discovery Studio
<i>AED/CPR Kit (want to get)</i>	n/a
<i>Flashlight</i>	?
<i>3 Fire Extinguishers</i>	kitchen, by conf. room bathroom
<i>Batteries</i>	Director's office
<i>Disinfectants</i>	Each studio has hand sanitizer and cleaners
<i>Fence/Gates</i>	encircle the campus; closed
<i>Security Cameras</i>	interior: conf. bldng. entry, all studios, great hall
<i>Tourniquette</i>	Director's Office
<i>EpiPen</i>	Director's Office

Stakeholder Feedback

Areas of Excellence

Overall ratings have been consistently high on Evergreen's Family Surveys issued quarterly for the past 4 years. In previous years, stakeholders have given feedback in surveys that they would like to see better transparency on what their children are learning and how they are progressing. We are no longer receiving that feedback now that we are posting regularly on BAND and using at-home journey meetings each session.

On the recent issuance of Cognia surveys, families rated us the highest in areas of being welcoming, respectful, relationship-building, having high expectations, and engaging lessons. Elementary learners rated us the highest in areas of providing tools and resources to help them learn, showing we care, and helping them believe in themselves. Middle and high school learners rated us highest in areas of respect, helping them believe in themselves, providing tools and resources to help them learn, and trying new things to improve the school. Educators rated Evergreen high in every category- feeling like we are doing well at making learners feel safe, respected, helping to meet their individual needs, and providing instruction that fits their interests and will serve them in the future.

Areas of Needed Improvement

The lowest-rated feedback on the Cognia Family Survey was on using digital tools to improve learning, having learning experiences unique to their needs, having instruction changed to meet learner needs, and learning about different cultures. Even though these were the lowest-rated items on the survey, they still averaged a 4.5 or higher rating. The lowest-rated items on the middle and high school Cognia survey were lessons that taught me about different cultures and lessons were changed to meet my needs. Elementary learners felt similarly and rated lowest on offering support and meeting needs. Based on the stakeholder feedback from the quarterly Evergreen survey, some stakeholders still feel like the institution needs to improve in having an adequate storm shelter.

Theories of Action

Evergreen has utilized a quarterly Evergreen Family Survey, which allows families to rate us on their child's overall educational experience and offer specific feedback on areas of excellence and areas we can improve. These surveys also have a place for learners to share any feedback. While this mostly open-ended survey is difficult to quantify, it provides valuable insight into stakeholder's opinions. After each quarterly issued survey, staff

members go over the results and develop plans of action using the feedback received. Based on the Quarterly Evergreen Family Survey data from the 2022/23 and 20223/24 school year, parents generally find Evergreen a positive learning experience for their children. The survey results average in the range of a 4.5 to 5 out of 5 when asked to rate their child's learning experience. Evergreen has received positive feedback across many domains from both parents and learners, including noticing growth in their children's educational motivation, noticing their children gaining reading confidence, seeing their children become stronger leaders, and positive experiences with teachers.

In the past, Evergreen has received negative feedback from parents on our Evergreen Family Survey expressing wanting better transparency on what their children are learning and how they are progressing. specifically what their children are learning and about how their children are doing. Based on multiple surveys with this feedback in the 2022/23 school year, staff now posts specific information on our school's social media app, BAND, at the start of each session (6 week cycle) and regularly throughout the session, sharing information with the parents on specifically what their children are learning in school that session across multiple subjects. Staff also developed At Home Journey Meetings, which learners complete with their families over school breaks. These meetings help serve as a connection point between learner and their parents to share what they are learning, their individual learning goals, and progress.

In December 2023, Evergreen issued Cognia surveys to educators, families, and learners. Based on the survey results from the Cognia Family Survey, Evergreen received a high (4.5 or higher average) rating in every single category, with the highest being in areas of being welcoming, respectful, relationship building, having high expectations, and providing engaging lessons. Survey results from the Cognia Student Survey for both the middle and high schoolers and elementary learners showed positive (above 4.5 average rating) in almost all areas. The highest rated items from middle and high school were in areas of respect, helping them believe in themselves, providing tools and resources to help them learn, and trying new things to improve the school. The highest rated items from the elementary learners were in areas of providing tools and resources to help them learn, showing we care, and helping them believe in themselves. Educators rated Evergreen high in every category- feeling like we are doing well at making learners feel safe, respected, helping to meet their individual needs, and providing instruction that fits their interests and will serve them in the future.

Even though they still averaged a rating of 4 or higher, the lowest-rated items on both the middle/ high school and elementary Cognia surveys were on offering support and changing lessons to meet needs. Based on the stakeholder feedback from the most recent quarterly Evergreen survey, some stakeholders still feel like the institution needs to improve in safety

by having an adequate storm shelter. The leadership team will meet in an upcoming staff meeting to look at results and evaluate whether changes should be made.

Going forward, we plan to utilize the Cognia surveys twice annually- once in December and once in May. These surveys will be offered to all learners, staff, and parents. We will continue to offer our quarterly Evergreen Family Surveys because their open ended questions help us gain specific insight into improvements we can make. While participation in educator and learner surveys is at 100%, participation in both the Cognia Family Survey and our Evergreen Family Survey remain consistently lower (typically around 50% or lower). In an effort to increase engagement in these surveys, we will send the links out in easier to find locations, with a reminder before the survey is closed. Often they are included in posts on BAND with other information, making it difficult for families to find later.

