



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: June 22, 2023
SUBJECT: Lindsey Nicole Henry Scholarship

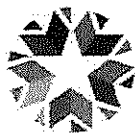
Private School Flo & Morris Mizel Jewish Community Day School (Mizel JCDS) request approval to participate in the Lindsey Nicole Henry Scholarship for Students with Disabilities program. They are accredited through the Cognia Accreditation and recognized by the Oklahoma Private School Accreditation Commission charged by the Oklahoma State Department of Education with overseeing educational quality of accredited private schools in the state.

Mizel JCDS offers small class sizes and multi-aged group classes. Highly-qualified teachers. Many opportunities for flexibility and breaks as needed.

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

- Criteria 1: Fiscal Soundness – IRS Tax-exempt status
- Criteria 2: Non-Discrimination – Parent Handbook page 10
- Criteria 3: Health and Safety – Cognia Review page 3 and Staff Commitment Statement
- Criteria 4: Academic Accountability – Parent Handbook pages 6,10,11
- Criteria 5: Teacher Requirements – Human Resource Policy Manual page 6
- Criteria 6: State laws and disciplinary procedures – Cognia Review page 3 and Parent Handbook page 10
- Criteria 7: Accreditation – Cognia letter

RW/se



Flo & Morris Mizel Jewish Community Day School

Prekindergarten-5th Grade

NAME OF PRIVATE SCHOOL

GRADE LEVELS

2021 East 71st Street

Tulsa

OK

74136

ADDRESS

CITY

STATE

ZIP

918-494-0953

www.mizelschool.org

PHONE NUMBER

WEBSITE ADDRESS

Amanda Anderson

SUPERINTENDENT, HEADMASTER OR PRINCIPAL NAME

Amanda Anderson

aanderson@mizelschool.org

LNH CONTACT PERSON

CONTACT EMAIL

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

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

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

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

Accredited by Cognia, therefore recognized by OPSAC

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.***

Small class sizes, multi-aged group classes. Highly-qualified teachers. Many opportunities for flexibility and breaks as needed.

I verify that Flo & Morris Mizel Jewish Community Day School 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.

Amanda Anderson
SIGNATURE

May 22, 2023
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
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077552510
July 31, 2008 LTR 4168C 0
73-0983653 000000 00 000
00026976
BODC: TE

FLO & MORRIS MIZEL JEWISH COMMUNITY
DAY SCHOOL INC
2021 E 71ST ST
TULSA OK 74136-5408219



010979

Employer Identification Number: 73-0983653
Person to Contact: Michelle Jones
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of June 27, 2008, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in July 1976, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

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

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

A handwritten signature in cursive script that reads "Cindy Westcott".

Cindy Westcott
Manager, EO Determinations

Bullying Policy

The Amended Oklahoma Statue Title 70 Section 24-100.2.4 "School Bullying Prevention Act" finds that bullying has a negative effect on the social environment of schools. Specifically prohibited are behaviors involving harassment, intimidation and bullying of others.

"Harassment, intimidation and bullying" means any gesture, written or verbal expression, 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, 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. Any such behavior will not be tolerated and appropriate consequences will follow.



Nondiscrimination Policy

Mizel JCDS will not tolerate racism, discrimination, harassment, exploitation, or victimization of students, school employees, non-employees, or any person who are invitees of the school for any reason, including but not limited to race, color, ethnic background, national origin, religion, creed, age, citizenship, political affiliation, emotional, mental and/or physical challenge, gender, or any other protected class.

DEI (Diversity, Equity, & Inclusion) Statement

Mizel JCDS Diversity, Equity, and Inclusion Commitment:

Each student will have the resources and support needed for their educational journey each and every day. With students, staff, families, and the community as our foundation and educational equity and inclusion as our goal, we commit to...

- Quality instruction for each student.
- Inclusion of all students, families, staff, and community members.
- Cultivate a sense of belonging that embraces life experiences, perspectives, and knowledge
- Relationships that are intentional and reciprocal.
- Collaboration with families, students, staff, and community.
- Communication that is honest, open, and courageous.

