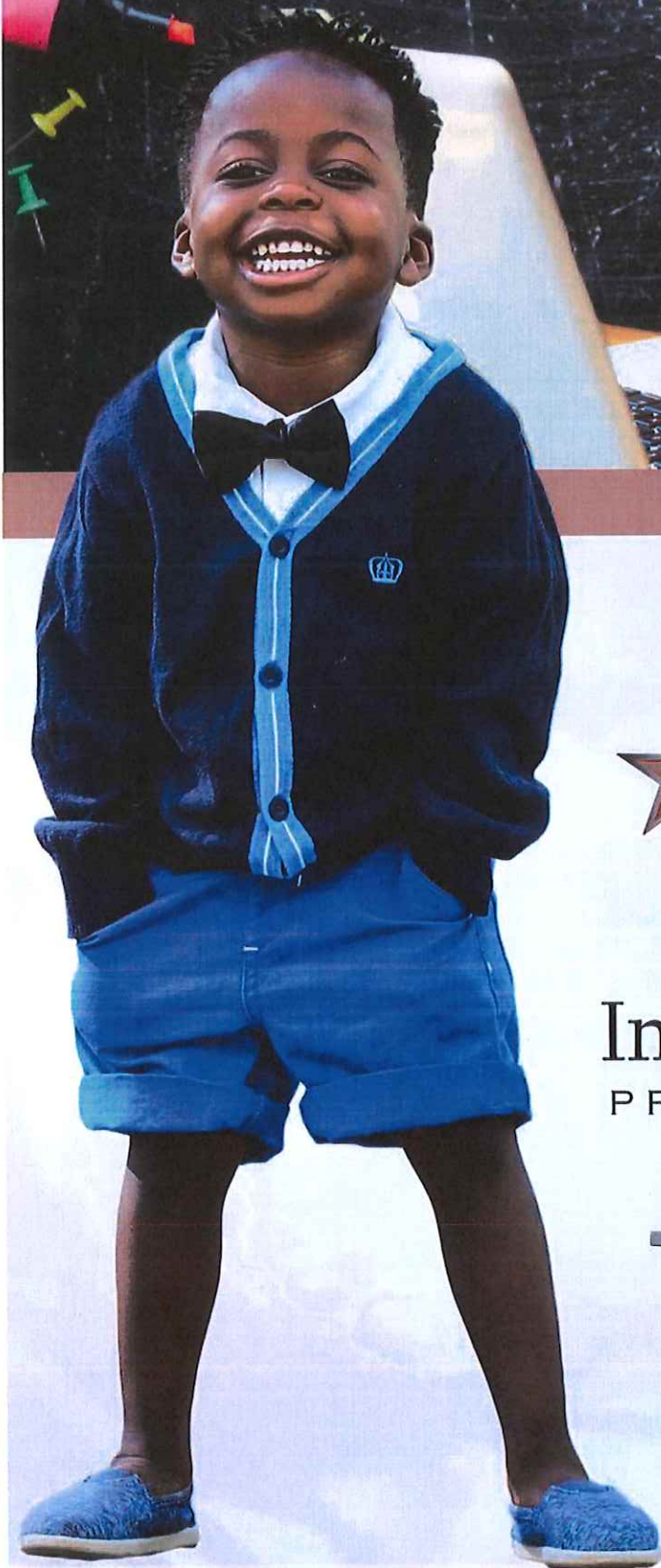


# ACCREDITATION APPLICATION

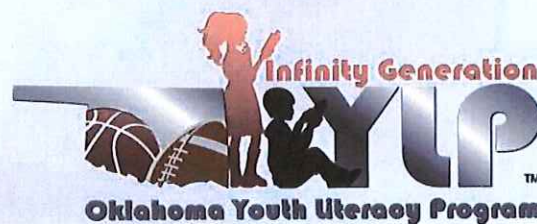


**GRADES  
PRE-K3 - 12**



**TM**

**Infinity Generation**  
PREPARATORY SCHOOL



**3663 NORTH LOTTIE  
OKLAHOMA CITY, OKLAHOMA 73111**

**(405) 601-3055**

**INFINITY GENERATION PREPARATORY SCHOOL IS AN EQUAL OPPORTUNITY PROVIDER**

July 19, 2021

Oklahoma  
State Department of Education  
Accreditation Standards Division  
Oklahoma City, Oklahoma 73105

Dear State Department of Education:

Infinity Generation Generals Preparatory School started with a vision to impact our community by educating, empowering and motivating our youth. Our traditional school in a non-traditional setting has allowed our program to reach students other schools may not be able to accommodate. We are unique in many ways as we strategically orchestrate our programs to ensure we meet each individual student's needs.