Student Performance Analysis

Areas of Excellence

Overall, learners are performing at grade level in ELA and math based on evidence from The Iowa Test of Basic Skills (ITBS), badge plan reviews, and DRA reading levels. Learners who initially test low in an area, like those with learning challenges or who missed academic instruction at their previous school, are showing gains of 2-3 grade levels when they are retested the following year. Learners demonstrate the highest level of performance in ELA based on increased performance on assessments like the ITBS and DRA and overall progress in areas using ELA in badge plans. All middle schoolers are working at grade level in both math and ELA. 100% of our learners and families attend Journey Meetings 3 times per year where they are able to set and track performance goals. Learners who completed early elementary at Evergreen consistently test higher in all areas and are moving through their badge plans at a faster pace than learners who join Evergreen mid-elementary school, demonstrating the effectiveness of our Spark Studio, the youngest classroom.

Areas in Need of Improvement

By reviewing badge plans, we see that not all learners in upper elementary are working at grade level in math. This is due to new learners coming from other schools testing lower than grade level on their initial assessments. Typing and spelling are both consistently showing lower than expected performance, with learners moving from our elementary classroom to our middle school classroom not having completed these requirements. There are no subgroups showing decreasing performance. Even when there are slight dips in performance data, they are temporary and made up at the following assessment.

Theory of Action

Evergreen Academy has consistently excelled in English/ Language Arts performance. Based on an analysis of the Developmental Reading Assessment, 100% of learners are testing at or above grade level in reading. Learners who have been retested later in the year or the following year show an increase in reading level that would be expected given their grade. In the most recent administration of The Iowa Test of Basic Skills (ITBS), 87% of learners (2nd-8th grade) scored in the 50% percentile or higher compared to the national average. Looking deeper into the data trends from ITBS, those learners who initially score below grade level are averaging an increase of 3 grade levels the following year. Using data from the learner's badge plans, which show individual learners' progress over time, 100% of middle school learners are working at grade level or higher in reading and language arts- even those who were not working at grade level during parts of elementary school.

Learner performance in math has shown positive trends in growth, despite initially low math placement. Because we are a mastery based program, most new learners are coming in a grade level below in math. We have grown our math program over the last 3 years, incorporating more hands on and practical mathematics in the upper grades. When re-tested the following year, those learners who initially tested low are demonstrating an increase of 2-3 grade levels in math scores on the ITBS. The initial gaps in math skills demonstrated by new learners are closed during upper elementary (2nd-5th grades) as evidenced by 100% of middle and high school learners working at or above grade level in math.

Based on the evaluation of multiple sources of data, Evergreen has demonstrated successful education across all domains in lower elementary school. Evergreen uses a readiness checklist for each learner to track progress in various academic and character skills in the lower elementary classroom. Learners are required to master 100% of skills to move on to the upper elementary classroom. Because of these rigorous requirements, learners transitioning from one classroom to the next are finding greater success than their peers who come to Evergreen having attended a different school. 100% of learners who attended Evergreen in the lower elementary classroom (K and 1st grade) placed 1.5 grade levels above grade level in ELA and 2 grade levels above their level in math on their initial ITBS assessment in 2nd grade. This is consistent even with learners who transitioned to the upper elementary classroom later than is typical for their age due to neuro diversities.

Because Evergreen is a mastery based program, 50% of learners who enter Evergreen from other schools in upper elementary school are coming in a grade level below in math, using Khan Academy's course challenges for each grade level to assess mastery. Our continued challenge is bridging this mathematics gap to help learners catch up to their grade level quicker. We have implemented a number of approaches to bridging this gap, such as incorporating more hands-on math works to go along with lessons, starting math

fluency younger, and layering in math into our project based learning. It is our priority to continue evaluating the successes and gaps in our math program and making changes as necessary. Our learners will take the ITBS again this spring and using that data and a review of new learners' progress in math in their badge plans, our leadership team will evaluate whether or not we need to add or change anything about our current math program.

Using data from the learner's badge plans, we see that the upper elementary learners are consistently working in typing below grade level. This year, 70% of learners in the upper elementary classroom are not working at grade level in typing. Because technology use is a cornerstone to our educational model in the upper grades, we want to assist learners in developing these skills early to set them up for success later. We have made strides this school year in rewriting the elements of our typing requirements in an attempt to catch poor typing habits early and help learners correct and build typing skills quicker. We will evaluate data from this at the end of the school year and make changes as necessary for the 2024/25 school year.

Spelling is a new requirement for Evergreen. We began a spelling program in Oct 2022 and are continuing to navigate the best way to implement it. 75% of learners who moved from the upper elementary school to the middle school this year did not finish the elementary spelling requirements. While they are able to finish this work as 6th graders, our goal is for them to complete the requirements throughout their years in elementary and complete it at the end of 5th grade. Changes to the program were made at the beginning of the 2023/24 school year and we will continue to build this program and evaluate its successes as the year progresses.

