



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: July 27, 2023
SUBJECT: Lindsey Nicole Henry Scholarship

Victory Family School (VFS) request approval to participate in the Lindsey Nicole Henry Scholarship for Students with Disabilities program. They are accredited through Association of Christian Teachers and Schools (ACTS) and National Council of Private School Accreditation (NCPSA).

VFS offers a variety of classroom and testing accommodations. Details are listed in the attached document for criteria 8.

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

- Criteria 1: Fiscal Soundness – VFS Handbook page 5, 7
- Criteria 2: Non-Discrimination – VFS Policy
- Criteria 3: Health and Safety – VFS Handbook pages 44-45
- Criteria 4: Academic Accountability – VFS Observation Tool
- Criteria 5: Teacher Requirements – VFS Handbook page 69
- Criteria 6: State laws and disciplinary procedures – VFS Handbook pages 30-32 and Behavior Tracking Form
- Criteria 7: Accreditation – ACTS accreditation letter
- Criteria 8: Student Accommodations

RW/se



OKLAHOMA
Education

LINDSEY NICOLE HENRY SCHOLARSHIP PRIVATE SCHOOL APPLICATION

NAME OF PRIVATE SCHOOL		GRADE LEVELS	
Victory Family School		K-7	
ADDRESS	CITY	STATE	ZIP
4343 N. Flood	Norman	OK	73069
PHONE NUMBER	WEBSITE ADDRESS		
405-857-7777	victoryfamily.school		
SUPERINTENDENT, HEADMASTER OR PRINCIPAL NAME			
Caitlyn Melton		caitlyn.melton@victoryfamily.	
LNH CONTACT PERSON	CONTACT EMAIL		
Manuela Walker	manuela.walker@victoryfamily.sch		

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

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

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

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

I verify that Victory Family 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.

C. Melton
SIGNATURE

6/14/23
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

VICTORY FAMILY SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2022

Note 1 – Nature of Operations

Organization

* Victory Family School, Inc. (the School) is a nonprofit, Christian religious organization established in September 2016, under the laws of the state of Oklahoma. The School conducts classes for children of preschool age through seventh grade. The School is affiliated with Victory Family Church (the Church) of Norman, Oklahoma. The School's vision is to equip servant leaders who are academically, spiritually, and socially prepared to impact the world for Christ. The School is supported primarily by tuition and fees charged to students with additional revenue derived from contributions and net proceeds from fundraising events.

Programs

Goals for academic excellence are set in math, language arts, social studies, science, foreign language, physical education, music, art and the fine arts, infusing all study areas with a biblical perspective given by Christian teachers. Students may participate in numerous academic and cultural activities. Cultural and academic pursuits include choir, Enrichment Fridays (which are either cultural or STEAM events), Project Lead the Way, yearbook, and various other specials taught throughout the year. Athletic activities are currently in the process of being developed and will begin during the Fall 2023 semester.

Volunteer organizations

The Victory Family School Parent Teacher Club (PTC) is a parent-led organization of volunteers who raise funds to assist the students and staff of the School and to encourage and develop a strong sense of school pride and positive interactions among students, teachers, families and the community as a whole. PTC conducts various fundraising activities for the benefit of the School to help cover expenses that include school activities, classroom supplies, enrichment activities. PTC is governed by an elected executive board that oversees and coordinates its activities with the School. During the year ended June 30, 2022, PTC contributed net proceeds of \$86,239 to the School, including property and equipment valued at \$52,759 and other classroom supplies valued at \$33,480.

Accreditation

The School is currently in the process of qualifying for accreditation through the Association of Christian Teachers and Schools (ACTS), a nonprofit organization that sets standards for Christ-centered academic excellence while assisting schools to realize the highest level of accountability through resources, consulting, advice and mentoring.

Certification

The School requires all teachers, kindergarten and above, to hold a bachelor's degree from an accredited college or university and be certified with either the ACTS or the Oklahoma State Department of Education.