Homework Policy

Homework can boost learning, but doing too much can be detrimental. How much homework is too much? Both National PTA and the National Education Association endorse the 10-minute rule, which states that the maximum amount of homework (all subjects combined) should not exceed 10 minutes per grade level per night. That is, a 1st-grader should have no more than 10 minutes of homework and a 5th-grader no more than 50 minutes.

Well-designed homework not only strengthens student learning, it also provides ways to create connections between a student's family and school. But we understand that family time and extra-curricular activities are also important and we do not want homework to have a negative impact on these.

Assurances

Assurances are requirements that accredited institutions must meet. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications, protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes

Flo & Morris Mizel Jewish Community Day School, Faculty and Staff Commitment Statement

The following statements reflect our organization's commitment to preserving healthy and positive relationships for all of our students.

Please read and understand each statement before signing.

1. I commit that I have never abused children (either sexual abuse, physical abuse, or emotional abuse) or been convicted or arrested for child abuse.
2. I commit that I will abide by all Mizel JCDS' Policies.
3. I understand that Mizel JCDS maintains a "zero tolerance" policy to child abuse and that any staff member found in opposition to or violating this policy may be terminated immediately and will be prosecuted in the manner appropriate to the infraction.
4. I commit to attending training and educational events provided by Mizel JCDS to keep informed of all policies regarding child abuse.
5. I commit that I will not show inappropriate pictures or videos, use inappropriate, sexual or vulgar language, touch children inappropriately, or participate in sexual horseplay or actions that could be misconstrued as sexual or in any way abusive) with children.
6. I commit to immediately report any behavior that seems suspicious, questionable abusive or inappropriate between; peer to peer, staff to child, and staff to staff.
7. I understand that ALL reporting (by law) is kept confidential and will in no way harm my position with Mizel JCDS unless false allegations are found to be made intentionally,
8. I understand that child sexual abuse is punishable by law and that Mizel JCDS is bound by law to report allegations of sexual abuse to the proper authorities.

By signing this Statement of Commitment, I am also confirming that I have attended the training session on "Child Abuse" and that I agree with the information presented as well as all of the statements listed above. I agree to observe and abide by the policies set forth at Mizel JCDS in an effort to 'protect our children from any type of abuse while they are in our care.

Signature _____ Date: _____

Print Name _____

Flo & Morris Mizel Jewish Community Day School Child Abuse Awareness Training Information

The purpose of this training course is to provide all staff and faculty with a clear understanding of how to recognize, reduce, prevent and report suspected sexual abuse or molestation while on Mizel JCDS or any other school related activities.

This information is divided into four sections.

- A) Definitions and effects of sexual abuse and child molestation
- B) Typical patterns and methods of operation of a child molester
- C) Signs, symptoms, and reporting of suspected sexual abuse
- D) Recommended procedures to report suspected abuse

Section A: Definitions and Effects of Abuse

The purpose of Section A is to clearly define what constitutes sexual abuse and child molestation. The section will also identify the different types of abuse as well as the effects of child abuse.

The precise legal definition of child sexual abuse or molestation varies from state to state, but in general includes any form of sexual contact or exploitation in which a minor is being used for the sexual stimulation of the perpetrator.

Child sexual abuse may be violent or non-violent. All child sexual abuse is an exploitation of a child's vulnerability and powerlessness in which the abuser is fully responsible for the actions. Child sexual abuse or molestation is **CRIMINAL BEHAVIOR** that involves children in sexual behaviors for which they are not personally, socially and developmentally ready.

Types of Abuse:

- **Physical Abuse** - includes bodily harm or injury caused by blows or harmful substances, as well as exposure to unreasonable risk of harm or injury.
- **Emotional and Psychological Maltreatment**- attacks a child's self-image, often through labels and ridicule, it also may expose a child to unspoken violence and emotional cruelty.
- **Neglect** - is the failure to provide for a child's physical, medical, emotional, and safety needs.