Learning Environment Observation Analysis

Areas of Excellence

The highest rated area school wide was in equitable learning, followed closely by well managed learning and supportive learning. In the lower elementary classroom, all areas other than digital learning were rated 3.6 or higher, with equitable learning, supportive learning, and high expectations rated the highest. The morning launch in particular was averaged a 4 in every area other than digital learning. The highest rated areas in the upper elementary classroom were progress monitoring and supportive learning. Language arts averaged the highest ratings. Equitable learning and well managed learning were rated the highest in the middle and high school classroom. Observations from their civilization work time were particularly high in all categories. A teacher was not present during this independent group work, but learners demonstrated high engagement, interest, and ability to monitor their own progress throughout.

Areas of Needed Improvement

The lowest rated area school wide was in digital learning, likely because the lower elementary classroom does not use digital resources. High expectations and progress monitoring were the next lowest rated areas. In the lower elementary, digital learning had a rating of 1 because our learners use very little digital resources until they are in 2nd grade. In the upper elementary classroom, digital learning and high expectations were rated the lowest. Passion Project Time was rated the lowest across all categories. Digital learning and progress monitoring were rated the lowest in the middle and high school classroom. The morning launch was the lowest rated class time and observers noted not all learners were engaged.

Theory of Action

Previously, our head of school informally observed learning environments regularly to ensure the learners were engaged in learning and the learning environments were being conducted in ways that met learners needs and the mission of Evergreen. We began utilizing the Eleot observations in Dec 2023. Each classroom was observed at least 3 times, but all within the same week so we do not have longitudinal data and cannot reliably evaluate trends. Going forward, each classroom will be observed using Eleot observations three times per year by two different observers at each observation date. Evergreen leadership has developed an observation plan and schedule to meet the requirements that every learning environment is evaluated at three different points within the school year. Beginning in the 2024/25 school year, each classroom will be observed in Oct, Feb, and April and all staff will be trained and certified on using the Eleot by the start of the 2024 school year.

Because Evergreen utilizes Eleot, the first category of rating was not required. The certification of observers was rated a 1 and observations was rated a 3 because we have just started completing observations and our observers have not yet been certified.

Observation data is analyzed based on schoolwide data and classroom data. We currently have three classrooms at Evergreen- younger elementary (K-1st grade), older elementary (2nd-5th grade), and middle/high school (6th-9th grade). Results from the observations show that learner engagement at the school-wide level is high, averaging a 3.38 rating across all categories. Equitable learning, followed closely by well-managed learning and supportive learning, were the highest-rated categories school-wide. In the lower elementary classroom, all areas other than digital learning were rated 3.6 or higher, with equitable learning, supportive learning, and high expectations rated the highest. The morning launch in particular was averaged a 4 in every area other than digital learning. The highest-rated areas in the upper elementary classroom were progress monitoring and supportive learning. Language arts averaged the highest ratings. Equitable learning and well-managed learning were rated the highest in the middle and high school classroom. Observations from their civilization work time were particularly high in all categories. A teacher was not present during this independent group work, but learners demonstrated high engagement, interest, and ability to monitor their own progress throughout. The lowest-rated area school-wide was in digital learning, likely because the lower elementary classroom does not use digital resources. High expectations and progress monitoring were the next lowest-rated areas. In the lower elementary, digital learning had a

rating of 1 because our learners use very little digital resources until they are in 2nd grade. In the upper elementary classroom, digital learning and high expectations were rated the lowest. Passion Projects were rated the lowest across all categories. Digital learning and progress monitoring were rated the lowest in the middle and high school classroom. The morning launch was the lowest-rated class time and observers noted not all learners were engaged.

By having all staff members trained in utilizing the Eleot and using it more regularly, Evergreen will be able to assess and analyze our learning environments more accurately, both at that moment and over time. We intend to use the data we collect to influence decisions on how to structure classrooms, approach content, and teach information, which will help teachers create more engaging learning environments and thereby increase student performance and stakeholder feedback in our school.

Culture of learning

At Evergreen Academy, our commitment to fostering a Culture of Learning is deeply rooted in our guiding principles and is evidenced by our mission statement, parent-student handbook, employee policies, a comprehensive array of data sources, and continuous improvement efforts.

In August 2019, our leadership team worked extensively on our vision and mission statements, involving a broad spectrum of our community including founding parents, teachers, students, and local partners. This collaborative process led to an emphasis on personalized learning, holistic development, and preparation for future challenges. The mission and vision were then subjected to stakeholder scrutiny through surveys. The feedback was overwhelmingly positive, particularly from parents who lauded our emphasis on individualized learning pathways. Stakeholder feedback has continually been utilized through Evergreen Quarterly Surveys to assess stakeholders' perceptions of respect, equity, and academic achievement. Staff prioritize this feedback in weekly staff meetings to ensure stakeholders are being listened to as we implement new procedures.