2.2 School History, Purpose and Organization

* In 2015, through a casual conversation about education with Victory Family Church's Senior Pastor, Adam Starling, a vision was born. After prayer and many thoughtful discussions, a plan was developed to create Victory Family School – a school that would embrace the culture of our church, be committed to academic excellence, and incorporate a Biblical worldview. A steering committee convened, the plan refined, and implementation began. Through the efforts of many, Victory Family School opened its doors in August 2017.

VFS teachers are selected based on experience, abilities, spiritual and academic qualifications. Each teacher is degreed, credentialed/certified, and a born-again follower of Jesus Christ that is dedicated to teaching and the development of students.

VFS operates on the income from tuition, fees, and gifts from our families, friends, and supporters of the school. The school does not receive any government funds.

VFS is governed by a Board of Directors. The Board of Directors appoints the Executive Director and Lead Team to manage the day to day affairs and provide the operational leadership for the school.

2.3 Philosophy of Victory Family School

Victory Family School is a place where children are equipped to stand firm in their faith, face the challenges of our age, and bring about Godly solutions in our world. We teach our children how to live out those solutions in their personal lives and how to critically think through, for themselves, the biblical response to every situation. Simply stated, our philosophy is for students to learn about God and the truth of His Word then be the hands and feet of Christ.

We teach from a biblical worldview and believe that all children can achieve academic excellence and reach their God given potential when the environment is developmentally appropriate, safe, nurturing, and maintains high expectations for spiritual, moral, and academic growth. Children flourish in an atmosphere that includes consistent, loving but firm discipline, and parents who are partners in their child's educational experience. VFS provides a well-rounded, yet rigorous education that exceeds standard requirements. We encourage students to explore, connect with the natural world, and be creative through fine and performing arts.

Victory Family School



NON-DISCRIMINATION POLICY

It is the policy and commitment of Victory Family School to admit students and employ teachers of any race, color, and national or ethnic origin.

Equal Employment Opportunity

Victory Family School is committed to a policy of equal employment opportunity. It does not discriminate in the terms, conditions, or privileges of employment on account of any race, color, or national or ethnic origin.

Any employee, board member, volunteer, or client who believes that s/he or any other affiliate of Victory Family School has been discriminated against is strongly encouraged to report this concern promptly to the Head of School.

Discriminatory Harassment

Harassment or intimidation of a student, staff person or guest because of that person's race, color, and national or ethnic origin is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul, or threatening language or behavior. Victory Family School is committed to maintaining a workplace that is free of any such harassment and will not tolerate discrimination against staff members, volunteers, or students.

Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the Head of School or immediate supervisor, and if substantiated, prompt action will be taken.

Criteria 3: Health & Safety

- Specific instructions about supervisory responsibilities for that day and school procedures such as bells, absence notations, etc. Instruct the substitute teacher to:
- Collect all homework papers as you indicated.
- Carry out your instructions, including the giving of assignments.
- Take and record attendance, completing the Class Absentee Form for each period.
- Take and report lunch count.
- Insist that students behave and address their work diligently.
- Leave a report of what was accomplished and any other helpful information.

5.4 Keys and Codes

Employees are responsible for the keys issued to them.

- If you lose a key, please report this to the office immediately. A new key will be issued and a replacement fee will be assessed.
 - To request a new key fill out request with VFS Facilities Request Form
- If you use the building after school hours, make sure the doors are locked and secured when you leave.
- Contact the Director before entering the building during non-work hours. When you enter a building during non-working hours, please keep the doors closed and locked while you are in the building. Do not prop doors open under any circumstances.

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5.5 First Aid

A designated staff or volunteer will provide first aid at the office to students who become ill or injured.

- For serious injury or illness, the designated staff will contact the parents, verbally and in writing.
 - If students become ill or designated staff determines there is a need for them to leave school, the parents will be contacted.
 - Appropriate documentation will be maintained in the office.
- NOTE: Please consider all student health issues to be confidential and discuss them only with the administration or the particular student's family.