Criteria 3: Health & Safety

Sexual Abuse - can occur through showing and communicating as well as through touching. Not only forced activity, but also permission and persuasion, can be abusive. This abuse can be between a child and adult or between a child and an older more powerful youth.

Other types of abuse - may include abandonment or threats of harm as well as ritual abuse.

Effects of Child Abuse:

Studies have shown that abuse and neglect may negatively affect children's physical, cognitive, emotional, and social development, resulting in aggressiveness, anxiousness, the inability to control emotions, depression and learning difficulties, among other problems. These effects can, and most of the time do, continue into adulthood.

Victims of child abuse often suffer from:

- o Inability to trust, which leads to problems in relationships
- o Feelings of guilt, anger, and low self-esteem
- o A tendency toward alcohol and drug abuse
- o Eating disorders
- o Suicidal thoughts and suicide
- o Engage in criminal activity at a higher rate than the general population
- o More likely than others to engage in risky sexual behavior
- o May exhibit severe depression
- o Hostile and aggressive behavior toward others

Often times children suffering abuse of any kind will not tell anyone about it. Therefore, it is important to be able to recognize other signs of abuse. The above characteristics may be indicators of abuse, although they are not necessarily proof.

Criteria 3: Health & Safety

Section B: Typical Patterns/Methods of Operation of Child Molesters

The purpose of Section B is to identify typical patterns and methods of operation of a child abuser. A child molester is described as a person older than the victim, male or female, which experiences any type of sexual act with a child. The majority of child molesters are male.

When young children are close in age (no more than a 3-year age span) sexual contact is called peer-to-peer contact. In many cases this is normal childhood behavior; particularly in younger children. In other cases, especially with more than a 3-year age difference or children that are pubescent, molestation may be involved. Any case of sexual contact between students, regardless of the age of the students, is to be reported immediately to the Executive Director. The Executive Director will make the determination of the appropriate action to be taken.

Who is the typical child molester?

Often camps, churches and communities fall victim to the "Stranger Danger" by believing that molesters are "dirty old men" or "strangers in trench coats". These stereotypes are not only inaccurate but dangerous as they allow a false sense of security. Often the public becomes obsessed with the stereotype while never suspecting the rear molester may be a respected member of the church or school.

There are two types of child molesters, PREFERENTIAL offenders and SITUATIONAL offenders.

Preferential Offenders:

- Have a particular sexual preference for children of a particular age, gender or a child with specific physical characteristics.
- Extremely dangerous because of their predatory nature.
- Proactive in seeking their victim and aggressively engage in bold and repeated attempts to molest a child.
- Invest significant amounts of time, energy, money and other resources to fulfill their sexual desires. (Seems to spend money on other people's children)
- Have excessive interest in children, seek access to children, and frequently move to avoid capture.
- May maintain pornographic collections and photograph children and/or their victims.

This type of offender may appear to be the ideal children's/youth worker. They enjoy children and socialize well among children. One preferential offender may have hundreds of victims in a lifetime.

The best way to deter this kind of offender is to develop an environment that puts the offender, rather than the child at risk. A thorough screening program, proper supervision and accountability will discourage this type of offender.

Criteria 3: Health & Safety

Situational Offenders:

- Are indiscriminate concerning whom they molest and act completely on impulse.
- Are opportunists engaging in misconduct when the opportunity presents itself.

Far more situational offenders exist in society than preferential sex offenders and they have fewer victims.

Methods of Operation:

Sexual predators may employ any of the following methods or strategies to gain access to a child.

Seduction: the molester usually is known to the child. (Remember quoted earlier that 90% of abusers are known to the child). He spends time with the child and normally is trusted by the child. The initial contact with the child is non-sexual but over time advances to be sexual in nature. Molesters may use pornography to lower the sexual inhibitions of the child.

Grooming: is a gradual and subtle process, and one that has extraordinary power, desensitizing the victim to increasingly inappropriate behavior while rewarding the victim for tolerance of that behavior.