Our commitment to a nurturing learning culture is also reflected in our master schedule, which balances rigorous academic courses with a wide range of extracurricular activities. This schedule is designed to cater to diverse learner interests and needs, promoting both academic and personal growth. Our focus on relationship-building is prominent in the classroom, where collaborative learning and group projects are a norm, encouraging respect, trust, and concern for each other's well-being. Additionally, learners help develop their own classroom rules and staff go through conflict resolution training, which further strengthens this culture of respect and support. Mentorship in the older grades is required as a method of bridging relationships between learners of different ages. These initiatives reflect our dedication to creating an environment where learners feel valued, respected, and supported, both by their peers and adults in the school community.

Professional development at Evergreen Academy is a key driver of our educational excellence. Our staff members regularly participate in training sessions that focus on innovative teaching methods, student well-being, and inclusive education. In addition to official professional development workshops and training, staff members collaborate with one another in weekly staff meetings meant to develop and evaluate initiatives that address learners' academic and non-academic needs. This commitment to professional growth ensures that our teaching practices are not only effective but also resonate with our students' diverse needs. We also maintain a vigilant eye on the effectiveness of our strategies through a robust data analysis protocol. This includes regular reviews of stakeholder surveys, discipline records, learner progress through badge plans, and The Iowa Test of Basic Skills scores. Such analyses help us to continuously refine our educational approach, ensuring alignment with our mission and the evolving needs of our students. Evergreen Academy began using Eleot observations in 2023 with the goal of gaining further insights into the effectiveness of our current strategies and any new programs that may be implemented. Our goal for the 2024/25 school year is to make data on learner progress through badge plans more clear so that it can be analyzed in a more reliable way.

Furthermore, our family involvement program, structured to foster positive staff, peer and adult relationships, has seen notable success. This is evidenced by improved attendance rates and a significant decrease in discipline issues. Our family involvement programs include regular family meetings, which have a consistently high attendance rate, trust-building activities, and cooperative projects (both at school and at home), which have been instrumental in creating a cohesive and supportive school community.

Evergreen Academy's dedication to a Culture of Learning is an ongoing journey. The leadership team has developed the following theory of action based on our analysis of this standard:

1. If the school continues to provide regular opportunities for parental engagement at school then families will support school efforts at home, which will increase learners' performance.
2. If staff track learner progress through programs with a closer eye, then learner intervention can be identified more quickly.
3. If staff are effectively trained on identifying learners' individual needs more quickly, then classrooms can become more equitable environments.

Leadership for Learning

At Evergreen Academy, leadership plays a pivotal role in shaping the educational experience. Our leaders communicate expectations for learning through a blend of strategic planning, regular professional development, and consistent curriculum reviews. This approach is reinforced by evidence such as the effective implementation of Interaction Standards 7 through 14, where leaders guide staff in the continuous improvement process, emphasize collaboration, demonstrate expertise in staff development, and maintain responsive institutional structures.

Leaders at Evergreen Academy communicate expectations for learners, parents, and staff through clearly defined roles in both our employee handbook and parent-student handbook. Our

hiring documents demonstrate a commitment to seeking qualified individuals and defining expectations for staff roles to ensure the learning environment at Evergreen remains optimal. Campus jobs for elementary-aged learners and up encourage our learners to take on leadership roles at an early age and to take an active role in their school. Parents are also encouraged to take on active roles in our school and in their children's education. Our high level of attendance at parent meetings reflects our commitment to work with families in a leadership capacity.

Evergreen actively monitors leadership progress through data-driven decision-making. Staff performance evaluations and Eleot observations demonstrate that staff are ensuring a learning environment that remains aligned with our mission and value and that seeks to increase learner engagement and performance. Analyzed survey results from stakeholders indicate strong perceptions of classroom learning via equitable allocation of resources and curriculum that encourages leadership. Curriculum is analyzed regularly for effectiveness using student performance data from The Iowa Test of Basic Skills (ITBS), DRA, and badge plan progress, and Khan math unit tests to evaluate the efforts of staff initiatives to increase learning.

Leaders also model continuous learning by participating in professional development alongside staff, fostering a culture of growth and inclusivity. Staff members, along with leaders, participate in "guide squads" twice a year from our governing body in addition to weekly staff meetings meant to allow for fluid communication and collaboration between staff members and leaders. Regular joint meetings between the governing authority and school leaders facilitate open communication and strategic planning. This intentional collaboration ensures that decisions made at the governance level are always in the best interest of our learners, reinforcing Evergreen Academy's dedication to providing a high-quality educational experience.

Findings and Interpretations: Evergreen Academy excels in creating a supportive and inclusive learning environment, where leaders effectively communicate and implement educational goals. Evergreen performs exceptionally well in engaging professional staff in systematic processes for continuous improvement and resource allocation, ensuring equitable learning opportunities. However, there is room for improvement in further diversifying leadership roles and enhancing stakeholder involvement in some decision-making processes.

Maintaining our high performance in effective leadership and addressing areas needing improvement are both high priorities. Our leaders' commitment to professional growth and equitable resource management has positively impacted our educational culture, and further enhancing this will continue to be a focus.

Theory of Action: To build on our strengths and address areas for improvement, Evergreen Academy will focus on expanding distributed leadership and stakeholder engagement with the goal of enabling a wider range of voices in decision-making processes. Additionally, we will continue to invest in professional development, focusing on leadership skills across all staff levels. We commit to the following theories of action to achieve these goals:

1. If we increase parental participation in both the Cognia Family Surveys and Evergreen Quarterly Surveys then we can ensure the feedback we receive is representative of the families we serve.
2. If we focus professional development efforts into training staff in best practices and create groups among faculty for collaboration and curriculum development then our staff will participate in greater leadership at the school and learner engagement and performance metrics will improve.