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5.6 Blood Borne Pathogens

Located in the office is an Exposure Control Plan for blood borne pathogen exposure. It is recommended that you be familiar with the information in the plan.

Take all of the following precautions in handling possible pathogen transmission:

- Treat all blood and body fluids containing blood as potentially infected.
- Use disposable gloves when treating a student who is bleeding or has breaks in the skin.
- Wash your hands before and after touching the student.
- Dispose of all contaminated waste in approved containers.
- Use a fresh bleach solution or other approved cleaner for cleaning bodily spills.

5.7 School Emergencies and Evacuations

All employees are expected to review and understand the Crisis Management Plan.

Additionally, VFS expects you to carefully assist students whenever there is a potential for harm from fire, severe weather, or natural disasters. For detailed information go to the Crisis Management Plan.

- Each teacher must have an emergency evacuation plan posted in the classroom close to the door. Teachers should review the plan with their students periodically.
- The fire drill signal will be made over the radio.
- The signal for other natural disasters will be over the radio.
Teachers will make clear to their students the details they need to know to efficiently reach safety. Expect unannounced drills; expect students to follow the proper procedures you have detailed to them in advance.

5.8 Library Use

The VFS library is a place for learning. Students will visit the school library at scheduled times with their teacher, librarian and/or a parent volunteer. Students in grades Kindergarten and above will be introduced to beginning library skills and will be allowed to check out books. Due dates for their books will be arranged to coincide with their next library visit. Fines will be assessed for book damage or replacement cost of lost books and **must be paid before report cards can be issued.**

Parents will be responsible for any loss or damage to books checked out to their student. So that all students can get the best benefit from the library, observe the following standards for its use:

Criteria 4: Academically Accountable

Classroom Observation Tool

Teacher's Name: _____ Date: _____ Observation # _____

School's Name: _____ City: _____ State: _____ Cntry: _____

Observer's Name: _____

Subject: _____ Grade Level: _____

Lesson Beginning: _____ Middle: _____ End: _____ (15-20 min. required) Time In: _____ Time Out: _____

Classroom Observation Tool		Clearly Evident	Minimally Evident	Not Observed
1 - Student Engagement/Instructional Practice		2	1	0
a	The portion of the lesson observed appears to fit into a well-designed lesson/unit plan (evident in written plan or verbal cues).			
b	Instructional strategies are effective in keeping students actively engaged in learning.			
c	Instruction is motivational, interactive, and multi-sensory.			
d	Classroom activities and discussions promote higher order thinking skills.			
e	Instruction focuses on essential knowledge and skill development.			
f	Instructional time is used effectively, including transitions from one activity to another.			
Poor (0-3.2) Fair (3.3-7.2) Good (7.3-10.6) Exc. (10.7-12) Score				
2 - Instructional Resources/Technology		2	1	0
a	Instructional resources are adequate in number, relevant, and appropriate for the learners and programs offered.			
b	There is evidence of student use of technology for research, collaboration, or creation/presentation of new ideas.			
c	Teachers use multi-media resources in ways that actively engage students in learning.			
Poor (0-1.65) Fair (1.66-3.65) Good (3.66-5.29) Exc. (5.3-6.0) Score				
3 - Support for Learning		2	1	0
a	Students receive developmentally appropriate instruction needed to accomplish learning tasks.			
b	Needs of individual students are taken into consideration such as struggling learners, gifted, ELL, or cultural differences.			
c	All students have opportunities to engage in the instructional activities.			
d	The social, emotional, spiritual, physical, and academic needs of the whole child are addressed (evidence in classroom, materials, or interactions).			
Poor (0-2.1) Fair (2.2-4.87) Good (4.88-7.0) Exc. (7.1- 8.0) Score				
4 - Classroom Management		2	1	0
a	Students know and cooperate with classroom rules and procedures			
b	Students know that classroom rules are fairly applied to all			
c	Students show respect when interacting with the teacher and other students			
Poor (0-1.65) Fair (1.66-3.65) Good (3.66-5.29) Exc. (5.3-6.0) Score				
5 - Teacher/Student Relationships		2	1	0
a	Student-to-student and student-to-staff relationships reflect the attitude of Christ in temperament, actions, and spoken words.			
b	Positive teacher-student relationships enhance the learning atmosphere in the classroom.			