We offer year-round education in partnership with the Oklahoma Youth Literacy Program where the primary focus is to promote youth literacy. That program started in the summer of 2014 as our sports program needed to provide a professional educational aspect. In addition to teaching and learning, one of our goals is to expose students to an overall experience that enables them to develop life skills, deal with emotional situations and grow within an encouraging environment.

Our staff has an average of over twenty years of educational experience and comprises multiple areas concerning expertise in subject matters as well as learning environments. Our team works closely with parents and the community to achieve organizational student progress.

Even with our unique structure in a 6000-square-foot space, we have managed to maintain noise control and teach our students how to work in a more open environment. Within the state's recent challenging situations due to COVID-19, we still managed to test our students and have success during adversity.

We teach community, we advocate community, and we make sure our students are learning to be grateful for every opportunity they have been able to encounter. They will positively impact generations to come.

Respectfully,

*Gina Darby*

Gina Darby

Attached: IGG 2021 Test Scores



# CLASS PERFORMANCE PROFILE

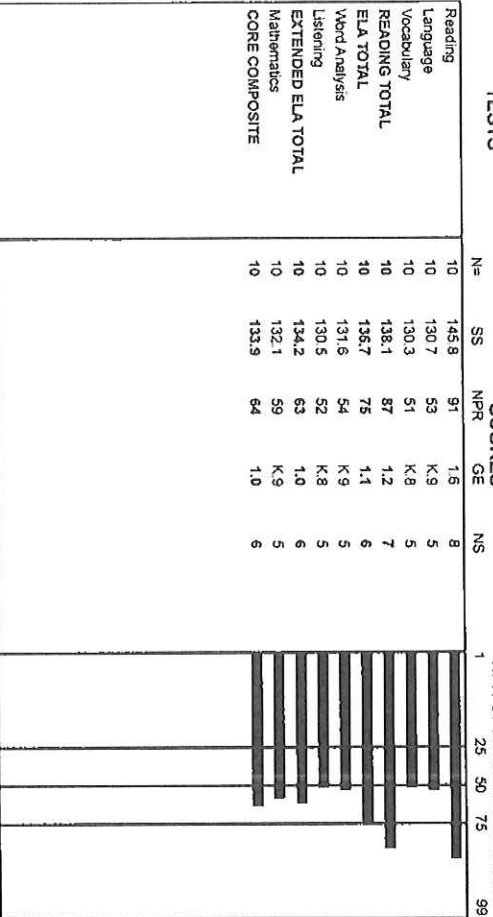
## Iowa Assessments™

Class: ADV MAVS  
 Building: INFINITY GENERATION  
 District: Salton Testing Services

Form-Level: E-6  
 Test Date: 04/20/21  
 Norms: Spring 2017  
 Grade: K  
 Page: 1

### TESTS

TESTS	N =	SS	SCORES		NPR OF AVERAGE SS GRAPH	
			NPR	GE	NS	1
Reading	10	145.8	91	1.5	8	1
Language	10	130.7	53	K.9	5	25
Vocabulary	10	130.3	51	K.8	5	50
READING TOTAL	10	138.1	87	1.2	7	75
ELA TOTAL	10	136.7	75	1.1	6	99
Word Analysis	10	131.6	54	K.9	5	
Listening	10	130.5	52	K.8	5	
EXTENDED ELA TOTAL	10	134.2	63	1.0	6	
Mathematics	10	132.1	59	K.9	5	
CORE COMPOSITE	10	133.9	64	1.0	6	



In the upper part of this report, average scores are printed for the tests, totals and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate the group's performance on each test relative to the other tests. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the group's stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required to answer the items in some tests. The number of items for each domain and cognitive level, the average percent correct for the group, and the average percent correct for students in this grade throughout the nation are reported. The difference between the group's percent correct and the national percent correct is displayed as a horizontal bar.