Engagement of Learning

Analysis and Synthesis:

Evergreen Academy's instructional environment is designed to actively engage learners by remaining learner-driven according to our mission and values. Our educational approach is tailored to individual needs and interests, ensuring that each learner is both challenged and supported. This commitment is evident in the diverse range of instructional strategies employed, from differentiated learning within classrooms to the use of technology for personalized learning experiences.

Our project-based learning approach, passion projects, and apprenticeships encourage students to explore creative solutions and engage in design thinking. Collaborative assignments and group projects across various subjects cultivate teamwork and communication skills. Additionally, extracurricular activities like engineering, entrepreneurship and art programs nurture curiosity and risk-taking. A formal structure is in place to ensure these experiences are integrated throughout our curriculum plan and schedule, allowing learners to continuously develop these essential lifelong skills. Stakeholders perceive learners to be gaining knowledge and skills in areas that help them prepare for the future and Eleot classroom observations show this is integrated in classroom management at all levels. Despite Evergreen's commitment to learning about diverse cultures through curriculum, Socratic discussions, and inviting diverse community members to share experiences with students, student surveys indicate a high level of perceived learning about diverse cultures at the elementary level, but not at the middle and high school level.

Student agency is a cornerstone of our approach, with learners given input into instructional activities and encouraged to set their own learning targets, fostering a sense of ownership over their educational journey. Our learner-led conferences empower students to be proactive in setting their own goals, evaluating their own progress, and moving at their own pace through need-based and interest-based activities. Journey meetings take place three times per year and involve the teacher, parent, and student. At-home journey meetings are conducted every six weeks between a student and parents to allow students to share their progress and goals with parents in a way that fosters a sense of ownership and responsibility for their education. Student feedback sessions on curriculum and teaching methods empower students to voice their preferences and contribute to decision-making processes.

The integration of digital resources is embedded into the daily curriculum in upper elementary through high school levels. Digital resources are carefully chosen and evaluated to support and

extend curriculum topics, thereby deepening understanding and stimulating learners' curiosity. For example, interactive simulations in science classes and digital storytelling platforms in language arts allow students to explore subjects in depth. Additionally, our use of educational apps and online research databases enables students to pursue their interests and conduct independent, inquiry-based learning. This thoughtful integration of technology not only keeps students engaged but also equips them with essential digital literacy skills, preparing them for a technology-driven world.

Findings and Interpretations:

Evergreen Academy excels in creating an engaging and responsive learning environment. However, while we perform well in integrating digital resources and individualizing instruction, there is room for improvement in consistently providing all students with opportunities to demonstrate leadership and agency in their learning. Our continuous improvement plan highlights our desire to continue to improve the quality and integration of digital resources. Enhancing student agency and confidence remains a high priority to ensure all learners are fully engaged and empowered in their educational experiences.

Theory of Action:

To build upon our strengths and address areas needing improvement, Evergreen Academy will take the following steps to strengthen our engagement of learning:

1. By focusing on expanding opportunities for student leadership and agency through the introduction of more student-led initiatives and increasing the range of choices available to students in their learning paths, learners will have higher rates of perceived motivation and a love of learning.
2. We aim to enhance teacher training in learning strategies with continued professional development to further promote student agency and confidence.
3. Increasing the integration of diverse cultures into the weekly schedule at the middle and high school levels will allow our older learners to perceive a higher level of learning and respect for other cultures and backgrounds.

Growth In Learning

Leaders at Evergreen Academy routinely use data collected from a variety of sources to make intentional decisions about curriculum, policies, and procedures to enhance learners' and staff members' growth and well-being. Evergreen has collected feedback from parents and learners for the previous 4 years in the form of a quarterly Evergreen Family Survey, which allowed stakeholders to input specific positive and negative feedback they have for our school. Elementary, Middle, and High School learners are also given the opportunity to offer specific feedback to their teachers multiple times per year. We began implementing the Cognia surveys to families, learners, and staff in the 2023 school year. While 100% of learners and staff participated in these surveys, only 50% of families do. At the upper elementary level and beyond, teachers analyze data from learners' badge plans, where progress is monitored, to evaluate instructional programs and systems. Evergreen uses weekly staff meetings to analyze feedback from surveys and hear teacher evaluations on learner growth to discuss potential

changes to school systems and learning methods and address concerns that are identified. When new programs and methods are introduced, teachers and leaders evaluate the effectiveness both formally and informally to improve instruction and enhance learning.

Staff members are encouraged to enhance their practice and the learning at Evergreen through a variety of means. Leaders maintain an open dialogue with staff by encouraging them to make inquiries, note concerns, and reflect on both institutional successes and problems. All staff are invited and encouraged to add to the weekly staff meeting agendas and to actively participate in these meetings. Staff members are required to participate in two, 6-week guide squads per year, which serve as professional development to assist teachers in growing. These guide squads are hosted by the Acton network and cover a variety of topics such as helping learners build a growth mindset and creating classroom health through implementing proven systems. Staff members also have access to digital resources within the Acton network and are encouraged to collaborate and brainstorm with teachers at other schools in identifying areas of improvement, collecting data on effectiveness, and reporting results in weekly staff meetings for continued analysis.

