

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: November 21, 2024
SUBJECT: Lindsey Nicole Henry Scholarship

Odyssey Leadership Academy (OLA) request approval to participate in the Lindsey Nicole Henry Scholarship for Students with Disabilities program. They are accredited through Cognia.

OLA offers students with disabilities the necessary support services, accommodations, and modifications to access and succeed in the school's educational programs, in compliance with federal and state laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. The school is committed to providing academic adjustments, auxiliary aids, and reasonable accommodations to prevent exclusion from its programs, and will modify academic requirements as needed to avoid discrimination. Additionally, the school ensures physical access for students with disabilities, fostering an inclusive learning environment for all.

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

- Criteria 1: Fiscal Soundness – OLA Incorporation Certificate and IRS Letter
- Criteria 2: Non-Discrimination – OLA Handbook
- Criteria 3: Health and Safety – OLA Handbook
- Criteria 4: Academic Accountability – OLA Handbook
- Criteria 5: Teacher Requirements – OLA Handbook
- Criteria 6: State laws and disciplinary procedures – OLA Handbook
- Criteria 7: Accreditation – Cognia Letter

RW/se



OKLAHOMA
Education

LINDSEY NICOLE HENRY SCHOLARSHIP PRIVATE SCHOOL APPLICATION

Odyssey Leadership Academy

6-12

NAME OF PRIVATE SCHOOL

GRADE LEVELS

4400 NW Expressway

Oklahoma City

OK

73116

ADDRESS

CITY

STATE

ZIP

405-204-2273

<https://www.odysseyleadershipacademy.org/>

PHONE NUMBER

WEBSITE ADDRESS

Dr. Scott Martin

SUPERINTENDENT, HEADMASTER OR PRINCIPAL NAME

Dr. Scott Martin

scottmartin.ola@gmail.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.**

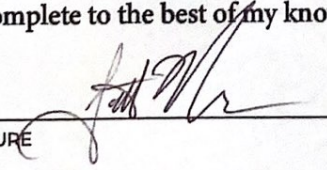
Cognia

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.**

See Attachment

I verify that Odyssey Leadership 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



DATE

11/10/24

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.

OFFICE OF THE SECRETARY OF STATE



**NOT FOR PROFIT
CERTIFICATE OF INCORPORATION**

WHEREAS, the Not For Profit Certificate of Incorporation of

ODYSSEY LEADERSHIP ACADEMY, INC.

has been filed in the office of the Secretary of State as provided by the laws of the State of Oklahoma.

NOW THEREFORE, I, the undersigned, Secretary of State of the State of Oklahoma, by virtue of the powers vested in me by law, do hereby issue this certificate evidencing such filing.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the Great Seal of the State of Oklahoma.



*Filed in the city of Oklahoma City this
27th day of December, 2013.*

A handwritten signature in cursive script, appearing to read "Chris Benz".

Secretary of State

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

DEPARTMENT OF THE TREASURY

Date: **NOV 28 2014**

ODYSSEY LEADERSHIP ACADEMY INC
C/O SCOTT MARTIN
8316 NW 99
OKLAHOMA CITY, OK 73162-9998

Employer Identification Number:
46-4384416
DLN:
17053254344014
Contact Person:
MS. GAISER ID# 31609
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
December 27, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

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,


Director, Exempt Organizations

Letter 947

Odyssey Leadership Academy
From Parent / Student Handbook pg 9

Nondiscrimination Policy

Odyssey Leadership Academy admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at our school.

Odyssey Leadership Academy does not discriminate on the basis of race, color, national or ethnic origin, gender, sexual orientation, or handicap in the administration of our educational policies, admission policies, scholarship and loan programs, or other school-administered programs. (The school does, however, have a currently limited ability to accommodate disabilities; specific situations should be discussed with the appropriate administrator with respect to your child).

Odyssey Leadership Academy expressly prohibits discrimination based on gender or sexual orientation by any party, including students and parents, and any party who attempts to coerce a staff member into discriminating against and/or supporting any stance related to sexual orientation or gender is in violation of this policy. The school does not inquire into any staff member's orientation, gender, or sexually-related issues as they are not related to employment.

OLA Security and Crisis Plan

The safety and security of our students, staff, and visitors are of paramount importance. This security and crisis plan outlines the measures and procedures we have put in place to ensure a safe learning environment. All members of the school community are expected to familiarize themselves with and adhere to the protocols outlined in this plan.

Security Measures

School Building Access

- **Entry Points:** All exterior doors will remain locked during school hours, except for designated entry points monitored by security personnel.
- **Access Control:** Visitors must enter through the main entrance and check in at the front desk, where they will receive a visitor's pass.

Visitor Management

- **Sign-In Procedure:** All visitors must sign in at the front office, providing a valid photo ID.
- **Visitor Pass:** Visitors must wear a visible visitor pass while on school grounds.
- **Escort Policy:** Visitors are to be escorted by a staff member if accessing areas beyond the front desk

Surveillance Systems

- **CCTV Cameras:** Surveillance cameras are installed at key locations both inside and outside the school building.
- **Monitoring:** Footage from surveillance cameras is monitored regularly by designated staff.

Emergency Communication Systems

- **Emergency Alerts:** An emergency notification system will send alerts via email, phone, and social media as necessary to parents and staff.
- **Two-Way Radios:** Key personnel will have two-way radios for immediate communication during an emergency.

Roles and Responsibilities

Administrators

- Develop and implement security policies
- Coordinate with local emergency services
- Conduct regular safety audits

Teachers and Staff

- Supervise students and enforce security policies
- Participate in drills and training sessions
- Report suspicious activity or security breaches

Students

- Follow school safety rules and procedures
- Participate in drills and know emergency routes
- Report any security concerns to a trusted adult

Parents and Guardians

- Ensure contact information is up to date
- Discuss safety procedures with their children
- Follow instructions from the school during an emergency

Communication Plan

Internal Communication

- **Internal Announcements:** Used for immediate communication during emergencies.
- **Email/Text Alerts:** Used to provide updates and instructions to staff and students.
- **Bulletin Boards:** Used for posting safety information and updates.

External Communication

- **Parent Notifications:** Alerts sent via email, text, and phone.
- **Website Updates:** Regular updates posted on the school website.
- **Social Media:** Official school social media accounts used for real-time information.

Media Relations

- **Spokesperson:** A designated spokesperson will handle all media inquiries.
- **Press Releases:** Issued to provide accurate information and updates.
- **Media Briefings:** Scheduled as needed during a crisis.

Mental Health and Support Services

Counseling Services

- **Crisis Counseling:** Counselors will be brought in during and after a crisis to provide support to staff, students, and families

Post-Crisis Support

- **Debriefing Sessions:** Held for students and staff to discuss the crisis and their feelings.
- **Ongoing Support:** Resources for support services for long-term counseling will be made available as needed.

Training and Review

Staff Training

- **Bi-Annual Training:** All staff will receive bi-annual training on the security and crisis plan.
- **Specialized Training:** Additional training for the crisis management team and other key personnel.

Plan Review and Updates

- **Regular Review:** The crisis plan will be reviewed and updated annually.
- **Feedback:** Input from staff, students, and parents will be considered in updates.
- **Drill Evaluations:** After each drill, the crisis management team will evaluate performance and make necessary adjustments.

This high school security and crisis plan is designed to protect our school community and ensure a swift and effective response to any emergency. Cooperation and vigilance from all members of the community are essential to maintaining a safe and secure environment.

CRITICAL INCIDENTS

BOMB THREAT / THREAT TO SHOOT/ HIT LISTS

Definition: A bomb threat is any letter/message/post (social media) received which specifically or indirectly implies a device may be detonated and cause damage to life and property. The more details given by the person making the threat, the greater the concern should be.

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

THE PERSON RECEIVING NOTIFICATION OF THREAT SHALL ATTEMPT TO:

- Obtain detailed information about the threat. Names, Locations, Times, Description.
- If on a phone, keep the caller talking, but do not ridicule him/her. Take note of any impressions they may have about the caller (age, sex, accent, background noises, etc.)
- Write down all information obtained in exact words and note date and time.
- Notify administration

THE ADMINISTRATOR OR DESIGNEE SHALL:

- Notify police and/or fire department if needed.
- Notify the Executive Director and/or Board office
- Implement a controlled emergency procedure for the safety of the students and staff.

DO NOT RE-ENTER BUILDING UNTIL AUTHORIZED.

Prior to leaving your area of responsibility, check for any unusual objects or circumstances (i.e., packages, smoke, fumes, intruders, etc.) and report any findings to the command center.

- No unusual object should be handled in any manner.
- The recommendation to close school will be made only after consultation with the central office, police department, and building administrator.

DO NOT use two-way radios in a bomb threat.