### INTERPRETING THE REPORT

■ = National Percentile Rank

Domains/Cognitive Levels	Total Items	%C Cts.	%C Nat.	Dif.	Differences		Total Items	%C Cts.	%C Nat.	Dif.	Differences	
					-20	+20					-20	+20
<b>Reading</b>												
Domains	17	73	36	+37			12	50	53	-3		
Words	17	81	32	+49			5	54	53	+1		
Comprehension	15	77	35	+42			5	72	63	+9		
Cognitive Levels	17	78	33	+45			11	58	56	+2		
Essential Competencies	2	60	35	+25			5	78	73	+5		
Conceptual Understanding							22	51	49	+2		
Extended Reasoning							8	51	50	+1		
Language												
Domains	4	48	42	+6								
Verb Tense	5	62	50	+12								
Classification	4	63	63	0								
Singular-Plural Usage	3	53	47	+6								
Operational Language	6	48	52	-4								
Spatial-Directional Language	4	58	70	-12								
Prepositions/Relationships	5	64	68	-4								
Comparatives/Superlative Adj												
Cognitive Levels	6	60	62	-2								
Essential Competencies	22	55	56	-1								
Conceptual Understanding	3	57	46	+11								
Extended Reasoning												
Vocabulary												
Domains	27	59	59	0								
Vocabulary												
Word Analysis												
Domains	20	81	78	+3								
Phonics Awareness/Decoding	13	73	68	+5								
Identify & Analyze Word Parts												
Listening												
Domains	15	55	53	+2								
Literal Comprehension												

SS = Average Standard Score (SS) NPR = National Percentile Rank of Average SS GE = Grade Equivalent of Average SS NS = National Norms of Average SS  
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# CLASS PERFORMANCE PROFILE Iowa Assessments™

Class: ADV WOODS  
Building: INFINITY GENERATION  
District: Seion Testing Services

Form Level: E-7  
Test Date: 04/2021  
Norms: Spring 2017  
Grade: 1  
Page: 1

## TESTS

TESTS	N=	SS	SCORES			NPR OF AVERAGE SS GRAPH			
			NPR	GE	NS	1	25	50	75
Reading	6	135.2	9	1.1	2	[Bar chart showing NPR of Average SS for Reading]			
Language	6	138.2	16	1.2	3	[Bar chart showing NPR of Average SS for Language]			
Vocabulary	6	130.3	13	K.8	3	[Bar chart showing NPR of Average SS for Vocabulary]			
READING TOTAL	6	132.7	6	1.0	2	[Bar chart showing NPR of Average SS for READING TOTAL]			
ELA TOTAL	6	135.8	12	1.1	3	[Bar chart showing NPR of Average SS for ELA TOTAL]			
Word Analysis	6	134.8	18	1.1	3	[Bar chart showing NPR of Average SS for Word Analysis]			
Listening	6	137.8	19	1.2	3	[Bar chart showing NPR of Average SS for Listening]			
EXTENDED ELA TOTAL	6	135.8	11	1.1	2	[Bar chart showing NPR of Average SS for EXTENDED ELA TOTAL]			
Mathematics	6	130.5	8	K.8	2	[Bar chart showing NPR of Average SS for Mathematics]			
Computation*	6	142.2	21	1.3	3	[Bar chart showing NPR of Average SS for Computation]			
MATH TOTAL	6	130.5	8	K.8	2	[Bar chart showing NPR of Average SS for MATH TOTAL]			
CORE COMPOSITE	6	133.2	6	K.9	2	[Bar chart showing NPR of Average SS for CORE COMPOSITE]			
Social Studies	6	137.7	20	1.1	3	[Bar chart showing NPR of Average SS for Social Studies]			
Science	6	143.2	35	1.4	4	[Bar chart showing NPR of Average SS for Science]			
COMPLETE COMPOSITE	6	136.0	12	1.1	3	[Bar chart showing NPR of Average SS for COMPLETE COMPOSITE]			

■ = National Percentile Rank

## INTERPRETING THE REPORT

In the upper part of this report, average scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.