Evergreen recognizes that all learners develop at different paces in different areas. Learners do not move through traditional grade levels as a result, but are encouraged to move through our mixed-aged classrooms at their own pace, being able to transition from one level to the next at any point in the year when they are ready. Each learner's needs are regularly evaluated using the Developmental Reading Assessment, The Iowa Test of Basic Skills (ITBS), progress in badge plans, and teacher reporting so changes can be made. Targeted instruction is provided for learners who are testing below grade level, which occurs in 50% of new learners in math. In the 2023 school year, Evergreen began implementing readiness checklists tailored to a learner's specific needs when struggles were identified. These checklists include both academic and nonacademic skills the learner needs to grow in, and regular meetings take place with the learner and their family on interventions the teacher and school will provide and strategies the learner and learner's family can do to help the learner grow in these areas. Data is recorded so learners can see their growth in each area. Even though dips occur with some assessments, overall trends on these have been positive, and teachers report learners demonstrating growth in the classroom as a result.

Evergreen values learner autonomy in discovering individual passions and talents and setting and pursuing goals. Beginning in our youngest classroom, learners are encouraged to choose their own work and are allowed the opportunity to set and evaluate daily goals for themselves. Older learners use their badge plans to track and monitor progress in all of their required academic learning areas. There are built-in checkpoints throughout the year, both with just the learner and teacher and including their parents to assess goals, evaluate progress, and determine if changes need to be made. 100% of learners' families attend these meetings. This collaboration between staff, learners, and parents to measure progress also drives future instruction because it maintains an open dialogue where learners can share positive and negative feedback with staff in an effort to improve educational growth for all learners. In upper elementary school, they are introduced to passion projects where they practice deeply pursuing

interest-based subjects for an entire semester. Examples of projects learners have chosen are coding, comic book making, sewing, and foreign language. They set a goal for their learning in the chosen area and develop a clear step-by-step plan to achieve their goal by the end of the semester, identifying resources they will use, how they will practice, and when in their project they will get and respond to feedback. In middle and high school, learners complete apprenticeships in industries of their choice and interest.

Based on the analysis of the Growth in Learning Performance Standards, Evergreen is committed to the following theories of action:

1. Increasing data-driven assessments will help leaders evaluate the effectiveness of current curricula and initiatives to increase learning. Formulating a way to record data on learners' progress through badge plans is a priority for the upcoming school year.
2. Professional development focusing on modern teaching techniques, assessment strategies, and student engagement will enable teachers to identify struggling learners earlier and provide targeted instruction as needed.



Guide Educational Requirements

Full time guides must hold baccalaureate or higher degrees, or have at least three (3) years of teaching experience in public instruction in subjects taught.

Professional Development

It is expected that all guides will continue with their professional improvement and to stay current on educational innovation and best practices. This professional development may occur at the individual level or as a schoolwide initiative.

All full-time guides must complete Guide Onboarding Requirements arranged with the Head of School upon hiring and 5 Sessions of Guide Squads within the first year of employment. For all consecutive years, guides must earn two guide squad badges per year, or an approved alternative worked out with the Head of School.

Guide Work Hours

Guide hours are as follows:

- Start of Daily Duties 8:10 a.m. (Guides should be in the building at this time)
- End of Daily Duties 3:45 p.m.
- Staff Collab Days are the last day of each session from 12-3:30 pm
- There is a staff work week the week prior to the first day of school, 9am-3pm, daily.

Faculty Resources

There are many shared resources within the school, and they should be used wisely, carefully, and not wastefully. All common areas should be kept tidy.

Smoking Policy

Absolutely no smoking or use of tobacco is permitted in any school buildings or on school grounds. Our campus is a Smoke Free Zone.

Prohibited Items

Staff, volunteers, and staff-in-training shall not be under the influence of or consume alcohol, marijuana or other controlled substances on the center premises during the hours of operation or at any other time or place where there are children present for whom the center staff is responsible. If a staff member suspects that another person is under the influence, they should immediately notify the Head of School. Weapons are prohibited on Evergreen Academy's campus, including even if an individual otherwise has a license to carry.

SAFETY AT SCHOOL

- All full-time employees will be trained in first aid and CPR.
- We perform fire & safety drills. Staff are regularly trained with intruder drills.
- “Safe zones” are outlined and explained to heroes during Session 1.
- Annual training for Eagles: Bethesda’s Stop, Go and Tell is a fun, age-appropriate and interactive way to teach children about personal space boundary rules and what to do if someone tries to break those rules.

*More extensive
safety manual
available on request*

NEST CAMERA & PHOTO/VIDEO WAIVER

As part of the Acton Academy Trademark License agreement entered into between Evergreen Academy, and Acton Academy, it was stipulated that NEST live video feed capabilities be installed in the interior of the school. All Acton schools across the nation are linked to provide accountability, transparency, share best practices, and ensure high quality hero services. Parents acknowledge the use of the NEST Camera system. Photos and video of our heroes are sometimes used for school displays and projects, blogs, school social media, BAND App., or the school website. Media waivers are included in your enrollment forms.