ASSAULT / RAPE

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

If a serious assault or rape occurs at school or near to a school, school personnel should:

- Render first aid to the victim.
- Call 911 for police and support services
- Notify the building administrator.
- Notify parent/guardian or emergency contact person and, in case of rape, recommend that the victim receive medical attention.
- Obtain as much information regarding the assailant and incident as possible (including location of attack, description of assailant(s), and witnesses).
- Protect or render inaccessible the crime scene. Do not allow entrance except for law enforcement or emergency personnel.
- Notify the Executive Director and OLA Board of the incident.
- Accompany the victim, if necessary.
- Remember to protect the confidentiality of the victim.

NOTE: The Executive Director and/or Board will be the only source of information to the press

BREAKING UP FIGHTS

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

- Walk briskly, but don't run to the fight.
- Advise those watching and encouraging the fight to disperse immediately.
- Speak to the combatants by name, identify yourself and order them to stop fighting.
- If you decide to use reasonable force to intervene:
 - Do not step in-between the combatants.
 - Use only enough force to ensure the safety of you and the student(s).
- Once separated, keep them separated and escort students to the office or clinic.
 - Provide a place for the students to de-escalate out of sight of each other.
 - Provide first aid if necessary.

Following the incident, inform the administration of the situation.

BUS OR VEHICLE ACCIDENT

Definition: A bus accident is an incident during which a school bus either departs from its regular pathway or collides with anything that causes damage to the bus, including but not limited to automobiles, telephone poles, buildings, and trees, human beings or animals.

Driver/Staff Procedures:

1. Call for medical services if needed.
2. Account for students.
3. Notify your supervisor of the accident and request Police notification.
4. Provide emotional support to students if needed.
5. Be available and attend to the injured as directed by emergency medical personnel.
6. Be available and attend to the uninjured and account for all.
7. Provide accident report to the school

Administrator Procedures:

1. Notify school staff of the accident if needed.
2. Work with administration to notify affected students' parents of the accident and identify what hospital injured students were taken to.
3. Direct families to Counselors to provide emotional support to affected students.
4. In the event of one or more deaths, refer to the "Death of a Student or Staff Member" section of this handbook.
5. Notify the administration and assist with a news release if the event is likely to produce media inquiries.
6. Fill out an incident report and send copy to Board.

Follow-up Procedures:

1. Confirm that the incident report has been filed and sent to the Board.
2. If the event requires, send prepared information letter to all parents.

CHEMICAL SPILL/HAZARDOUS MATERIAL RELEASE

Instructor / Staff Procedures:

1. Evaluate level of hazardous exposure.
2. Avoid direct contact with chemical/hazardous released materials.
3. If a chemical has contacted skin or eyes, flush for at least 15 minutes.
4. Notify school administrator.
5. Do not attempt to clean up spilled chemical spill/hazardous materials without obtaining proper protective equipment.
6. Keep students and staff away from the area.

Custodial Procedures:

1. If chemical hazards have been identified through the label and/or Safety Data Sheet, web MSDS, proceed with clean-up.
2. Keep students and staff away from spill.
3. Only attempt clean-up if proper protective equipment is available.

School Administrator Procedures:

1. If spill is too large for staff to adequately handle, call 911 for Hazardous Materials Spill Team.
2. If students or staff are injured, send copy of chemical's along with victim to the hospital.
3. If chemical spill is severe or threatens life safety of occupants, initiate controlled building evacuation.
4. Fill out an incident report and send a copy to the Board

Follow-up Procedures:

1. Confirm that the incident report has been filed and sent to the Board
2. Confirm that the Hazardous Materials Spill Team has cleared the building for occupancy, if necessary.
3. Debrief with the Critical Incident Response Team and/or staff.
4. If the event requires, send prepared information letter to all parents with any necessary information regarding revised schedule or alternative location due to any repairs needed.

CAMPUS UNREST

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

1. Student and Non-Student Demonstrations, Disturbances and Riots....

Instructor/Staff Procedures:

- Alert building administration.

School Administrator Procedures:

- Contact the administration
- Contact police agencies, if necessary call 911. Once situation is turned over to police, the officer(s) are in charge.
- Alert staff as needed – Approach disturbance only when you have enough help to control it.
- Isolate those responsible for disturbance.

- Curtail movement of student body during crisis period.
- Remove all students not involved from the area of the disturbance.

2. The following procedures will be followed if a lock-down is necessary:

- Keep staff and students informed of events as necessary.
- Develop a plan for removing uninvolved students from campus.
- If the event requires, send prepared information letter to all parents with any necessary information regarding revised schedule or alternative location due to any repairs needed.

CAMPUS INTRUDER

Definition: A threatening person is anyone who is not authorized to be on the school grounds and may include an armed intruder or an unauthorized person wandering around the school area. This may include a suspended/expelled student or former student.

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

Instructor / Staff Procedures:

1. Report threatening person to the administration. Give description, location and describe the activity the threatening person is involved in. Do not intervene alone.
2. Implement measures for student safety. Maintain control and give direction.
3. Maintain supervision of students in your classroom until further direction is given by the School Administration.
4. Do not release students for any reason until directed by School Administration.

School Administrator Procedures:

1. Determine level of response.

2. Locate threatening person and assess situation. If person is rational and reasonable, escort to office to discuss the situation.
3. During threatening person situation, announce either lockdown or evacuation depending on location of threatening person.
4. Call 911 for police if situation requires.
5. Notify Board, if situation requires.
6. Meet police and assist, give description and last location of threatening person.
7. When situation is controlled notify staff and students as needed.
8. Fill out an incident report and send a copy to Board.
 - *When confronting an intruder: Take another staff member with you. Ask another staff member not involved to contact the office.*
 - *Determine who will initiate contact and who will be the backup person.*
 - *Use Clear Verbal common language communicating with the intruder and with your backup person*
 - *Attempt to direct the intruder away from staff and/or students. Use casual conversation or body language to direct the situation.*
 - *If the intruder refuses to cooperate, do not attempt to take actions that will escalate the situation. Call law enforcement (911).*

CHILD NEGLECT OR ABUSE

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

Physical, Sexual and/or Emotional

In the event that any staff member has reasonable cause to believe that a child has suffered neglect or abuse, he or she shall report such incident, or cause a report to be made, to the proper law enforcement agency and the proper protective agency.

Instructor/Staff Procedures:

- Fill out the school child neglect or abuse reporting form (which can be obtained from administration).

- Notify and provide a completed district child neglect and reporting form to the building administration.
- Work with the building administration, Child Protective Services and law enforcement immediately of any suspected abuse.

School Administrator Procedures: In the event school personnel believes that the child is in a life threatening or unsafe situation:

DO NOT ALLOW CHILD TO RETURN HOME UNTIL CPS OR LAW ENFORCEMENT HAS COMPLETED AN INTERVIEW. USE THE 24 HOUR HOTLINE IF NECESSARY. (1-866-363-4276).

- CPS and/or law enforcement will make a parent contact (school staff shall not contact parents) and make an appointment with parents for interview and follow-up after investigation.
- If CPS feels it is appropriate, they will notify law enforcement to obtain a transfer of custody.

DEATH OF STUDENT OR STAFF MEMBER

Definition: The death of a student or staff member is one of the most serious incidents for a school staff to deal with. The school has an important role to play in helping both students and staff adjust to the death of one of the members of their “school family”. The extent to which a death in the school family causes a crisis in the school depends on the circumstances of that death. Appropriate actions will help to relieve the stress of the situation.

Instructor / Staff Procedures:

1. If the deceased is a student in your class, compile a list of closest friends in the classroom and give to School Administrator.
2. Remove the student’s personal items from desk, lockers etc. and give to the school administrator.
3. Read a prepared statement when instructed by the school administrator. Request that a counselor or school administrator be with you in your classroom if necessary.
4. Discuss funeral arrangements to prepare students who will be attending, as requested by school administrator.

5. Discuss wearing athletic or activity uniforms to the funeral, as requested by school administrator.
6. Give students an opportunity to discuss the loss, grieving, talking and venting together, if appropriate.
7. Acknowledge emotions through discussion and involvement in constructive activities in the classroom, if appropriate.
8. Send distressed students to designated location if they have a need for counseling.
9. Keep list of students who went home or seemed distressed by the crisis and give to the school administrator.
10. Shorten and structure assignments, if necessary. Postpone and reschedule tests, if necessary.

School Administrator Procedures:

1. Notify Board
2. If notification is received during school hours, proceed with prepared statement and plan for informing the staff and students. If notification is received after school hours, proceed with prepared statement and plan for informing the staff through the phone tree. Notify teachers of the student and/or close friends of the staff member privately. Do not make the general announcement without having first notified significant people.
3. Contact the Board and/or School Attorney for a prepared statement to the press if the event requires.
4. Have specific rooms and personnel arranged to address individuals who need assistance. Arrange substitutes for affected staff, if necessary.
5. Provide resources to counselors for those most impacted by the loss to offer support, suggestions and assistance.
6. Stop disciplinary action, testing, or special placement notifications that may inadvertently be sent to the family.
7. If event requires, send prepared information letters to all parents. Arrange for school staff meetings to provide daily closure. Emphasize the need to use prepared statements to control rumors.
8. As new information becomes available, update the staff.
9. Be highly visible to show your presence, support and control of the situation. Make sure students feel safe.
10. Contact the family personally and offer support. Establish a school contact person with family members.