Criteria 5: Teacher Requirement

Department of Education 600 Independence Avenue, SW Washington, DC 20202-4605
Victory Family School designates the following personally identifiable information contained in a student's record as directory information:

1. The student's name
2. The names of the student's parents
3. The student's date of birth
4. The student's class designation (i.e., first grade, tenth grade, etc.)
5. The student's extra-curricular participation
6. The student's achievement awards or honors
7. The student's weight and height, if a member of an athletic team
8. The student's photograph
9. The school or school district the student attended before her or she enrolled in the school district.

The School will disclose the above items without prior consent, unless the school administration is notified in writing by the parent or eligible student that any or all of the above information should not be released.

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Appendix F - Teaching Requirements

At Victory Family School we hold our teachers to the highest standards. We require all K-12 teachers to be certified through the ACTS and through the state of Oklahoma. All teachers are required to hold a baccalaureate or higher degree and uphold all their certifications through required professional development yearly.

Preschool and Pre-K Teachers must hold a Baccalaureate Degree and/or uphold professional certifications.

Criteria 6: State Laws & Disciplinary Procedures

- Teachers will take one to two grades per week and at least one summative assessment every two weeks. Grades should reflect individual student achievement.

Teachers will be responsible for distributing report cards to their homeroom students.

Teachers will conform to a letter grade only on all student report cards. Final report cards can be picked up by a parent one-week after school has been dismissed for the summer.

3.21 RenWeb (Online Grades)

Homework, test, quiz, and daily grades must be posted at least every five (5) school days into RenWeb. Major project grades must be posted within ten (10) school days of the due date. There is a minimum requirement of at least one grade per week per class. On the day an assignment is due, a grade of '0' should be entered for all students present that don't turn it in. A teacher cannot hold a student accountable under our late work policy until this step has first been completed.



3.22 Discipline

VFS will provide an atmosphere of order and grace that is essential in allowing students to strive toward Spirit controlled, Christ-like lives. Individual freedom is defined and determined by interrelationship with others. The parameters of that freedom are established by how it interferes with or inhibits another's activity. Because every child is created in the image of God, there is inherent worth in the child. It is the responsibility of the teacher to define behavioral boundaries consistent with biblical principles and developmental capability.

The principles of Love and Logic have been adopted by the teachers and administration at VFS. It is our goal that students will understand there are natural consequences for behavior and will develop ownership for their own actions.

<https://www.loveandlogic.com/pages/how-to-create-a-love-and-logic-classroom>

While we strive for consistency and fairness, we realize each child is uniquely created by God; therefore, each disciplinary situation is treated uniquely with consequences appropriate to that child's behavior. Parents will be contacted and requested to attend a conference at the school to discuss a behavior plan if this approach is not effective. Any repetitive actions that are detrimental to a culture conducive to the orderly operations of this Christ centered the school and cause the teacher to spend a

Criteria 6: State Laws & Disciplinary Procedures

disproportionate amount of time with one child, may result in probation, suspension or dismissal.

#6 Disciplinary Probation

If a student is placed on Disciplinary Probation, the student's parents and the administrative team will be required to conference regarding the student's conduct. A mutually agreed upon plan of action will be drawn up to provide the student with compelling motivation and assistance to change his/her behavior. In most cases, disciplinary actions are not documented from one year to the next, so that each student begins each year with a clean slate. However, students who are suspended twice in one school year, resulting in Disciplinary Probation, are an exception. Their status will carry over into the next school year for a period of eighteen weeks (two nine-week grading periods). This means that the situation was serious enough that, should the student be involved in any serious violation of school rules during the following two quarters, dismissal may result. If the student maintains a clean record for two quarters, the Disciplinary Probation status will be lifted.