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Domains/Cognitive Levels	Total Items	%C Cts.	%C Nat.	Diff.	Differences		Domains/Cognitive Levels	Total Items	%C Cts.	%C Nat.	Diff.	Differences		
					-20	+20						-20	+20	
<b>Reading</b>														
Intentional Literary Domains	3	44	50	-6			Domains (c)	12	57	70	-13			
Explicit Meaning	11	41	63	-22			Inferential Comprehension	7	52	71	-19			
Implicit Meaning	12	46	73	-27			Mathematics	7	54	71	-17			
Key Ideas	12	32	69	-37			Number Sense & Operations	9	51	71	-20			
Cognitive Levels							Ag. Patterns/Connections	5	37	54	-17			
Essential Competencies	9	46	78	-32			Data Analysis/Prob./Stats	9	77	81	-4			
Conceptual Understanding	17	43	70	-27			Geometry	7	40	63	-23			
Extended Reasoning	9	26	54	-28			Measurement	11	50	70	-20			
Language Domains							Cognitive Levels	11	36	59	-23			
Spelling	11	47	62	-15			Essential Competencies	5	67	74	-7			
Capitalization	5	47	64	-17			Conceptual Understanding	5	67	74	-7			
Punctuation	5	30	47	-17			Extended Reasoning	5	67	74	-7			
Written Expression	13	37	58	-21			Computation Domains	25	51	67	-16			
Cognitive Levels							Complete with Whole Numbers	7	62	73	-11			
Essential Competencies	17	39	64	-25			History	9	59	67	-8			
Conceptual Understanding	12	42	54	-12			Geography	8	75	84	-9			
Extended Reasoning	5	43	53	-10			Economics	7	52	76	-24			
Vocabulary Domains							Civics & Government	10	63	80	-17			
Vocabulary	26	34	60	-26			Cognitive Levels	12	64	75	-11			
Word Analysis							Essential Competencies	7	55	65	-10			
Domaine							Conceptual Understanding	14	79	82	-3			
Phon. Awareness/Decoding	14	69	77	-8			Extended Reasoning	14	79	82	-3			
Identity & Analyze Word Parts	18	55	75	-20			Science Domains							
Listening Domains							Life Science							
Literal Comprehension	15	50	67	-17										

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# CLASS PERFORMANCE PROFILE

## Iowa Assessments™

Class: ADV MITCHELL  
 Building: INFINITY GENERATION  
 District: Seaton Testing Services

Form-Level: E-8  
 Test Date: 04/20/21  
 Norms: Spring 2017  
 Grade: 2  
 Page: 1

### TESTS

TESTS	N=	SS	SCORES		NS
			NPR	GE	
Reading	3	157.0	26	2.2	4
Language	3	163.7	39	2.6	4
Vocabulary	3	162.7	39	2.5	4
READING TOTAL	3	160.0	32	2.3	4
ELA TOTAL	3	161.3	32	2.4	4
Word Analysis	3	180.3	67	3.5	6
Listening	3	156.0	22	2.1	3
EXTENDED ELA TOTAL	3	163.3	37	2.5	4
Mathematics	3	163.0	38	2.4	4
Computation*	3	170.7	56	3.0	5
MATH TOTAL	3	163.0	38	2.4	4
CORE COMPOSITE	3	162.3	34	2.5	4
Social Studies	3	164.3	41	2.6	5
Science	3	162.0	38	2.5	4
COMPLETE COMPOSITE	3	162.7	34	2.5	4



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### INTERPRETING THE REPORT

Domains/Cognitive Levels	Total Items	%C Cts.	%C Nat.	Diff.	Differences	
					-20	+20
<b>Reading</b>						
Informational	12	69	65	+4		
Literary	8	38	57	-19		
Domains						
Vocabulary	2	33	54	-21		
Explicit Meaning	11	45	75	-31		
Implicit Meaning	12	67	69	-6		
Key Ideas	11	76	69	+7		
Author's Craft	2	17	61	-44		
<b>Cognitive Levels</b>						
Essential Competencies	10	47	80	-33		
Conceptual Understanding	15	62	70	-8		
Extended Reasoning	13	64	65	-2		
<b>Language</b>						
Domains						
Spelling	11	73	75	-2		
Capitalization	7	52	70	-18		
Punctuation	7	67	67	0		
Written Expression	17	61	68	-7		
<b>Cognitive Levels</b>						
Essential Competencies	16	71	74	-3		
Conceptual Understanding	20	63	70	-7		
Extended Reasoning	6	44	58	-14		
<b>Vocabulary</b>						
Domains						
Vocabulary	26	59	63	-5		
<b>Word Analysis</b>						
Domains						
Prior Awareness/Decoding	12	83	80	+3		
Identify & Analyze Word Parts	21	86	75	+11		
<b>Listening</b>						
Domains						
Literal Comprehension	13	56	70	-14		
Inferential Comprehension	14	62	72	-10		
Mathematics						
Domains						
Number Sense & Operations	15	60	66	-6		
Alg. Patterns/Connections	9	59	71	-12		
Data Analysis/Prob/Stats	10	70	67	+3		
Geometry	5	73	72	+1		
Measurement	7	71	78	-7		
<b>Cognitive Levels</b>						
Essential Competencies	6	89	79	+10		
Conceptual Understanding	34	67	71	-4		
Extended Reasoning	5	33	51	-18		
<b>Computation</b>						
Domains						
Compute with Whole Numbers	27	69	75	-6		
<b>Social Studies</b>						
Domains						
History	8	58	71	-13		
Geography	10	70	64	+6		
Economics	5	87	81	+6		
Civics & Government	6	67	77	-10		
<b>Cognitive Levels</b>						
Essential Competencies	10	93	74	+19		
Conceptual Understanding	12	64	72	-8		
Extended Reasoning	7	43	65	-22		
<b>Science</b>						
Domains						
Life Science	10	63	70	-7		
<b>Science (c)</b>						
Domains (c)						
Earth & Space Science	11	64	70	-6		
Physical Science	8	67	68	-1		
<b>Cognitive Levels</b>						
Essential Competencies	10	67	70	-3		
Conceptual Understanding	13	64	71	-7		
Extended Reasoning	6	61	65	-4		
<b>Information Literacy</b>						
Domains						
Acquiring Information	4	92	70	+22		
Evaluating Information	3	11	51	-40		
Using Information	8	67	65	+2		