11. Notify staff and students of funeral arrangements, if appropriate.
Determine who will go to the family's home and will attend the funeral. Arrange for coverage of classes if teachers want to attend funeral or memorial service.
12. Contact the family and share the school's plans for attending the funeral, if appropriate.

Follow-up Procedures:

1. Confirm that the incident report has been filed and sent to the Board
2. Make necessary arrangements for further assistance for counseling.
3. Keep communications open between school contact person and family.
4. If school plans to have a memorial or recognition (if the incident was not a suicide), obtain permission from family members. Possible plans could include an assembly, a tree planting, a yearbook dedication, a scholarship fund, a plaque etc. Invite the family members to be guests at special ceremonies, but discourage family participation in assemblies within the first few months.
5. Have person designated to organize or politely discourage excessive offers of help.
6. Have a person designated to handle answering cards and letters sent to the school.
7. Be aware of the one-year anniversary and notify staff if appropriate.

Stages of Grief:

These are an example of the possible stages students and/or staff may experience after the death of a "school family" member.

Stage 1: Denial ("This can't be happening.")

Stage 2: Anger ("I hate them for doing that.")

Stage 3: Bargaining ("If I was a better person, maybe they wouldn't have died.")

Stage 4: Depression ("What's the use of even trying anymore?")

Stage 5: Acceptance ("I can't change what happened. I have to move forward with my life.")

EXPLOSION

Definition: An explosion is a release of natural, mechanical, chemical, electrical, magnetic, or nuclear energy in a sudden and often violent manner with the generation of high temperature and usually with the release of gases. Explosions may occur in the school building, on the school grounds, in the school neighborhood, or surrounding community.

Instructor / Staff Procedures:

1. Activate fire alarm.
2. Follow evacuation procedures.
3. Reassemble students at predetermined area and take roll.
4. Report any missing students.
5. Await further instructions from main administration.

School Administrator Procedures:

1. Signal evacuation of building by sounding alarm, if not already done.
2. Call 911 and give specific location if known.
3. Assist in evacuation of building.
4. Notify Board
5. Assist in location of missing students / staff.
6. If students will be dismissed, request transportation for moving students and staff to the secondary shelter provision as specified by the site plan. Establish a check-out area, with normal release procedures followed.
7. Fill out an incident report and send a copy to Board

Follow-up Procedures

1. Confirm that the incident report has been filed and sent to the Board
2. Conduct a site inspection for the extent of the damage.
3. If the event requires, make arrangements for revised schedule or alternative location.
4. If the event requires, send prepared information letter to all parents with any necessary information regarding revised schedule or alternative location.

EARTHQUAKE

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

In the event of an earthquake, the administration or designee should determine whether student/staff are safe. If there is danger, the following procedures should be used.

Instructor/Staff Procedures:

1. The staff should order the students to drop to the floor and move away from windows and from under light fixtures. Everyone should seek cover under desks or tables. DO NOT have students go outside until directed to do so.
2. If outside when quake occurs, move away from buildings, trees, or overhead wires, etc. Stay in the open until instructed to do otherwise by administration or first responders.

School Administrator Procedures:

1. If the building is unsafe – the administrator or designee should dismiss classes one at a time through safe exits. DO NOT RE-ENTER the building until advised to do so. Move students away from the building to a safe area.
2. Initiate Incident Command System protocols
3. In the event of injuries:
 - Provide first aid, if needed, according to staff's ability.
 - Call for medical help. (911) (If needed)
 - Set up a first aid/counseling center. (If needed)
5. Take roll – account for all students, staff and visitors. Quickly identify missing persons to the command center.
6. Notify the city building inspector to inspect each site following an earthquake if damage occurs.
7. Limit the use of telephones immediately following the earthquake.
8. Maintain contact with the superintendent's office to determine if transportation or other emergency services will be needed.

Follow-up Procedures:

1. Confirm that the incident report has been filed and sent to the Board.
2. Conduct a site inspection for the extent of the damage
3. If the event requires, make arrangements for revised schedule or alternative location.
4. If the event requires, send prepare information letter to all parents with any necessary information regarding revised schedule or alternative location.

EMERGENCY SCHOOL CLOSURE OR CHANGE OF SCHEDULE PROCEDURES

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

In the event of an emergency closure, delayed opening, or any change in schedule, the local radio stations, and local TV stations will be notified of the decision and asked to broadcast this information. These stations will be notified by the administration. Additionally, OLA will utilize social media to announce closure or delay in school schedules. During questionable weather conditions, if no announcement about schools has been broadcast by 6:30 a.m., it should be assumed that schools will operate on the regular schedule.

Staff Guidelines

In situations which necessitate the shortening of the school day (i.e.: inclement weather and/or hazardous road conditions, etc.) all employees will be expected to report to work as soon as weather and/or road conditions are safe. It shall be the responsibility of each employee to contact his/her immediate supervisor as early as possible if the employee will be late for the scheduled start of school.

ENVIRONMENTAL/HAZARDOUS MATERIAL(S)

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

EXTERNAL

Instructor/Staff Procedures:

- Call 911
- Ensure that all students and staff are in the building and that they remain there.
- Shut off all outside air ventilators and close windows and doors.
- Let administration know
- Keep telephone lines clear. Emergency calls only.

INTERNAL

Instructor/Staff Procedures:

- Call 911

School Administrator Procedures:

- Call for controlled evacuation and follow evacuation procedures to insure that all students and staff are out of the building and that they remain there.

Follow-up Procedures:

1. Confirm that the incident report has been filed and sent to the Board
2. If the event requires, send prepared information letter to all parents.

FIRE

Definition: A fire is the destructive burning of a building or other property. Fires may occur in the school building, on the school grounds, or in the school neighborhood.

EMERGENCY PROCEDURES

In the event of a fire on campus, use the following procedures:

Person/persons aware of the fire:

- Initiate fire evacuation by pulling alarm or contacting the building offices.
- Use fire extinguisher if possible.
- Evacuate students and staff at predetermined area and take roll.
- Await further instruction from main office.

Building administration/designee shall:

- Initiate Incident Command System.
- Call 911 for support services as needed.
- Attend to student safety with a building check if possible. Do not forget to check the special needs student's bathrooms, and locker rooms.
- Assist in evacuation of building.
- Render first aid, as necessary.
- Maintain control of students at a safe distance from the fire and firefighting equipment.
- Account for each student and staff member and report names of missing (not absent) persons to the office or command center.
- If fire is extinguished, advise fire department.

REMINDER:

- You must conduct required fire drills once a semester
- Review fire/plan regulations with staff.
- Evacuation maps shall be posted in each room.

- Take emergency clipboard with you.
- Remain with your class.
- Move away from buildings to designated evacuation area.
- Report missing staff/students to administration
- Follow additional administrative instructions.

GAS LEAKS

Definition: A gas leak is a leak of natural gas, from a pipe or other containment, into a living area or any other area where the gas should not be. Gas leaks may occur in the school building, on the school grounds, or in the school neighborhood.

Instructor/Staff Procedures:

1. Do not operate any electrical switches.
2. Evacuate area.
3. If gas shut-off is located in the room, turn it off.
4. Do not pull the fire alarm.
5. Notify building administrator.

School Administrator Procedures:

1. Follow evacuation procedures.
2. Call 911 for emergency personnel.
3. Notify the gas company, if needed.
4. Reoccupy building only when cleared by authorities.
5. Fill out an incident report and send a copy to Board

Follow-up Procedures:

1. Confirm that the incident report has been filed and sent to the Board
2. Confirm that the gas company has cleared the building for occupancy.

If the event requires, send prepared information letter to all parents with any necessary information regarding revised schedule or alternative location due to any repairs needed.

HARASSMENT/INTIMIDATION/BULLYING

Definition: “Harassment, intimidation or bullying” means any intentionally written message or image - including those that are electronically transmitted - verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

DEFINITION OF BULLYING

Bullying at **Odyssey Leadership Academy** is defined as both an act and/or a pattern of aggressive, intentional, hostile behavior directed toward another person. Bullying may be physical, emotional, or verbal. Bullying actions, may include, but are not limited to:

- | | |
|--|----------------------------|
| ● threatening gestures | ● intimidation |
| ● assault | ● social isolation |
| ● spreading rumors | ● cyberbullying |
| ● putdowns | ● extortion |
| ● name-calling | ● false accusations |
| ● disparagement based on race, gender, religion, or sexual orientation | ● hazing |
| | ● teasing |
| | ● oral and written threats |
| | ● (including online) |

SCHOOL MEASURES FOR DISCOURAGING BULLYING

The school will:

- engage in ongoing student education designed to promote student empathy and awareness, that will include in all divisions character-building programs and other instruction.
- require all staff, who observe, suspect, or are apprised of an act of bullying, to notify an administrator promptly.
- educate students and parents who become aware of an act of bullying to report an incident to administration; retaliation for reporting will be subject to disciplinary consequences.