Violence Free Zone

The Victory Family School Safety Committee supports a safe and non-threatening learning environment, conducive to teaching and learning that is free from threat of physical violence. No weapons or weapon paraphernalia (guns, knives, brass knuckles, etc.) will be allowed on VFS property. Furthermore, any physical, verbal, and/or written violence or threat of violence against any student, faculty member or staff constitutes an exceedingly serious offense and upon investigation may result in:

- Immediate one (1) – three (3) day suspension.
- Probation for a period and terms to be determined by the administration.
- Dismissal from VFS.

All parents are encouraged to take the time to review the series of rules and go over them with their own children. Most discipline problems will be handled by the teachers, but serious problems or repeat offenders will be referred to the Head of School.

Documenting Discipline in RenWeb

- All disciplinary infractions must be documented on RenWeb. Behavior events (tardies, discipline referrals, etc.) must be posted daily to RenWeb. If an offense occurs and there is no appropriate drop down option, a teacher should develop an appropriate comment with a Director prior to posting on RenWeb.

Criteria 6: State Laws & Disciplinary Procedures

- Any recurring discipline problem should be referred to the Director via email. There should be documentation on RenWeb of the offenses.

3.23 R.A.M Way Matrix

Therefore the ultimate goal for discipline and classroom management at VFS is to create a culture of respect, both at the school and classroom levels. Transforming students to disciples that illuminates Christ in us and to others. Mathew 5:16 says it best, "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." We will model this light by our everyday actions and implement a school-wide focus of the "R.A.M Way" inside and outside the classroom.

1. Respect for God, Others, and School Property (So God created human beings in his own image. In the image of God he created them: male and female he created them.) Genesis 1:27

2. Accountability of our own actions Nothing in all creation is hidden from God. Everything is naked and exposed before his eyes, and he is the one to whom we are accountable. Hebrews 4:13

3. Mindfulness of others "Always do for other people everything you want them to do for you. That is the meaning of 'Moses' Teachings and the Prophets. Matthew 7:12

R.A.M Way Behavior Matrix Document

3.24 S.W.A.G Points

Servant Leadership - 16 So don't hide your light! Let it shine brightly before others, so that your commendable works will shine as light upon them, and then they will give their praise to your Father in heaven." Matthew 5:16 TPT

Worship - 36 "Teacher, which is the greatest commandment in the Law?" Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.' Matthew 22:36-39

Academics - 29 If you are uniquely gifted in your work, you will rise and be promoted. You won't be held back, you'll stand before kings! Proverbs 22:29 TPT

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Criteria 6: State Laws & Disciplinary Procedures

Behavior Tracking F

Parents, We respectfully request your support to resolve the problem behavior indicated. This form is used to document classroom behavior incidents. The student has been given warning and re-taught the expectation and specific rule concerning the infraction prior to recording on this form.

This is not a referral; however, continuation of this behavior may result in an office discipline referral.