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# CLASS PERFORMANCE PROFILE

## Iowa Assessments™

Class: ADV DOUGLAS  
 Building: INFINITY GENERATION  
 District: Seaton Testing Services

Form-Level: E-9  
 Test Date: 04/20/21  
 Norms: Spring 2017  
 Grade: 3

### TESTS

TESTS	N	SCORES			NPR OF AVERAGE SS GRAPH		
		SS	NPR	GE	NS	1	25 50 75 99
Reading	6	188.7	24	2.9	4		
Written Expression	6	159.5	13	2.3	3		
Conventions of Writing	6	161.7	14	2.4	3		
Vocabulary	6	159.8	12	2.3	3		
READING TOTAL	6	164.0	17	2.6	3		
ELA TOTAL	6	162.5	16	2.5	3		
Word Analysis	6	155.0	14	1.9	3		
Listening	6	151.8	5	1.9	2		
EXTENDED ELA TOTAL	6	159.5	8	2.4	2		
Mathematics	6	165.0	17	2.5	3		
Computation*	6	188.7	17	2.9	3		
MATH TOTAL	6	165.0	17	2.5	3		
CORE COMPOSITE	6	163.8	14	2.6	3		
Social Studies	6	156.2	8	2.1	2		
Science	6	159.5	14	2.3	3		
COMPLETE COMPOSITE	6	161.8	11	2.4	2		

■ = National Percentile Rank

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Domains/Cognitive Levels	Total Items	%C Cts.	%C Nat.	Diff.	Differences		Total Items	%C Cts.	%C Nat.	Diff.	Differences	
					-20	0 +20					-20	0 +20
<b>Reading</b>												
Informational	22	47	68	-19			11	64	77	-13		
Literary	19	46	65	-19			5	5	20	71	-51	
<b>Domains</b>												
Vocabulary	4	50	70	-20			12	32	59	-27		
Explicit Meaning	16	50	66	-16			8	33	62	-29		
Implicit Meaning	9	44	69	-25			10	42	61	-19		
Key Ideas	7	33	61	-28			10	42	61	-19		
Author's Craft	5	53	63	-10			13	42	67	-25		
<b>Cognitive Levels</b>												
Essential Competencies	13	49	69	-20			13	42	62	-29		
Conceptual Understanding	21	48	66	-18			12	33	62	-29		
Extended Reasoning	7	36	57	-21			5	23	42	-19		
Written Expression												
<b>Domains</b>												
Usage & Grammar	15	29	59	-29			5	20	54	-34		
Sentence Structure	9	41	71	-30			4	38	75	-37		
Planning & Organization	6	44	71	-27			6	47	74	-27		
Appropriate Expression	5	27	60	-33								
<b>Cognitive Levels</b>												
Essential Competencies	20	29	61	-32			5	20	54	-34		
Conceptual Understanding	7	45	72	-27			4	38	75	-37		
Extended Reasoning	8	38	65	-27			6	47	74	-27		
Conventions of Writing												
<b>Domains</b>												
Spelling	24	36	63	-27			6	31	59	-28		
Capitalization	20	33	59	-26			9	28	70	-42		
Punctuation	20	21	52	-31			8	40	66	-26		
Vocabulary							7	40	66	-26		
<b>Domains</b>												
Vocabulary	29	37	66	-29			14	36	66	-30		

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# CLASS PERFORMANCE PROFILE

## Iowa Assessments™

Class: ADV DOUGLAS  
 Building: INFINITY GENERATION  
 District: Selton Testing Services

Form Level: E-10  
 Test Date: 04/20/17  
 Norms: Spring 2017  
 Grade: 4  
 Page: 1