COMPLAINT/INVESTIGATION PROCEDURE

Students shall be informed of the right to protection from bullying behaviors and the right to file a complaint if they believe they have been victims of or have witnessed an act of bullying behavior. The Administration assumes responsibility for investigating complaints and will determine the validity of a complaint in accordance with this policy. Appropriate action will follow the investigation.

INTERVENTION/CONSEQUENCES

Reports of bullying are taken seriously and will be addressed according to the best judgment of school administration. A student guilty of bullying will be assigned consequences appropriate to the nature and severity of the incident. Consequences may include, but are not limited to:

- **required counseling**
- **parent/advisor conference**
- **Probation**
- **Suspension**
- **Expulsion**

MEDICAL EMERGENCY

Definition: A medical emergency can involve life-threatening or serious injuries to a student, school staff member, or a visitor on school property that requires emergency medical attention.

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

Instructor/Staff Procedures:

- **Assess the situation by examining the patient. Check for medical alert tags.**
- **Render emergency first aid if trained. If not trained, find someone who is.**
- **DO NOT MOVE THE VICTIM UNLESS HE/SHE IS IN A LIFE THREATENING ENVIRONMENT.**
- **Call 911 or send responsible student for nearest additional staff.**
- **Notify administrator.**

School Administrator Procedures:

- Confirm that 911 has been called.
- Report to the scene if possible. Assist until emergency personnel arrive if needed.
- Obtain necessary patient information and make available to emergency personnel (i.e. phone numbers, address, parent name, date of birth, medical conditions, etc.)
- Notify parent/guardian or next of kin. (Do not delay medical care because parent or physician cannot be reached).
- Do not send student home. Accompany student to hospital. Have family members meet student at hospital.
- Notify Board of incident.

Follow-up Procedures:

- Confirm that incident report has been filed and sent to the Board
- If student or staff were injured or hospitalized, check on their condition. Also check with the parents or family members.
- If the event requires, send prepared information letter to all parents.
-

UNIVERSAL PRECAUTIONS

- All body fluids should be considered potentially infectious.
- Direct contact with body fluids should be avoided.
- Vigorous hand washing should always be a priority whenever contact with anybody fluid occurs.
- Use disposable gloves, plastic bags and an approved disinfectant for protection and cleanup.
- Disposable items contaminated with body fluids should be placed in approved bags marked with the biohazard symbol.

NATURAL DISASTER EMERGENCY

Definition: A natural disaster can be defined as any emergency that is caused by natural causes. Examples would be earthquake, tornado, etc.

Instructor / Staff Procedures:

- If the radio, television, or cell phone issues a warning, contact the school administration for further instructions.
- Follow instructions announced by the school administration that will be appropriate for the event.

- Keep all students under your supervision with you in the designated area until given further instructions.

School Administrator Procedures:

- Make announcement to staff and students regarding the Natural Disaster Emergency.
- Proceed with a “Lockdown,” “Evacuation,” or “Shelter in place” procedure, whichever is appropriate for the emergency.
- Assign staff to attend to the injured and emotionally affected.
- If a change in the schedule is required, confirm that the Public Information Officer (PIO) has made the necessary announcements to the media.
- If a change in the schedule is required, confirm that the necessary arrangements have been made with the Transportation Director.
- Fill out an incident report and send a copy to Board

Follow-up Procedures:

- Confirm that incident report has been filed and sent to the Board
- If student or staff were injured or hospitalized, check on their condition. Also check with the parents or family members.
- If the event requires, send prepared information letter to all parents.

NEIGHBORHOOD EMERGENCY

Definition: A neighborhood emergency is any situation that may arise near the school grounds where the incident may threaten the safety of students, school staff, or the school facilities. A neighborhood emergency may also have an impact on the dismissal of students at the end of the day.

Instructor/Staff Procedures:

- If an emergency is observed or in progress adjacent to the school grounds, notify the school administration and/or call 911.
- Keep students under your supervision until notified by the school administration.

School Administrator Procedures:

- If an emergency is observed or in progress adjacent to the school grounds, call 911.
- Proceed with instructed or emergency procedure until notified by police that it is safe to dismiss students, if necessary.

- Initiate a plan for rerouting the students and provide staff chaperones, if necessary.
- Assist with a news release if the event is likely to produce media inquiries.
- Notify the parents of the rerouted students.
- Fill out an incident report and send a copy to Board

Follow-up Procedures:

- Confirm that the incident report has been filed and sent to the Board
- Debrief with emergency services.
- Assist with a news release if the event is likely to produce media inquiries.
- If the event requires, send prepared information letter to all parents.

PERSON WITH WEAPON

(Student, Staff, or Visitor)

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

- Notify the building administrator when staff member hears rumor of individual with a weapon on campus.
- Building administrator or designee will validate report and monitor individual if possible.
- If suspected that individual has a weapon, call 911 and notify police.
- If situation becomes “active”, implement Run-Hide-Fight protocols.
- Notify staff of the situation. Give a clear and simple description of the situation.
- Implement Incident Command System. Have incident commander ready when police arrive.
- Notify administration office of incident.
- Communicate situation to community when appropriate.

RUNAWAY/KIDNAPPING/MISSING CHILDREN

Definition: A missing child situation involves the disappearance of a student or unlawful removal of a student from the school grounds. This situation could include a stranger kidnapping a student or a divorce/custodial situation in which the parent or

person does not have the legal right to remove the student from the school or grounds.

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

Instructor/Staff Procedures:

- If a student (who has been present during school hours) is deemed missing, contact main office.
- If student returns, notify main office.

School Administrator Procedures:

- Seek information from staff and students to determine if student is missing and when the student was last seen.
- Search school and grounds for missing student.
- Notify parents/guardians and/or police immediately. School official should encourage parents to contact law enforcement to file a runaway report (if runaway is suspected).
- If you suspect a kidnap situation:
 - Call 911 immediately.
 - Note any circumstances which have been observed (vehicle, license number, description of person(s), video surveillance, etc.).
 - Report to administration immediately
- Document any information or facts surrounding the incident. (When and where student was last seen, description of clothing, participation in after-school activities, names of friends, any special needs, video surveillance, etc.). Identify close friends and see if they are at school.
- Provide services to help parents and close friends cope with runaway/lost child/kidnapped child situation.

Follow-up Procedures:

- Confirm that the incident report has been filed and sent to the Board
- Debrief with emergency services.
- Work with the PIO and assist with a news release if the event is likely to produce media inquiries.
- If the event requires, send prepared information letter to all parents. (See samples at AWSP.ORG).

SHOOTING

Definition: Shooting is the act of firing a gun, rifle, or other projectile weapon

such as a bow or sling. Anytime shots are heard by any student or staff member on the school grounds, assume that a shooting has occurred.

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

Instructor/Staff Procedures:

- When shots are heard, tell students and other staff to take cover.
- Enact Run/Hide/Fight.
- If you are able to identify the source and/or location of the shooting, notify with an all call using clear information.
- Maintain control and give direction/comfort to students.
- Check for any injuries and/or missing students in your care.
- Be alert.
- Do not open doors for anyone unless you are absolutely positive you are opening the door for a police officer.
- Keep everyone in a safe location until the police escort you out.

School Administrator Procedures:

- Confirm that 911 for police and/or emergency personnel have been called.
- Institute Run/Hide/Fight if not already enacted.
- Contact the Board
- Meet Police, cooperate, and facilitate investigations.
- Determine what intervention and follow-up is necessary.
- Assist in preparation of a news release if the event will likely produce media inquiries.
- Fill out an incident report and send a copy to Board

Follow-up Procedures:

- Confirm that the incident report has been filed and sent to the Board
- Debrief with Police and Medical Personnel if situation requires.
- If the event requires, send prepared information letter to all parents with any necessary information.

SUDDEN DEATH

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

DAY 1 - Instructor/Staff Procedures:

In the event a student, parent, staff member, friend, or public figure dies: determine the level of crisis and plan accordingly. Notify the Board

School Administrator Procedures:

- Administrators and faculty meet in the morning.
 - Get the facts (who, what, where, when, how, why)
 - Determine level of impact (individuals and groups who will be mostly affected – “high risk”).
 - Make provisions for staff (substitutes or coverage as needed).
 - Contact community resources, if necessary, to provide counseling to students/staff.
- Hold an initial staff meeting before school (or after school if the death occurs during the school day) to provide facts and inform staff of plans.
 - Written memo to be read by teachers to give students the facts.
 - **DO NOT USE ALL-SCHOOL ASSEMBLIES.**
 - Identify where to send students, staff and/or parents to get counseling during the day (Notify counselors of student(s) who may be in crisis).
 - Encourage students to stay at school.
 - Keep list of students who have received counseling help.
 - Plan for communications with parents and/or media.
- Administrative and staff meeting after school to debrief if necessary.