Trickery: Molesters are creative in using the natural desires of a child. Children see adults as authority figures; children are naturally curious and need attention and affection. A molester may use these natural tendencies to trick the child into a situation where these molestations can occur. Molesters will isolate a child from adult supervision where they will be more vulnerable to molestation.

Force: Usually there is little a child can do to resist force. When force is used the child rarely is acquainted with the Molester. However, if the child is properly trained by parents, the act will not be perpetrated for fear of being reported.

Secrecy: is the common thread in these methods of operation. Secrecy is maintained by several methods. They include, but not limited to the following:

Bribery - This could include gifts, animals or any favors that interest a child.

Blame -The molester tells the child they are at fault for what has happened.

Embarrassment- Children realize that what has taken place is wrong.

Loss of Affection - Often the molester is a person that is loved by the child.

Displaced Responsibility- The child blames themselves for the molestation

Threats - Molesters will threaten the child or someone in the child's family with physical harm.

Criteria 3: Health & Safety

Signs to watch for:

- Workers who spend an exorbitant amount of time with kids other than work hours
- Adults who prefer the company of children to adult relationships
- Adults who single out one child for "special attention"
- Adults who seem to spend unusual amount of money on other people's kids

Section C: Sign; Symptoms of Suspected Sexual Abuse

Sometimes there may be signs of sexual abuse even if a child or youth does not speak to you about it. There are many symptoms to look for that may indicate that abuse has occurred, especially if more than one symptom is present.

Symptoms/Signs of Sexual Abuse:

- Inappropriate interest in or knowledge of sexual acts
- Seductiveness
- Avoidance of things related to sexuality, or rejection of own genitals or body
- Drastic changes in appetite
- Eating disorders
- Self-injury
- Fear of touch
- Cross dressing
- Apprehension when sexual abuse is mentioned.

These are simply signs to look for in a child. They do not by themselves indicate that a child has been abused.

Section D: Reporting Procedure and Requirements For Child Abuse

All Mizel JCDS employees (and volunteers) are responsible for reporting any type of neglect or abuse that they suspect is perpetrated on a child. The steps are as follow:

Any suspicious or questionable behavior (or such reported to you that perhaps you have not seen, but have been made aware of) Immediately report the information received to the Executive Director.

- View families as partners in their children's education.
- Involve families in keeping a safe and healthy school.
- Keep in constant, honest communication with families regarding weekly activities, academics and behavior through emails, texts, classroom newsletters, conferences, social media, and articles in the Mizel Newsletter.
- Listen to families' concerns, follow-up, and make our best effort to ensure a positive outcome.
- Be respectful, friendly, and open-minded toward all families.
- Respect the dignity and privacy of students, parents and colleagues.
- Create a home away from home, where students, parents and professionals become one extended family.



Responsibilities for Our School's Curriculum

- Challenge our students with curricula designed to meet the highest educational benchmarks.
- Provide differentiated instruction and individualized attention.
- Create a student-centered environment that promotes out-of-the-box thinking and hands on experiences.
- Continually update lessons and materials so they are age-appropriate and meet the needs of every student.
- Align our curriculum vertically by working with other grade levels.
- Keep current with curriculum trends by attending workshops to improve our knowledge.
- Have the freedom to be creative with the curriculum; accessing information from many sources.
- Foster and value the understanding that students come from different backgrounds.
- Ensure success by using measurable standards and holding students accountable for them.
- Integrate technology in our lessons.
- Utilize distance learning in the case of a school closure.
- Integrate Jewish content and values into the secular curriculum, when possible.

Bullying Policy

The Amended Oklahoma Statute Title 70 Section 24-100.2.4 "School Bullying Prevention Act" finds that bullying has a negative effect on the social environment of schools. Specifically prohibited are behaviors involving harassment, intimidation and bullying of others.

"Harassment, intimidation and bullying" means any gesture, written or verbal expression, 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, 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. Any such behavior will not be tolerated and appropriate consequences will follow.