Please Sign and Return

Parent Signature _____

Date _____

Student:	Teacher:	Grade:
Step 1* Date: _____ Time: _____	Step 2** Date: _____ Time: _____	Step 3** Date: _____ Time: _____
Incident Type ☐ Class Disruption ☐ Lack of Participation ☐ Abusive/Inappropriate Language ☐ Defiance/Disrespect ☐ Physical Contact (minor) ☐ Property Damage (minor) ☐ Forgery/Theft ☐ Lying/Cheating ☐ Harassment/Teasing/Taunting ☐ Dress Code Violation ☐ Electronic Device or Toys ☐ Other: _____	Incident Type ☐ Class Disruption ☐ Lack of Participation ☐ Abusive/Inappropriate Language ☐ Defiance/Disrespect ☐ Physical Contact (minor) ☐ Property Damage (minor) ☐ Forgery/Theft ☐ Lying/Cheating ☐ Harassment/Teasing/Taunting ☐ Dress Code Violation ☐ Electronic Device or Toys ☐ Other: _____	Incident Type ☐ Class Disruption ☐ Lack of Participation ☐ Abusive/Inappropriate Language ☐ Defiance/Disrespect ☐ Physical Contact (minor) ☐ Property Damage (minor) ☐ Forgery/Theft ☐ Lying/Cheating ☐ Harassment/Teasing/Taunting ☐ Dress Code Violation ☐ Electronic Device or Toys ☐ Other: _____
Incident Location: _____	Incident Location: _____	Incident Location: _____
Possible Motivation ☐ Avoid Adult ☐ Avoid Peers ☐ Avoid Tasks/Activity ☐ Obtain Adult Attention ☐ Obtain Peer Attention ☐ Obtain Adult Attention ☐ Obtain Items/Activities ☐ Don't Know ☐ Other	Possible Motivation ☐ Avoid Adult ☐ Avoid Peers ☐ Avoid Tasks/Activity ☐ Obtain Adult Attention ☐ Obtain Peer Attention ☐ Obtain Adult Attention ☐ Obtain Items/Activities ☐ Don't Know ☐ Other	Possible Motivation ☐ Avoid Adult ☐ Avoid Peers ☐ Avoid Tasks/Activity ☐ Obtain Adult Attention ☐ Obtain Peer Attention ☐ Obtain Adult Attention ☐ Obtain Items/Activities ☐ Don't Know ☐ Other
Interventions ☐ Seat Change ☐ Student/Teacher Conference ☐ Contact Parent (sent form home) ☐ Time Out ☐ Curricular Modification ☐ Loss of Privilege ☐ Behavior Assignment ☐ Other	Interventions ☐ Seat Change ☐ Student/Teacher Conference ☐ Contact Parent (sent form home) ☐ Time Out ☐ Curricular Modification ☐ Loss of Privilege ☐ Behavior Assignment ☐ Other	Interventions ☐ Seat Change ☐ Student/Teacher Conference ☐ Contact Parent (sent form home) ☐ Time Out ☐ Curricular Modification ☐ Loss of Privilege ☐ Behavior Assignment ☐ Other

*Step 1 - (no signature required) Restate Expectation, Verbal Warning Given

**Step 2 - Copy Sent Home, Teacher: _____ Student: _____

***Step 3 - Contact Parent/Conference, Contact Date(s): _____

****Step 4 - Write Referral, Office Discipline Referral

Criteria 6: State Laws & Disciplinary Procedures

[illegible]

Criteria 7: Accreditation



ASSOCIATION OF CHRISTIAN
TEACHERS AND SCHOOLS

911 S. Parsons Ave., Suite G
Brandon, FL 33511
(813) 684-2024 - www.actsschools.org

June 1, 2023

Caitlyn Melton
Victory Family School
4343 N. Flood Ave
Norman, OK, 73069

Greetings for Sunny Florida!

We are pleased to inform you that the ACTS Accreditation Commission has voted to grant full accreditation to **Victory Family School** for a term of six (6) years, **with a mid-cycle review**. This accreditation begins on **May 23, 2023** and will continue through **June 30, 2029**. It is also my pleasure to inform you that along with this ACTS Accreditation, your school will also be accredited with the National Council of Private School Accreditation (you will receive a separate accreditation certificate from NCPA).

During the accreditation period, you will need to maintain your membership status, submit the required annual Continuous Accreditation Report (CAR) and any/all fees associated with membership/accreditation. The annual report form is available on our website and requires documentation across the standards (i.e., budgets, substantive changes to school program, school improvement plan, state level data points, progress on directives annually, etc.). Your annual report is due July 1st each year.