DAY 2 – (Short Pause in Regular Routine and Move On)

- Staff meeting if necessary.
- Announcement or daily bulletin to inform students/staff of location of on-going counseling services and funeral/memorial arrangements if known. If not known, everyone will be informed as soon as arrangements are made (allow voluntary student and staff participation).
- Meet with the victim’s family if necessary.

Day 3 – (Routine back to normal)**Follow-up Procedures:**

- Confirm that the incident report has been filed and sent to the Board
- Make necessary arrangements for further assistance for counseling.
- Keep communications open between school contact person and family.

Helping Students Deal with Death**DO:**

- Do allow yourself to grieve so you may then help your child to grieve.

- Do show feelings and share your own reasons for sadness.
- Do present the reality of the situation to the child.
- Do allow and encourage talking about both good and bad times with the deceased. All feelings are to be recognized and are valid. Some may choose not to talk about the death, and that is okay.
- Do offer support and comfort.
- Do utilize the death of pets in explaining death. Explain it only with your own beliefs.
- Do accept and respect the feelings, behaviors, and questions that reflect the child's way of dealing with death. Children will grieve in different ways.
- Do alleviate the child's need to deny the inevitability and permanence of death.
- Do inform the child where you are going and when you will return. A bereaved child is sensitive to separation from significant adults.
- Do be available but also allow alone time.
- Do answer questions.
- Do encourage expression of a range of feelings.

DO NOT:

- Do not try to protect a child from grief.
- Do not support the belief that the deceased will return.
- Do not get so involved in your own grief that the child is ignored. Provide some significant adult to comfort the child.
- Do not make the child feel guilty because he/she doesn't show the response you might expect. All feelings are important and need to be shared.
- Do not attempt to take grief away.

SIGNS OF GRIEF:

- Regression: Problems in school, withdrawal from friends, etc.
- Sleeping and eating disorders.
- Overwhelming concern with his/her body.
- Role confusion.
- Excessive anger.
- Anger toward parent/authority figures.
- Non-compliance.
- Rejection of former beliefs.
- Acting out.

THREAT OF SUICIDE/THREAT OF SELF-HARM

Definition: A suicide is the act or instance of taking one's own life voluntarily and intentionally. A suicide attempt is a suicidal act that does not end in death. Such an attempt may be an immediate crisis or may be in the form of a threat. Take immediate action.

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

Instructor/Staff Procedures:

- Minimum Threat (rumor or hearsay) OR Moderate Threat (person is in need of psychological consultation within a reasonable amount of time)
 - Notify School Administrator.
 - Document information ASAP and give to Administrator.
- Immediate Threat (person in immediate danger of injuring self)
 - DO NOT leave person unattended.
 - Call for School Administrator.
 - Document information ASAP and give to Administrator.
 - Administrator will call parent/guardians and suggest counseling services available in the community.

School Administrator Procedures:

- Minimum Threat (rumor or hearsay) OR Moderate Threat (person is in need of psychological consultation within a reasonable amount of time)
 - Contact parent/guardian to ensure recommendations and referrals for necessary care and counseling services have been followed.
 - Consult with Counselor.
 - Handle rumor control if necessary.
- Immediate Threat (person is in immediate danger of injuring self)
 - Isolate the crisis from other students
 - Call 9-1-1.
 - Debrief situation with the School Administrator.
 - Fill out an incident report and send a copy to Board

Follow-up Procedures:

- Confirm that the incident report has been filed and sent to the Board
- Meet with faculty regarding students or staff still needing further assistance.

- Make necessary arrangements for further assistance for counseling.
- Keep communications open between school contact person and family.

SUICIDE

WARNING SIGNS/RISK FACTORS/REDUCING THE RISK

WARNING SIGNS:

Have you or someone you know felt...?

- Unimportant
- Trapped
- Hopeless
- Overwhelmed
- Unmotivated
- Alone
- Irritable
- Impulsive
- Suicidal

Do you or someone you know...?

- Not care about their future: “It won’t matter soon anyway.”
- Put themselves down – and think they deserve it: “I don’t deserve to live. I suck.”
- Express hopelessness: “Things will never get better for me.”
- Say goodbye to important people: “You’re the best friend I’ve ever had. I’ll miss you.”
- Have a specific plan for suicide: “I’ve thought about how I’d do it.”
- Talk about feeling suicidal: “Life is so hard. Lately I’ve felt like ending it all.”

Have you or someone you know been...?

- Using drugs or alcohol more than usual
- Acting differently than usual
- Giving away their most valuable possessions
- Losing interest in their favorite things to do
- Admiring people who have died by suicide
- Planning for death by writing a will or letter
- Eating or sleeping more or less than usual
- Feeling more sick, tired or achy than usual

RISK FACTORS:**FACTORS OF THE MIND AND BODY:**

- History or signs of depression
- History of mental illness
- History of being abused or mistreated
- History of self-injury
- Tendency to be impulsive
- Major physical illness
- Affective disorders (i.e. mood disorders)
- Previous suicide attempt(s)

FACTORS FROM YOUR ENVIRONMENT:

- Barriers to mental health services
- Lack of community support
- Homelessness
- A death or relationship breakup
- A job loss or change in financial security
- Feeling unsafe
- Family history of suicide
- High stress family environment or dynamic
- Academic or family crisis
- Easy access to lethal materials

FACTORS YOU TAKE PART IN, EXPERIENCE OR LEARN:

- Risky health behaviors (e.g. substance abuse, unsafe sex practices, etc.)
- Lack of support from other youth
- Cultural or religious beliefs that suggest suicide as a solution
- Exposure to suicide through the media, family, friends or co-workers
- Unwillingness to seek help
- Non-suicidal self-injury
- Victimization at home or in school
- Difficulty in school, failing grades, bullying others

REDUCING THE RISK:

There are many ways to lower someone's risk of suicide, such as having:

- Easy access to effective, culturally competent care
- Support from medical and mental health care professionals
- Coping, problem solving and conflict resolution skills
- Restricted access to highly lethal means of suicide (e.g. firearms)
- Strong connections to family members

- Connectedness to safe schools
- Academic, artistic, athletic achievements
- Nonviolent problem solving and conflict resolution
- Family acceptance for their sexual orientation and/or gender identity
- A feeling of safety, support and connectivity at school through “alike” peer support groups (eg: Gay, Straight, Transgender, etc.)
- Positive connections with friends who share similar interests
- Cultural and religious beliefs that discourage suicide
- Positive role models and self esteem

UTILITY INTERRUPTION OR FAILURE

Definition: A utility interruption or failure is the loss of electricity, natural gas, or water supply to an area. These outages may occur in the school building, on the school grounds, or in the school neighborhood.

Note: This is intended as a basic plan, which may be modified based on specific requirements of each school building/department.

Instructor/Staff Procedures:

1. Instructors conducting class should remain in classroom until further instructions are received from your administrator.
2. Instructors and other staff without classes report to administration for instructions.
3. If during lunch, recess or transition time, all instructors and other staff assist in supervision of areas. Direct students to classrooms if directed by your administrator.

School Administrator Procedures:

1. Notify the Maintenance Department supervisor.
2. Determine extent of loss.
3. Follow emergency procedures.
4. Alert the specific utility if needed.
5. Notify Board office.

VEHICLE - PEDESTRIAN ACCIDENTS

Definition: Accidents that involve motor vehicles and pedestrians. The accident may involve a student, school staff member, or a parent of a student, on school property or off the property during school hours.

Instructor/Staff Procedures:

1. Evaluate the accident scene.
2. If scene is safe, proceed to victim and assess the severity of injury.
3. Call 911 or send responsible student / additional staff for help to nearest teacher, assistant principal, or principal.
4. Stabilize victim and administer first aid / CPR if trained to do so.
5. Assist emergency personnel by clearing away bystanders.
6. Complete accident report.

School Administrative Procedures

1. Confirm that 911 has been called.
2. Report to the scene.
3. Notify parent/legal guardian or person listed on emergency card.
4. Notify Board
5. Assist in the preparation of a news release if the event will likely produce media inquiries.
6. Make contact with all involved in the accidents (it is important to show concern for victims and family members of everyone involved in an accident).
7. Fill out an accident report and send a copy to Board.

Follow-up Procedures:

1. Confirm that incident report has been filed and sent to Board
2. If student or staff were hospitalized, check on their condition.
3. If student or staff were injured, check with parents or family members on their condition.
4. If student or staff were injured, confirm that accident report was filed.
5. If the event requires, send prepared information letter to all parents

EMERGENCY PROCEDURES

Evacuation:

The purpose of an evacuation is to get all persons inside the building to the outside of the building for safety in case of a fire or other unforeseen events. When alerted to evacuate, by either a fire alarm or announcement of evacuation with a clear and plain spoken message.

During an evacuation you should:

- Leave the building as quickly and safely as possible.
- Follow any building specific evacuation protocols.
- Follow posted evacuation routes if unobstructed.
- Go to designated evacuation assembly site.
- Do not leave the evacuation site until directed to do so.
- Staff should maintain control of and account for all students under their direction.
- All uncounted persons must be articulated to the building administration.