Nondiscrimination Policy

Mizel JCDS will not tolerate racism, discrimination, harassment, exploitation, or victimization of students, school employees, non-employees, or any person who are invitees of the school for any reason, including but not limited to race, color, ethnic background, national origin, religion, creed, age, citizenship, political affiliation, emotional, mental and/or physical challenge, gender, or any other protected class.

DEI (Diversity, Equity, & Inclusion) Statement

Mizel JCDS Diversity, Equity, and Inclusion Commitment:

Each student will have the resources and support needed for their educational journey each and every day. With students, staff, families, and the community as our foundation and educational equity and inclusion as our goal, we commit to...

- Quality instruction for each student.
- Inclusion of all students, families, staff, and community members.
- Cultivate a sense of belonging that embraces life experiences, perspectives, and knowledge
- Relationships that are intentional and reciprocal.
- Collaboration with families, students, staff, and community.
- Communication that is honest, open, and courageous.



Homework Policy

Homework can boost learning, but doing too much can be detrimental. How much homework is too much? Both National PTA and the National Education Association endorse the 10-minute rule, which states that the maximum amount of homework (all subjects combined) should not exceed 10 minutes per grade level per night. That is, a 1st-grader should have no more than 10 minutes of homework and a 5th-grader no more than 50 minutes.

Well-designed homework not only strengthens student learning, it also provides ways to create connections between a student's family and school. But we understand that family time and extra-curricular activities are also important and we do not want homework to have a negative impact on these.

Our goal at Mizel is to therefore provide only meaningful homework, a few times a week, to provide practice for the mastery of skills, prepare for a test or quiz, read a novel or article for class discussion or complete unfinished class work.

Formal homework assignments begin in the first grade. -Homework may be given over the weekend, but it will not interfere with *Shabbat* or Jewish holiday observances. The teachers have clear reasons for assigning homework.

They have established criteria for the evaluation of that work. If parent input is necessary, the teacher will communicate to parents how assistance is needed.

If your child cannot complete homework without help, talk with him or her to determine if the assignment is too hard, if the directions are unclear, or if he or she did not understand the information or skill when it was taught in class. If your child truly does not understand the assignment, send it back incomplete and ask the teacher to explain this again and allow the child to redo the assignment.

Report Cards

Establishing communication between school and home is very important to your child's social and academic growth. You will receive Report Cards four times during the year (October, January, March and May).

Parent/Teacher Conferences

Parent/teacher conferences are scheduled twice during the year, but if you would like a conference with a teacher at any other time please send them a note, email, or call the school office. Teachers will be glad to set up a meeting at a mutually agreeable time.

The staff is always willing to discuss any specific questions you may have regarding your child's progress. We request that you schedule an appointment with the staff member to whom you wish to speak. This will ensure a constructive conference without interfering with the teacher's other responsibilities, particularly when the school day begins. Please respect teachers' privacy and do not call them at home (unless they have told you otherwise).

A "**Back to School Night**" is held in the Fall for **PARENTS ONLY**, (childcare will be available on the premises). At "Back to School Night," teachers are able to explain in more detail the class curriculum and their goals for the year. An Open House is held in Spring for parents and students to visit the classrooms and see examples of children's work.

Newsletter and Correspondence

Newsletters are sent electronically, via Constant Contact. These newsletters is intended to keep you aware of Mizel activities, we hope you make reading it a habit! Be sure that the office has your most current email address, since most correspondence is sent by email. In addition, we will be happy to send the newsletter to relatives and family friends, just let the office know their email and/or home address.

PLEASE READ ALL CORRESPONDENCE TO BE AWARE OF SCHEDULE CHANGES, UPCOMING EVENTS, ASSEMBLIES, ETC.

Equal Opportunity Employment

Mizel JCDS is committed to providing equal employment opportunity for all persons regardless of religion, sex, age, national origin, or disability. Equal opportunity extends to all aspects of the employment relationship, including hiring, recruiting, layoff, promotions, training, terminations, working conditions, compensation, fringe benefits, retirement plans, disability leave, and other terms and conditions of employment. Mizel JCDS complies with federal and state equal employment opportunity laws and strives to keep the workplace free from all forms of harassment, including sexual harassment. Mizel JCDS considers harassment and discrimination in all forms to be a serious offense. Employees who have been subject to prohibited discrimination or harassment should immediately report the incident to the heads of school.