### TESTS

TESTS	N=	SS	SCORES			NPR OF AVERAGE SS GRAPH
			NPR	GE	NS	
Reading	1	205.0	57	5.2	5	1
Written Expression	1	180.0	24	3.5	4	1
Conventions of Writing	1	169.0	11	2.8	2	1
Vocabulary	1	202.0	54	4.9	5	1
READING TOTAL	1	204.0	56	5.0	5	1
ELA TOTAL	1	190.0	35	4.1	4	1
Mathematics	1	192.0	36	4.2	4	1
Computation*	1	175.0	11	3.3	2	1
MATH TOTAL	1	192.0	36	4.2	4	1
CORE COMPOSITE	1	191.0	34	4.1	4	1
Social Studies	1	192.0	36	4.2	4	1
Science	1	196.0	44	4.5	4	1
COMPLETE COMPOSITE	1	192.0	36	4.2	4	1



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Domains/Cognitive Levels	Total Items	%C Cis	%C Nat	Diff	Differences		Total Items	%C Cis	%C Nat	Diff	Differences	
					-20	+20					-20	+20
<b>Reading</b>												
International Literary Domains	20	70	68	+2			16	63	65	-2		
Vocabulary	5	80	76	+4			9	56	67	-11		
Explicit Meaning	15	60	63	-3			8	38	60	-22		
Implicit Meaning	11	91	70	+21			11	82	67	+15		
Key Ideas	5	67	70	-3			11	27	53	-26		
Audex's Craft	5	80	65	+15			6	53	73	-20		
Cognitive Levels							37	54	65	-11		
Essential Competencies	11	73	66	+7			12	42	50	-8		
Conceptual Understanding	24	75	68	+7			12	42	50	-8		
Extended Reasoning	7	71	67	+4			12	42	50	-8		
Written Expression							27	37	69	-32		
Domains												
Usage & Grammar	12	17	60	-43			3	63	64	-1		
Sentence Structure	9	67	67	0			11	45	59	-14		
Planning & Organization	11	45	69	-24			7	71	78	-7		
Appropriate Expression	6	50	58	-8			8	50	60	-10		
Cognitive Levels							8	50	60	-10		
Essential Competencies	16	36	63	-25			15	53	62	-9		
Conceptual Understanding	8	63	66	-3			11	64	68	-4		
Extended Reasoning	14	36	64	-28			8	50	63	-13		
Conventions of Writing												
Domains												
Spelling	27	59	65	-6			14	71	62	+9		
Capitalization	22	14	58	-44			10	60	69	-9		
Punctuation	22	23	53	-30			10	40	57	-17		
Vocabulary							11	73	60	+13		
Domains	34	74	67	+7								
<b>Mathematics</b>												
Domains												
Number Sense & Operations	16	63	65	-2			9	56	67	-11		
Alg. Patterns/Connections	9	67	67	0			11	38	60	-22		
Data Analysis/Prob./Stats	8	38	60	-22			11	82	67	+15		
Geometry	11	63	67	-4			11	27	53	-26		
Measurement	11	91	70	+21			11	27	53	-26		
Cognitive Levels							6	53	73	-20		
Essential Competencies	5	80	65	+15			37	54	65	-11		
Conceptual Understanding	11	73	66	+7			12	42	50	-8		
Extended Reasoning	24	75	68	+7			12	42	50	-8		
Computation	7	71	67	+4			12	42	50	-8		
Domains												
Compute with Whole Numbers	27	37	69	-32			3	63	64	-1		
Social Studies												
Domains												
History	9	63	64	-1			11	45	59	-14		
Geography	11	45	69	-24			7	71	78	-7		
Economics	6	50	58	-8			8	50	60	-10		
Civics & Government	16	36	63	-25			15	53	62	-9		
Cognitive Levels	8	63	66	-3			11	64	68	-4		
Essential Competencies	14	36	64	-28			8	50	63	-13		
Conceptual Understanding	8	63	66	-3			11	64	68	-4		
Extended Reasoning	14	36	64	-28			8	50	63	-13		
Science												
Domains												
Life Science	14	71	62	+9			10	60	69	-9		
Earth & Space Science	22	14	58	-44			10	40	57	-17		
Physical Science	22	23	53	-30			10	40	57	-17		
Cognitive Levels							11	73	60	+13		
Essential Competencies	34	74	67	+7								
Science (c)												
Domains/Cognitive Levels												
Conceptual Understanding	18	61	66	-5			4	75	80	-5		
Extended Reasoning	5	20	54	-34			3	67	80	-13		
Information Literacy	4	75	55	+20			8	67	80	-13		
Domains												
Acquiring Information	4	75	55	+20			8	67	80	-13		
Evaluating Information	3	67	80	-13			8	67	80	-13		
Using Information	8	86	75	+13								

SS = Average Standard Score (SS) NPR = National Percentile Rank of Average SS GE = Grade Equivalent of Average SS NS = National Statistic of Average SS  
 A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20.  
 Numbers may not sum to 100% due to rounding %C = Percent Correct N = Number included \* = Main Computation is not included in Math Total or composite scores that include Math Total.