When the evacuation is completed:

- The administration shall give direction as to whether school will be resumed or released.
- The administration shall communicate to staff and the community as to the purpose of and the outcome of the evacuation.

Fire/Evacuation drills will be conducted at least two times during the school year.

Modified Lockdown:

The purpose of a Modified Lockdown is to isolate the staff and students from a possible threat, but still continue instruction.

During a modified lockdown you should:

- Lock all doors
- Close all window blinds
- Staff and students remain in classrooms and continue instruction.
- Attendance shall be taken. All uncounted persons must be articulated to the building administration.
- Staff should be prepared for a full lockdown, evacuation, or release of modified lockdown.
- Students are not left alone or allowed to leave a classroom without supervision.
- If students must move around the school, the administration will communicate a controlled movement. The school administration will assign staff for extra supervision during a controlled movement.

When the modified lockdown is completed:

- The modified lockdown will be announced completed and the school will resume normally.
- The administration will communicate to staff and the community as to purpose of and the outcome of the modified lockdown.

Modified Lockdown drills are conducted at least one time during the school year.

Emergency Lockdown:

The purpose of a lockdown is to hide in place in the school from a threat to the staff and students.

When a lockdown is announced, the announcer shall give clear, plain direction for the lockdown.

During a lockdown you should:

- Lock all doors
- Close all window blinds
- Turn off lights
- Turn off any noise making devices (Cell phones)
- Stay quiet and hidden
- No one enters or exits the room (NO ONE)

- Attendance shall be taken. All uncounted persons must be articulated to the building administration (only if it can be done safely and quietly.)

The lockdown will remain in effect until all clear is given with a clear and plain spoken message or first responders enter your room and evacuate you.

When the lockdown is completed:

- The administration shall communicate to staff as to resume instruction or prepare for release.
- The administration shall communicate to staff and the community as to the purpose of and the outcome of the lockdown.

Lockdown drills are conducted at least one time during the school year.

Shelter In Place:

The purpose of shelter in place is to isolate the staff, students, and visitors in the school building from an outside contaminant.

When a Shelter in place is announced, the announcer shall give clear and plain direction pertaining to the shelter in place.

During a Shelter in place you should:

- Move inside of the building into a room with the least amount of openings to the outside as possible.
- Seal off the room from the outside contaminants using duct tape provided in the safety cupboard in the room. (Use garbage bags or clear plastic if needed to seal the room)
- Seal off any openings to ventilation systems.
- Remain calm.
- Attendance shall be taken. All uncounted persons must be articulated to the building administration
- Remain in the room unless released by administration or first responders.
- The shelter in place will remain in effect until the threat of contamination has gone or the threat is too great to stay.

When a shelter in place is complete:

- The administration shall communicate to the staff whether to resume instruction or prepare for release.
- The administration shall communicate to the staff and the community as to the purpose of and the outcome of the shelter in place.

Shelter in place drills are conducted once per school year.

When the Police arrive at your location:

- Keep hands visible and empty.
- Do as instructed by police.

OLA STUDENT ILLNESS AND CONTAGIOUS DISEASES POLICY

Parents or guardians should keep their child home if:

- Fever above 100.4 degrees – Students should be *fever free for 24 hours* without fever reducing medications before returning to school. Please do not give fever reducing medications and send your child to school.
- Sore Throat or Tonsillitis – Severe sore throat could be a symptom of a more serious illness. Contact your healthcare provider. Students diagnosed with Strep Throat may return to school 24 hours after antibiotic treatment begins.
- Eye Inflammation or Discharge – Students with yellow/green eye drainage, matted eyelids after sleep, eye pain and/or redness should not come to school. Notify your healthcare provider. Students diagnosed with Pinkeye may return to school 24 hours after antibiotic treatment begins.
- Vomiting and/or Diarrhea Illness – Students should stay home for 24 hours after the last episode, without using vomiting or diarrhea relief medication.
- Bad Cough/Cold Symptoms – Students with bad coughs/colds need to stay home, and possibly see their healthcare provider. When the cough/cold improves the student may return to school.
- Rashes – Students with a rash should stay home until healthcare provider says it is safe to return to school. Students with ringworm, scabies or impetigo may return to school 24 hours after treatment begins. Students with Poison Ivy may attend school unless complications arise. All rashes should be covered if possible.
- Head Lice – Students found to have live head lice must be treated with a special preparation for killing head lice. Students may return to school after treatment if: proof of treatment is supplied (product box and cash register receipt), student is found to be free of live lice, and progress has been made on removing all of the nits.
- Acute Pain – Students who require narcotic medication for pain relief should not attend school. Students should return to school when pain can be managed with over-the-counter medications.

COVID19: Should a student present with symptoms related to COVID 19, that student will be sent home immediately and may not return to school until a negative test or 14 days after a positive test and is symptom free.

Odyssey Academic Accountability

Educational Philosophy

Odyssey Leadership Academy is a school where deep exploration goes hand-in-hand with high expectations; a school where students are encouraged to never stop asking questions; a school where students engage in high-concept, high-touch projects using real-world, real-time applications. We believe that the key to student success lies in offering an engaging curriculum that fosters a symbiotic integration of head, heart, and hands. At **Odyssey Leadership Academy**, students are immersed in the process of learning, exploring, discussing, designing, reflecting and refining. The vision for education at **Odyssey Leadership Academy** is that students will leave having not only mastered the disciplines, but, more importantly, learned to possess the ability to use good judgment, to live reverently, to make decisions with kindness and justice, and to live and lead from the inside out.

At **Odyssey Leadership Academy**, we believe that every life has a story and that every story matters. We shape our pedagogical vision around the practice of writing a better story with one's life. The stories our students live have the power to shape better communities, better institutions, and a better world. We believe in the idea that the right habits, practiced over and over, breed the right virtues and in turn shape a story that has value to one's self and the greater good. Our pedagogy is therefore shaped around the belief that a wise school helps its students form good habits, both intellectually and personally. We are a culture organized around centers of care: care for self, care for others, and care for ideas. We believe that the mark of a good school is to be found in its practices of wisdom, compassion and service to others.

Pedagogical Model

Odyssey Leadership Academy employs a learner-centered, team-taught, interdisciplinary, project-based curriculum that shapes a vision for education that blends the head, the heart, and the hands. **Odyssey Leadership Academy** intentionally seeks to keep the fire and passion of learners going throughout their educational career. Students work to discover, create, and dream from a variety of curricular disciplines, combining multiple subjects through our Exploration courses to produce an artifact assessed both on the merits of its educational value (what the students learned) and its excellence in terms of beauty, truth, and application to making the world a better place.

Assessments

By working collaboratively in groups facilitated by OLA faculty instructors, students create something that demonstrates their new discovery and understandings to a real audience

through presentations of learning that showcase a genuine confidence in their work. Revision and reflection are key components to successful learning, and students have the opportunity to question, improve, and rethink their work in their quest for wisdom and mastery. Assessment is both written and performance based. At OLA, we believe that writing is thinking; therefore, we ask students to wrestle with the subject matter through their own writing as a means of helping them develop their own voice as scholars and experts. Students will also develop projects, solve problems, discuss reflections of their findings, and present them to their peers and the larger community during the **Celebrations of Learning** at the end of each unit.

Academically, OLA is “Learner Centered,” based around a transformative curriculum that invites students into the creation of given courses based on student interest and allowing them to pursue their curiosities within each given course as a scholar doing serious intellectual inquiry. The curriculum is created by faculty from original readings, academic research, scholarly inquiry, design based projects, and meaningful pursuits of purpose beyond the classroom. Odyssey is not only “learner centered,” it is also “learner led,” inviting those upperclassmen students who are interested and ready to create and lead-teach courses (alongside the class faculty of record) to do so. Examples of this include “Cellphone Cinema” (an elective taught by a junior) and “Visual Storytelling” (a core humanities course taught by two seniors). In this way, the Odyssey Course Guide demonstrates that the learners’ well-being is at the heart of the institution’s guiding principles in everything it does.

Data indicates that Odyssey faculty place learner well-being as their top priority. An analysis of the Climate and Culture parent survey results reflected that a high percentage (88%) of parents reported that the top thing teachers say to students is “I am interested in your thinking” followed by “I am interested in your answer” demonstrating a desire by faculty to listen deeply and well to students. Parents overwhelmingly (76%) said that while at school their students were working with others, indicating the collaborative nature of Odyssey’s approach to learning. The top three words parents used to describe their interactions with Odyssey faculty were: *supportive*, *collaborative*, and *respectful*, highlighting the buy-in they feel and support they receive from the Odyssey culture of learning. When asked what parents thought the adults in the community believed was most important to them, they responded with “engaged, explore interests, and learn deeply”. These responses support the work Odyssey is doing to create an engaging, supportive, and uplifting culture of learning.