Nondiscrimination

Mizel JCDS will not tolerate racism, discrimination, harassment, exploitation, or victimization of students, school employees, non-employees, or any person who are invitees of the school for any reason, including but not limited to race, color, ethnic background, national origin, religion, creed, age, citizenship, political affiliation, emotional, mental and/or physical challenge, gender, or any other protected class.

Employment Eligibility

Mizel JCDS is committed to meeting its obligations under U.S. immigration law. Accordingly, the school neither hires nor continues to employ an individual who is not legally authorized to work in the United States. Moreover, the school does not discriminate on the basis of citizenship status or national origin in recruitment, hiring, or discharge. Contract year
The contract year for all employees of Mizel JCDS runs July 1 to June 30, unless otherwise stipulated in the contract.



Mizel JCDS employs teachers who hold baccalaureate or higher degree or have at least three years of teaching experience in public instruction in subjects taught.

Criminal Background Checks

All employees of Mizel JCDS must undergo and pass both federal and state criminal background checks before being permitted to interact with students. The cost of these background checks is the responsibility of Mizel JCDS. Mizel JCDS has the right to terminate employment immediately based on the results.

COVID-19 Vaccine

As the health and safety of our students is our top priority, effective the 2021-2022 school year, all employees (faculty and staff) of Mizel JCDS who will be in the school space during school hours must be vaccinated against the COVID-19 virus or provide documentation from

Criteria 6: State Laws & Disciplinary Procedures

Assurances

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#	ASSURANCES.	YES/NO
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Homework Policy

Homework can boost learning, but doing too much can be detrimental. How much homework is too much? Both National PTA and the National Education Association endorse the 10-minute rule, which states that the maximum amount of homework (all subjects combined) should not exceed 10 minutes per grade level per night. That is, a 1st-grader should have no more than 10 minutes of homework and a 5th-grader no more than 50 minutes.

Well-designed homework not only strengthens student learning, it also provides ways to create connections between a student's family and school. But we understand that family time and extra-curricular activities are also important and we do not want homework to have a negative impact on these.

April 19, 2023

Criteria 7: Accreditation

Flo and Morris Mizel Jewish Community Day School
2021 E. 71st Street
Tulsa, Oklahoma 74136

Dear Administrator:

Congratulations! Flo and Morris Mizel Jewish Community Day School has been awarded accreditation 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.

The accreditation action was approved by the Cognia™ Global Commission at its meeting on March 31, 2023.

A certificate that indicates the term of your institution's accreditation is enclosed. Throughout this term of accreditation, Flo and Morris Mizel Jewish Community Day School must continue to engage in the responsibilities required of all institutions to maintain accreditation status as outlined in the *Cognia Accreditation and Certification Policies and Procedures* available at www.cognia.org.

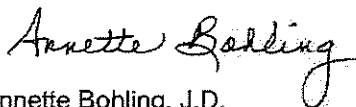
As an accredited institution, you are part of the Cognia global network: more than 36,000 schools and systems in 85 countries that are committed to continuous improvement through accreditation. Our state, national, and global offices offer a wide range of resources and services dedicated to institutional improvement. We would be happy to provide you with more information.

To help you announce and celebrate your accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting cognia.org/communicationskit. In the kit, you also will find brochures, accreditation seals, and other promotional items to display your pride in your institution's accreditation and your commitment to continuous improvement.

If you have questions regarding the enclosed certificate, e-mail us at accreditation.certificates@cognia.org. Staff members at our Cognia Accreditation and Certification offices can also answer any questions you may have and can be reached at +1.678.392.2285 or accreditationservices@cognia.org.

We look forward to serving you now and in the future.

Sincerely,



Annette Bohling, J.D.
Chief Global Accreditation Officer