# CLASS PERFORMANCE PROFILE

## Iowa Assessments™

Class: ADV ANDERSON  
 Building: INFINITY GENERATION  
 District: Selton Testing Services

Form-Level: E-13  
 Test Date: 04/20/21  
 Norms: Spring 2017  
 Grade: 7  
 Page: 1

### TESTS

SS NPR GE NS

TESTS	N=	SS	NPR	GE	NS
Reading	1	182.0	2	2.4	1
Written Expression	1	168.0	7	2.8	2
Conventions of Writing	1	181.0	7	3.4	2
Vocabulary	1	208.0	16	5.4	3
<b>READING TOTAL</b>	<b>1</b>	<b>185.0</b>	<b>5</b>	<b>3.8</b>	<b>2</b>
ELA TOTAL	1	175.0	2	3.1	1
Mathematics	1	178.0	2	3.3	1
Computation*	1	211.0	21	5.6	3
<b>MATH TOTAL</b>	<b>1</b>	<b>178.0</b>	<b>2</b>	<b>3.3</b>	<b>1</b>
<b>CORE COMPOSITE</b>	<b>1</b>	<b>176.0</b>	<b>1</b>	<b>3.2</b>	<b>1</b>
Social Studies	1	183.0	8	3.7	2
Science	1	191.0	11	4.2	2
<b>COMPLETE COMPOSITE</b>	<b>1</b>	<b>180.0</b>	<b>1</b>	<b>3.4</b>	<b>1</b>



■ = National Percentile Rank

### INTERPRETING THE REPORT

In the upper part of this report, average scores are printed for the tests, totals and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bars in the NPR Graph illustrate the group's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the group's stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required to answer the items in some tests. The number of items for each domain and cognitive level, the average percent correct for the group, and the average percent correct for students in this grade throughout the nation are reported. The difference between the group's percent correct and the national percent correct is displayed as a horizontal bar.

The College Readiness section reports the percent of students in the group that are on track to enroll and succeed in postsecondary coursework when they graduate from high school. Students reported as "On Track" should continue to work hard to stay on track. Students reported as "Not yet on Track" may need additional coursework, study, or other assistance to become "On Track."

Domains/Cognitive Levels	Total Items	%C Cts.	%C Nat.	Diff.	Differences
					-20 0 +20
<b>Reading</b>					
Informational Literacy	29	17	67	-50	-
Vocabulary	16	19	72	-53	-
Explicit Meaning	5	40	68	-28	-
Implicit Meaning	10	70	70	-	-
Key Ideas	11	36	64	-28	-
Author's Craft	9	11	71	-60	-
Cognitive Levels	10	10	69	-59	-
Essential Competencies	10	0	68	-68	-
Conceptual Understanding	28	25	70	-45	-
Extended Reasoning	7	14	64	-50	-
<b>Written Expression</b>					
Domains					
Usage & Grammar	14	21	52	-31	-
Sentence Structure	8	50	73	-23	-
Planning & Organization	13	31	65	-34	-
Appropriate Expression	10	10	63	-53	-
Cognitive Levels	20	15	54	-39	-
Essential Competencies	10	10	71	-21	-
Conceptual Understanding	10	50	67	-40	-
Extended Reasoning	15	27	67	-40	-
<b>Conventions of Writing</b>					
Domains					
Spelling	34	21	61	-40	-
Capitalization	27	19	53	-34	-
Punctuation	27	25	49	-23	-
Vocabulary					
Domains					
Vocabulary	41	37	59	-22	-
<b>Mathematics</b>					
Domains/Cognitive Levels					
Domains					
Number Sense & Operations	19	26	65	-39	-
Alg. Patterns/Connections	12	8	64	-56	-
Data Analysis/Prob./Stats	9	66	55	-19	-
Geometry	14	36	55	-19	-
Measurement	14	21	56	-35	-
Cognitive Levels	6	17	62	-45	-
Essential Competencies	5	22	61	-39	-
Conceptual Understanding	5	20	59	-39	-
Extended Reasoning	8	50	65	-15	-
Computation	12	17	58	-42	-
Domains	11	45	59	-14	-
Compute with Whole Numbers	8	50	65	-15	-
Compute with Fractions	12	17	58	-42	-
Compute with Decimals	11	45	59	-14	-
<b>Social Studies</b>					
Domains					
History	11	27	60	-33	-
Geography	10	10	63	-53	-
Economics	9	22	63	-41	-
Civics & Government	11	45	58	-13	-
Cognitive Levels	11	11	60	-33	-
Essential Competencies	11	45	65	-20	-
Conceptual Understanding	19	16	39	-43	-
Extended Reasoning	11	27	60	-33	-
Science					
Domains					
Life Science	14	21	65	-44	-
Earth & Space Science	14	36	55	-19	-
<b>Science (c)</b>					
Domains/Cognitive Levels					
Domains (c)					
Physical Science	13	31	56	-25	-
Cognitive Levels	12	42	61	-19	-
Essential Competencies	9	17	60	-43	-
Conceptual Understanding	24	17	60	-43	-
Extended Reasoning	5	60	48	+12	+
Information Literacy					
Domains					
Acquiring Information	1	0	55	-55	-
Evaluating Information	5	20	57	-47	-
Using Information	9	22	62	-40	-
<b>College Readiness</b>					
Grade-Level Benchmarks					
Reading	0%	on Track			
Language	0%	on Track			
Mathematics	0%	on Track			
Science	0%	on Track			