Eleot classroom observations show that Odyssey faculty score highest in Equitable Learning, Active Learning, and Supportive Learning and lowest in Digital Learning and Progress Monitoring. This indicates that a high level of engagement and support are present and that more attention needs to be paid to monitoring the progress of students in the moment. The leadership team continues to use Cognia’s Eleot observations to guide professional development and have trained faculty on how to conduct the observations through a peer-observation initiative.

Leadership continues to track the observation data and discuss it during professional development training of faculty.

Faculty survey data shows that Odyssey faculty believe there is a strong, safe, engaged culture of learning at the school. When asked to describe their colleagues, the top words that came up were: curious, caring, and honest. When describing their interactions with their fellow faculty, their responses were: helpful, collaborative, and empowering. When asked how they feel at work, they responded: challenged, appreciated, supported, and encouraged

Graduation Requirements

To graduate and receive a diploma from **Odyssey Leadership Academy**, a student must attend as a full-time student for a period of at least two full academic years in grades 11 and 12 and meet or exceed our Graduation Requirements. A full-time student is defined as taking at least four, eight-week units per academic year. A student entering **Odyssey Leadership Academy** in the senior year may apply for a waiver of the two-year requirement with evaluation based on the equivalence of previous education. Courses taken by a student transferring from another high school will be evaluated during the admissions process. **Odyssey Leadership Academy** reserves the right to make wise exceptions and substitutions at its own discretion. Each academic year must include one each of Exploration Courses from the disciplines of: English, History, Math, and Science.

OLA Criteria 5: Teacher Requirements

In considering faculty and staff for employ at **Odyssey Leadership Academy**, we adhere to our bylaws, which state:

- All faculty must demonstrate lives of integrity, maturity, wisdom, and compassion, and must have demonstrated such character traits of virtue in their personal and communal lives that there can be no question that they should be tasked with serving the Executive Director and the School in the capacity of educator. (Section 4.2[a])
- The School does maintain that those in its employ shall demonstrate lives of integrity, maturity, wisdom, and compassion, and must have demonstrated such character traits of virtue in their personal and communal lives that there can be no question that they should be tasked with serving as faculty who will lead students into the values of healthy identity, full human flourishing and active participation as agents of transformation in their communities. Equal opportunity will be extended to all candidates for employment who share the School standards. (Section 8.6)

Hiring Policies

All paid employees of **Odyssey Leadership Academy** fall into one of the following categories:

Executive Salaried Faculty – Employees whose main responsibilities are in administration (e.g., Head of School, Deans, etc.). Prefer candidates with Master’s degree or above

Salaried Faculty – Full-time or part-time teachers. Must have bachelor’s degree or above

Hourly Staff – Full-time or part-time employees.

Contract Labor – Workers who agree to do a specified job for a specified amount of pay to be determined by the Executive Director with a contract agreed upon and signed by both parties prior to the job being performed; not on **Odyssey Leadership Academy’s** payroll and does not qualify for staff benefits.

All salaried staff will have written job descriptions and contracts. Maintaining these documents is the responsibility of the immediate supervisor. The Executive Director and/or Head of School will approve all new or revised documents.

All teaching and administrative staff candidates will be hired according to the following hiring policy:

- Executive Director and/or Head of School will receive and process candidate résumés
- Executive Director and/or Head of School will conduct initial interview of staff candidates
- Executive Director and/or Head of School will arrange for candidates of interest to observe classes
- Candidates will teach classes under observation of teacher, Deans, and/or Executive Director/Head of School
- Candidates will be interviewed by Executive Director and/or Head of School
- The Executive Director and/or Head of School will write, issue, and manage contracts

Interview and selection of operations and support staff will be by the administrative staff most directly involved in the supervision of the employee. The Executive Director and/or Head of School is to be informed of all potential support staff hires before they are hired.

Written job descriptions must be approved by the Executive Director. A candidate is not an employee until he or she has signed the contract of employment for his/her position. To be considered a full-salaried employee eligible to receive benefits from the school, said employee must work a minimum of forty (40) hours a week.

There is no discrimination on the basis of race, color, national origin, age, sex, or physical disabilities, provided the person is able to fulfill all requirements of the position.

The Executive Director and/or Head of School (with Board approval) will establish the work calendar for all staff each year, as well as the times of all regular work days. The calendar will be available when contracts of employment are offered.

Staff hiring procedure:

- The Executive Director and/or Head of School will review a list of recommended staff retentions and open staff positions for the next school year
- Open teaching, administrative, and support positions will be advertised throughout the school constituency first, then within the broader community. Wider advertising for open positions is at the discretion of the Executive Director and/or the Head of School.
- Teacher and support staff applications will be received by the Executive Director and/or Head of School, with interviews beginning afterward. Initial interviews for teaching and administrative staff will be conducted by the administrator most closely associated with the position.
- All decisions regarding hiring will be communicated to the candidates by the Executive Director and/or Head of School

Assignment of Personnel Policy

All assignment of staff should be in the best interest of students and the goals of **Odyssey Leadership Academy**. The Executive Director and/or Head of School are authorized to assign or reassign staff as needed. Adequate notice of changes will be given to the personnel involved. The notice must be prior to the signing of the contract of employment for the

school year concerned. All assignments and reassignments are subject to the final approval of the Executive Director and/or Head of School. Written job descriptions must be approved by the Executive Director and/or Head of School and used in the assignment and reassignment process.

OLA Criteria 6 Expulsion Policy

PROHIBITED CONDUCT

Inappropriate behavior is prohibited at school and school sponsored events, as well as being prohibited while traveling to and from school, while off-campus during lunch or before and after school, on Excursions, during afternoon Expeditions, or at any other time outside of the normal school day where such behavior has a negative or adverse effect on the discipline or educational process of the school.

Prohibited behaviors include, but are not limited to:

- A. Arson and abuse of fire alarms or safety equipment
- B. Bomb threats
- C. Bullying or harassment in any form, including electronic communications
- D. Cheating or plagiarism
- E. Noncompliance (i.e., failure to comply with a request by school staff)
- F. Criminal Acts - violations of any criminal statute of the United States, the State of Oklahoma or the City of Oklahoma City, Oklahoma
- G. Possession of a Dangerous Weapon and aiding or accompanying an individual with a dangerous weapon as defined in state statute within 2000 feet of school property or a school event. As used in this Policy, the definition of Dangerous Weapon includes, but is not limited to:
 - 1. any device capable of discharging or throwing projectiles including, but not limited to BB guns, paintball guns, dart guns, blow guns or any other device capable of discharging or throwing projectiles;
 - 2. any dagger or knife which may be used to cause harm or threat, including but not limited to Bowie knife, dirk knife, switchblade knife, spring-type knife, sword, cane, knife having a blade which opens automatically by hand pressure applied to a button, spring or other device;
 - 3. any blackjack, loaded cane, billy club, hand chain, metal knuckles;
 - 4. ammunition, explosives or flammable materials (which does not meet the definition of Firearm);
 - 5. any other article that is used as a weapon to threaten or injure another person, including pocket knives
 - 6. any chemical or biological device intended by its nature to cause property damage or harm or endanger the life, health or safety of others;
- H. Delinquent Acts
- I. Disruptive Behavior - Any behavior that disrupts the educational process
- J. Dress code violations

- K. Possession, use, sale, or distribution of drugs, alcohol, and/or controlled substances as defined in state statutes, within 2000 feet of school property or a school event, during school, prior to, or following school sponsored events
- L. Extortion – Obtaining property from another with his/her consent induced by a wrongful use of force or fear, or under color of official right
- M. Fighting
- N. Possession of a Firearm
- O. Forgery
- P. Gambling
- Q. Harassment – Including, but not limited to harassment based on race, color, national origin, sex, age, disability, sexual orientation, or religion
- R. Hazing - Any activity that recklessly or intentionally endangers the mental or physical health or safety of a student
- S. Open Defiance - Willful disobedience of a request of any school official
- T. Possession of Pornographic or Obscene Material
- U. Use of profanity or vulgar/profane gestures
- V. Unsafe Conduct which jeopardizes the safety of others
- W. School Vehicle Misconduct – While riding in any OLA school vehicle or other School-provided mode of transportation, engaging in any of the following acts are prohibited: (i) throwing any object; (ii) placing any part of one’s body out of window (bus moving or stationary); (iii) eating, drinking, and/or possessing food or drink while on a vehicle, except as allowed by School officials (lunches taken to school are excluded provided they are packed in a container and the container is not opened on the bus); (iv) failure to remain seated (feet on floor, facing front); (v) disrespectful words, comments or actions toward the driver or other passengers; (vi) blocking the aisle; (vii) pushing while loading/unloading or while bus is approaching; (viii) transporting unauthorized items; (ix) any type of harassment; (x) excessive noise; and (xi) improper street crossing during loading or unloading.
- X. Violation of School Rules or Regulations
- Y. Excessive Tardies and Absences
- Z. Inappropriate use of technology and wireless communication devices or violation of the School’s Acceptable Use and Internet Policy
- AA. Theft and/or the possession of any property belonging to another student, any school employee, any person on school premises, or the school.
- BB. Threatening behavior, whether written, verbal or physical, directed at any person (whether student, teacher, staff member or guest)
- CC. Use or possession of any tobacco product or tobacco paraphernalia or any device designed to deliver nicotine (i.e. electronic cigarettes or vapor products)
- DD. Vandalism

Discipline

At **Odyssey Leadership Academy**, we believe deeply in the value of community and the pursuit of wisdom, virtue, and compassion in all things. To this end, we believe there is a difference between “discipline” and “punishment”; namely, that “punishment” is punitive and “discipline” is formative, working to make persons who reflect their best, most integrated selves. Therefore, it will always be the policy of **Odyssey Leadership Academy** to work to ensure that all discipline be restorative and redemptive. We must avoid easy behaviorism. We must have as our focus the personal growth and maturity of students. We must exercise discipline in love. Though perhaps painful to the student, the parents, and us at the time, we must model discipline as producing joy and peace, restoring relationships with neighbor and self as a redeeming, virtuous work. Our focus is not so much on rules as on relationships whose end is wisdom, virtue, and compassion. Therefore, the pattern of discipline at **Odyssey Leadership Academy** shall include (to the best of the School’s ability given the particular circumstances of each individual case and the rule of law, both state and federal):

Recognition-- The student needs to be brought to understand his or her offense, it’s nature, and it’s extent in not loving self and/or community.