NON-DISCRIMINATORY POLICY

Evergreen values, respects, and benefits from the unique identity of each hero and community member, regardless of age, ability, gender, race, religion, sexual orientation, ethnicity, or socioeconomic status. As an intentional learning community we expect all faculty, staff, administrators, parents, and caregivers to embrace and foster this inclusiveness.

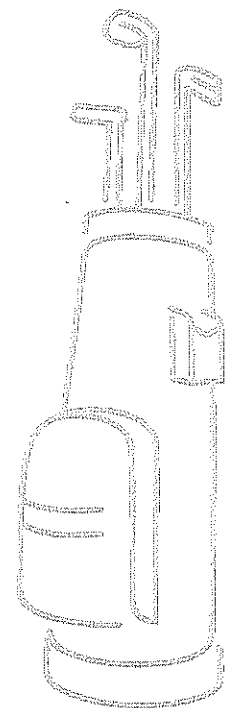
OUT OF BOUNDS: Behavioral Check-ins, HCVs, Culture Breaches

HONOR CODE VIOLATION SYSTEM BRIEF OVERVIEW

Behavioral Checkins, Culture Breaches Levels 4-7 and Honor Code Violations are the founder/guide-directed accountability systems. Behaviors that violate the honor code:

1. Harassment/bullying of any kind, including hitting, pushing, threatening or other physical aggression or intimidation.
2. Persistent distraction to others due to unwillingness to come to school ready to work hard and learn.
3. Disregard or disrespect for the Studio or Technology Contracts.
4. Cheating, plagiarizing, or misreporting of accomplished work in any activity.
5. Destruction of School Property.
6. Inappropriate language or sexual innuendo.
7. Drug, tobacco, or alcohol use during any school day or activity.

Generally, learning how to live within the hero contract boundaries and guardrails happens through peer accountability. Behavioral Check-ins and Honor Code Violations would be issued by the Head of School as deemed necessary for behavior that is defiantly opposing the Studio Contract or a repeated lesser offense.



HONOR CODE SYSTEM

Community Notice: Behavioral Check-ins are a preliminary accountability measure that are usually given prior to a Honor Code Violation. For minor or first-time infractions, a mandatory behavioral checkin form will be sent home with an Eagle to have a meeting with their parent(s). It is an early- intervention to support Eagle success at school.

Behavioral Check-in

The hero is removed from the group until they choose to participate again within the community guardrails.

- A guide or Head of School speaks with the hero to ensure they understand why they are receiving a Behavioral Check-in. The guide/admin works with the hero to brainstorm specific strategies to prevent this behavior happening again and reviews the behavioral check-in with them for clarity.
- Guide or Head of School sends Email and/or physical form to parents.
- With the first infraction or a lesser infraction, only a Behavioral Check-in form will be sent home. If this is a persisting issue, a behavioral check-in form AND Numbered Reset Form will be emailed to parents and/or sent home with the hero. Parents must acknowledge they have read and received before beginning the following school day by sending a signed digital or physical copy back to school after having a meeting with their child following the form instructions.

Honor Code Violations

The hero is removed from the group for the rest of the activity or day, depending on infraction & time of day.

- Everything from Behavioral Check-in process above and additionally a numbered Honor Code Violation is included in the paperwork. Depending on the severity of the issue, Eagle may be sent home for the day.
- Head of School or Guide & Eagle discuss implications of future Honor Code Violation meaning they may be asked to stay home for a day with a contract in place upon return to support avoiding this happening in the future.
- Eagle will be asked to develop an approved plan to “make it right”. This may include a Behavior Plan contract outlining a re-commitment to following studio rules that are a struggle for the learner. If they are unprepared or unwilling to do this, they should remain at home and are placed on a probationary contract.
- Guide or Head of School will schedule a mandatory conference with parents and hero.
- Upon return, the studio will celebrate the hero’s return and honor the process of learning and growing from failures.



Generally, if a hero receives two Honor Code Violations within an academic year, they are electing to leave the community. This will be decided according to Head of School's discretion.

A Family Behavioral Check-in is a parent-led reflection with the hero using the form that is sent home to guide the discussion about choices and developing an action plan for improvement.



HONOR CODE VIOLATION CONFERENCE

An Honor Code Violation conference is held when a HCV has been issued. The parents, the hero, Head of School, and, as needed, guide will be invited to a mandatory conference where a Behavior Plan will be agreed to. The plan will direct the hero to improve their behavior in order to avoid additional infractions and may include but is not limited to community service (repairing damages), apology, behavior conferencing, restricted freedoms, and community give-back. Heroes who adhere to the plan will not be subject to further disciplinary action. Failure to comply with a Behavioral Plan will, at the head of school's discretion, result in choosing to leave the community.