Enclosed you will find your certificate. Please place this in a suitable frame and display it proudly. If you decide you would like a plaque to commemorate this occasion, please return the enclosed order form to our office for processing.

Note – Please download a copy of your self-study within the next two weeks. Your self-study folder will then be archived for storage.

On behalf of the entire ACTS family, congratulations on this monumental achievement.

Strength and Honor in Christ,

Steve Lindquist, M.Ed.
Director, Accreditation & Member Services

Ike Stokes
Chair, Accreditation Commission

Enclosures:

FAQs, Certificate, Plaque Order Form, (Team Report will be sent via Email)

Affiliations:

Accreditation International – Coalition of Christian School Accreditors – Cognia (NCA, SACS, NWA)
Council for American Private Education – Florida Association of Academic Non-Public Schools – Georgia Private School Accreditation Council
Hawai'i Council of Private Schools/Hawai'i Association of Independent Schools – Middle States Association – Minnesota Nonpublic Education Council
National Council for Private School Accreditation – New Mexico Non-Public School Commission – Oklahoma Private School Accreditation Commission –
Pennsylvania State CAPE – Texas Private School Accreditation Commission – Virginia Council of Private Education – Western Association of Schools and Colleges

Student Accommodations

Victory Family School



Accommodations

Student Characteristics	Accommodations
Poor attention/distractibility Has difficulty remaining on task	• Separate setting free from distractions • On-task focusing prompts • Provide breaks • Extended time • Alternative seating

Criteria 8: Accommodations

Processes written information at a slow rate	• Directions simplified
Processes written information at a slow rate	• Extended time • Separate setting • Directions read • Tests read aloud (Math only) • Breaks
Poor physical/motor coordination/writing difficulties	• Use of adaptive writing Utensils • Breaks allowed • Adaptive materials if provided by student
Writing tasks completed at a slow rate.	• Extended time
Difficulty following/ understanding directions	• Directions reread for each page

Criteria 8: Accommodations

May have low or limited vision and has difficulty with standard print.	• Large type • Magnifier • Digital text (to manipulate font size, color, etc.) • Breaks/fatigue sets in due to eye strain • Extended time • Fewer items per page
Displays test anxiety.	• Breaks during test
Administered medication that may affect the student's physical stamina.	• Test administered during optimal times when student is most alert
Unable to sit for extended lengths of time without changing position.	• Extended time • Breaks provided for rest periods • Adaptive furniture
Increased fatigue as duration of taking test increases.	• Multiple day administration • Separate setting
Difficulty with reading Reading skills below grade	• Extended time • Present test reading passages in sections
Hearing Impairments	

Criteria 8: Accommodations

	• Written directions provided • Extended time • Separate setting • Amplification devices (student provided) • Preferential seating
Difficulty with auditory processing	• Repeat directions more than standard number of times • Directions simplified • Provide written directions • Preferential seating • Repeat listening section more than standard number of times
Difficulty with processing	• Use of calculator • Chart of basic math facts

Testing Accommodations and Testing Modifications

Testing accommodations remove obstacles to the test-taking process that are presented by the disability without reducing expectations for learning. The categories of testing accommodations most frequently required by students, as indicated in their IEPs/Section 504 accommodations plans (504 plans) are:

- flexibility in scheduling/timing;
- flexibility in the setting used for the administration of assessments;
- changes in the method of presentation; and
- changes in the method of response.

Testing modifications are changes made to the testing process or to the content of the assessment itself that may change, lower, or reduce learning expectations. Testing modifications may also alter the underlying construct of the assessment. Examples of testing modifications that reduce expectations for learning and affect the construct of the test include:

Criteria 8: Accommodations

- simplification, clarification, or explanation of test questions/items
- Use of spell-checking devices on a test of the student's spelling skills
- Use of a calculator on a test of the student's computational skills.