Repentance—The student needs to repent of his or her offense, owning up to his/her actions and the ways in which that action brought harm to self and community.

Restoration—To the best of their ability, the student needs to seek reconciliation and restored relationship with the one (or ones) wronged, confessing and asking forgiveness and receiving forgiveness extended.

******The School does acknowledge that there may be breaches of school policy and/or state and federal law that are so egregious or threatening to other students and/or the community as a whole that restoration within the bounds of the School, though desired, cannot, in reality, be attained. Even in those circumstances, the policy of the School is to proffer what help it can (through advisement of treatment options, referrals for care, relational connections, e.g.) to see that restoration and healing may ultimately come to the student, even if they are dismissed from the School.

Disciplinary Process

The teacher in the classroom and/or the student’s Mentor will deal with the majority of discipline issues. If more action is needed, a parent will be contacted. The parent will be given the opportunity to talk to the child on the phone, and the child will then be given the opportunity to return to class and act appropriately. If the child continues to be a disruption to the class or the School community, he or she will again be asked to go to the office, where a parent will be contacted to pick up the child. Students will be immediately sent to the Head of School for serious offenses. Students who commit acts with particularly serious consequences may be suspended or expelled from school immediately at the discretion of

the Head of School. In every circumstance, parents and/or guardians will be notified of discipline issues as well as any actions taken.

Disciplinary probation: A student may be placed on disciplinary probation for a serious breach of conduct or for persistent minor breaches. The student is to be released from probation at the discretion of the Head of School. A student on disciplinary probation may be denied the right to participate in school activities. Disciplinary probation is to be interpreted as a warning that any further breach of conduct is reason for dismissal.

Suspension: While we do not believe it is in the best interest of a student to be removed from the community of learning and relationship at **Odyssey Leadership Academy**, for serious misconduct, a student may be asked to leave the **OLA** community for one or more days. Suspension is the most serious warning and is intended to demonstrate that by his/her behavior, a student is separating himself/herself from the school community. During a suspension, the student is not to be on campus, or in attendance at any school activity. An offense that would warrant a second suspension during the same school year may result in dismissal.

Dismissal: For serious offenses against civil or moral law, for seriously breaking school rules, for failure to comply with the terms of probation, or for reasons deemed necessary by the Executive Director and/or Head of School, a student may be summarily dismissed.

ADDITIONAL CONSIDERATIONS:

- Both mitigating and aggravating circumstances will be considered in assessing/imposing disciplinary consequences.
- Consequences of a non-disciplinary nature are also elements of the School's drug and alcohol policy. These non-disciplinary consequences may include, but are not limited to, the following: in-house counseling; referral for outside counseling; education and/or assessment; and referral for drug testing. All costs associated with such non-disciplinary consequences shall be borne by the student's parent or guardian.
- The Executive Director and/or Head of School shall have the right to dismiss a given student for any violation of school policy as he/she deems fit, depending upon the circumstances and evidence produced in a particular situation

October 31, 2024

Odyssey Leadership Academy
4400 NW Expressway
Oklahoma City, Oklahoma 73116

Dear Administrator:

Congratulations! Odyssey Leadership Academy 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 October 31, 2024.

A certificate that indicates the term of your institution's accreditation is enclosed. Throughout this term of accreditation, Odyssey Leadership Academy 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 40,000 schools and systems in 90 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,



David Hurst, Ed.D.
Chief Global Accreditation Officer

OLA Criteria 8: Support Services for students with disabilities

School Policy for Providing Support Services for Students with Disabilities**Purpose**

The purpose of this policy is to ensure that all students with disabilities receive appropriate support services, accommodations, and modifications that allow them to access and succeed in the school's educational programs. This policy aligns with federal and state laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, to create an inclusive learning environment.

Scope

This policy applies to all students with disabilities, teachers, school staff, administrators, and support personnel involved in providing educational services within the school.

Definition of an Individual with a Disability

An individual with a disability is a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these Federal laws. The definition of "disability" in Section 504 and the ADA should be interpreted to allow for broad coverage. The phrase *physical impairment* means a physiological disorder or condition, a cosmetic disfigurement, or an anatomical loss, that affects one or more of the following body systems: neurological; musculoskeletal; special sense organs (which would include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine. Examples include, but are not limited to, orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism. The phrase *mental impairment* means any mental or psychological disorder, including but not limited to, mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bipolar disorder. The phrase substantially limits must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures are things like medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications that an individual may use to eliminate or reduce the effects of an impairment. These measures cannot be considered when determining whether a person

has a substantially limiting impairment. An impairment that is episodic or in remission is a disability if, when in an active phase, it would substantially limit a major life activity. For example, a student with bipolar disorder would be covered if, during manic or depressive episodes, the student is substantially limited in a major life activity (e.g., thinking, concentrating, neurological function, or brain function). The phrase *major life activities* means functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

The School's Responsibilities to Students with Disabilities

The school must provide academic adjustments, auxiliary aids and reasonable accommodations to students with disabilities that are necessary to ensure students are not denied the benefits of, or excluded from participation in, the school's program. The school must make modifications to its academic requirements that are necessary to ensure that the requirements do not discriminate against students with disabilities. The school must ensure that it provides physical access to students with disabilities.

Key Components of the Policy:

1. Identification and Evaluation:

Referral process:

Clear procedures for identifying students who may need special education services, including referrals from teachers, parents, or other professionals.

Comprehensive evaluation:

Conduct thorough evaluations by qualified professionals to determine if a student has a disability and the specific educational needs.

Eligibility determination:

Establish criteria for determining eligibility for special education services based on IDEA guidelines.

2. Individualized Education Program (IEP):

IEP development:

Create an IEP for each eligible student outlining their individual needs, goals, accommodations, services, and placement.

IEP team:

Include parents/guardians, general education teachers, special education teachers, related service providers, school administrators, and other relevant professionals in the IEP development process.

Regular review and updates:

Regularly review and update IEPs to reflect the student's progress and changing needs.

3. Least Restrictive Environment (LRE):**Placement options:**

Ensure students with disabilities are placed in the least restrictive environment where they can access the general education curriculum with appropriate supports.

Continuum of services:

Provide a range of placement options, including full inclusion in general education, co-teaching, pull-out special education classes, and specialized programs as needed.

4. Accommodations and Supports:

- **Reasonable accommodations:** Provide reasonable accommodations in the classroom and assessments to ensure students with disabilities can access the curriculum.
- **Assistive technology:** Provide appropriate assistive technology devices and training as needed.
- **Related services:** Access to related services like speech therapy, occupational therapy, physical therapy, counseling, and behavior support as required.

5. Staff Training and Collaboration:**Professional development:**

Regularly train all staff on best practices for supporting students with disabilities, including understanding different disability types and effective instructional strategies.

Collaboration between teams:

Foster collaboration between general education teachers, special education teachers, related service providers, and parents/guardians to ensure coordinated support for students.

6. Parent/Guardian Involvement:

Open communication:

Maintain open communication with parents/guardians regarding their child's educational progress and involve them in decision-making regarding their child's IEP.

Parent training:

Provide opportunities for parents/guardians to learn about their child's disability and how to best support their education.

7. Monitoring and Evaluation:

Data collection:

Regularly collect data on student progress to monitor the effectiveness of interventions and accommodations.

Review and adjustments:

Review data to identify areas for improvement and make necessary adjustments to the student's IEP and support services.

Important Considerations:

- **Compliance with IDEA and Section 504:** Ensure all policies and practices align with federal regulations regarding students with disabilities.
- **Confidentiality:** Protect student privacy regarding disability information.

- **Individualized approach:** Recognize that each student with a disability has unique needs and should receive personalized support.