DISMISSAL

 Generally, if a hero receives two Honor Code Violations within an academic year, they are electing to leave the community. This will be handled according to the Head of School's discretion. A hero who requires constant redirection and continually dismisses the studio contract and the rules outlined in this playbook cannot be successful within the Evergreen Academy learning model. The Head of School has the right to exit a hero immediately from the school if a behavior is deemed extreme without reaching their second Honor Code Violation. We believe in the power of transformation. We believe in second chances and the power of a transformation a hero can have on a hero's journey! Even if a learner has been asked to leave the community, if they have shown growth that demonstrates a renewed readiness for the Evergreen learning environment, after a period of time, they may re-apply to the school.

PROBATIONARY CONTRACT

Evergreen Academy's hero-drafted and ratified contracts provide a framework for heroes to learn self-management and self-governance. When the studio is functioning well with leaders who are committed to the Tribe and positively working toward a Hero's Journey, the learning is powerful and occurs at an exponential rate. However, due to the realistic nature of such a framework, there is always the possibility of heroes making poor choices, and the emergence of sub-tribes (small groups of socially powerful cliques) which can overwhelm and exhaust the healthier parts of studio culture. Further, because we trust heroes to work out many of their interpersonal conflicts and don't report every detail of every struggle, parents can feel blindsided when problems arise that have been building for some time.

As a result, we may offer a Probationary Contract that signals a hero will be asked to leave the studio permanently if certain behaviors are continued.

The Probationary Contract will offer a short period of time to cure problem attitudes/behaviors and a period of one to six months to measure long-term success. (The Head of School reserves the right to ask a hero or family to leave immediately for behavior that is dangerous or especially damaging.) Most of the boundaries in this contract mirror the Evergreen studio contracts, but each probationary contract will outline strict conventions that need to be followed in word and deed during the probationary period for a hero to remain at Evergreen.

EVERGREEN CULTURE BREACH Levels of Action

When an Eagle breaches the culture at Evergreen, several actions are in place to support that Eagle as they navigate through their current challenge and find success in the studio.

LEVEL 1: EAGLE CUING

Eagle friends give gentle reminders about the contract, ROE, or other culture breach.

LEVEL 2: CPR & 360S

Eagle friends provide specific warm-hearted but tough-minded feedback at landings or end of session 360s..

LEVEL 3 EAGLE TRIAD

A triad is formed where two Eagle friends serve to support the Eagle with cuing and feedback.

LEVEL 4: EAGLE/GUIDE MEETING

When levels 1-3 aren't successful in setting an Eagle back on track, the Eagle and Guide will meet to discuss possible supports or actions, with expectations of culture commitment set.

LEVEL 5: FAMILY MEETING/BEHAVIORAL CHECK-IN

When success is still not observed, parents/guardians will be notified of a request to discuss the culture breach as a family, set goals and expectations, and share these with the Eagle's guide.

LEVEL 6: CULTURE COMMITMENT PLAN

If the breach continues, a Culture Commitment Plan will be required to clearly define the actions needed to remain at Evergreen Academy. This plan will be reviewed and discussed at a meeting with the Eagle, Guide, Head of School, and all parents/guardians present.

LEVEL 7:EXIT

If the culture breach persists or a lack of commitment by either the Eagle or parent is perceived, the Eagle will be asked to exit the school with well-wishes and no judgement. The Eagle is invited to re-apply at a later date should they find transformation and a renewed ability to be successful at Evergreen.

NOTES

[EXTERNAL] Cognia letter of accreditation approval

Criteria 7: Accreditation

Matina Hunnell <matina@evergreenacton.com>

Thu 8/8/2024 10:35 AM

To: Stacy Eden <Stacy.Eden@sde.ok.gov>

Begin forwarded message:

From: Accreditation Services <accreditationservices@cognia.org>

Subject: Evergreen an Acton Academy: Congratulations on your Cognia accreditation

Date: July 2, 2024 at 11:33:53 AM CDT

To: "matina@evergreenacton.com" <matina@evergreenacton.com>

Cc: "matina@evergreenacton.com" <matina@evergreenacton.com>, Christina McCreary <Christina.McCreary@Cognia.org>

Greetings from Cognia!

We hope this email finds you and your family, your students, parents, and staff in good health. We are delighted to inform you that your institution has been awarded Accredited status by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). The three listed regional agencies provide your institution with a highly regarded accreditation that is recognized throughout the world. This action was conferred by the Cognia Global Commission on June 27, 2024.

Within 4-6 weeks of this email, you will receive an official certificate and letter of accreditation via post. In the meantime, we welcome you to verify your institution's status by visiting www.cognia.org. Please click on FIND AN ACCREDITED SCHOOL (located at the top of the page in the black bar) and enter the name of your institution as recorded with Cognia (the other fields (city and postal code) may be left blank).

To further support your celebration, we are providing you with access to the [Cognia Accreditation and Certification Recognition Kit](#), which includes a press release you may share with your local media, access to the Cognia Accreditation Seal (use of the Cognia logo is prohibited), usage guidelines, and other promotional items to display your pride and commitment to continuous improvement. Please use your Cognia login credentials for access. If you need assistance with login or access, please contact clientcare@cognia.org.

For support with your Engagement Review Report and next steps with your continuous improvement journey, please contact your [Regional Director](#). We look forward to partnering with you for many years to come.

Congratulations again and very best wishes for an enjoyable summer holiday,
Cognia Accreditation Services