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# CLASS PERFORMANCE PROFILE

## Iowa Assessments™

Class: ADV MORGAN  
 Building: INFINITY GENERATION  
 District: Seaton Testing Services

Form-Level: E-13  
 Test Date: 04/20/21  
 Norms: Spring 2017  
 Grade: 7  
 Page: 1

### TESTS

TESTS	N#	SS	SCORES			NPR OF AVERAGE SS GRAPH				
			NPR	GE	NS	1	25	50	75	99
Reading	1	197.0	16	4.5	3					
Written Expression	1	231.0	44	7.1	5					
Conventions of Writing	1	258.0	65	9.6	6					
Vocabulary	1	203.0	12	5.0	3					
<b>READING TOTAL</b>	1	<b>280.0</b>	<b>14</b>	<b>4.8</b>	<b>3</b>					
ELA TOTAL	1	220.0	30	6.2	4					
Mathematics	1	212.0	5.6	4	4					
Computation*	1	273.0	81	11.5	7					
<b>MATH TOTAL</b>	1	<b>212.0</b>	<b>24</b>	<b>5.6</b>	<b>4</b>					
<b>CORE COMPOSITE</b>	1	<b>216.0</b>	<b>26</b>	<b>5.9</b>	<b>4</b>					
Social Studies	1	192.0	12	4.2	3					
Science	1	224.0	35	6.6	4					
<b>COMPLETE COMPOSITE</b>	1	<b>213.0</b>	<b>24</b>	<b>5.7</b>	<b>4</b>					

■ = National Percentile Rank

### INTERPRETING THE REPORT

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The College Readiness section reports the percent of students in the group that are on track to enroll and succeed in postsecondary coursework when they graduate from high school. Students reported as "On Track" should continue to work hard to stay on track. Students reported as "Not yet on Track" may need additional coursework, study, or other assistance to become "On Track."

Domains/Cognitive Levels	Total Items	%C Cis.	%C Natl.	Diff	Differences					Total Items	%C Cis.	%C Natl.	Diff	Differences					
					-20	0	+20	-20	0					+20	-20	0	+20		
<b>Reading</b>																			
Informational Domains	29	52	67	-15															
Literary Domains	16	31	72	-41															
Vocabulary	5	40	60	-28															
Explicit Meaning	10	30	70	-40															
Implicit Meaning	11	55	64	-9															
Key Ideas	9	44	71	-27															
Author's Craft	10	50	69	-19															
<b>Cognitive Levels</b>																			
Essential Competencies	10	40	68	-28															
Conceptual Understanding	28	39	70	-31															
Extended Reasoning	7	71	64	+7															
<b>Written Expression</b>																			
Domains	14	64	52	+12															
Usage & Grammar	8	50	73	-23															
Sentence Structure	13	69	65	+4															
Planning & Organization	10	50	63	-13															
Appropriate Expression	10	50	63	-13															
<b>Cognitive Levels</b>																			
Essential Competencies	20	60	54	+6															
Conceptual Understanding	10	50	71	-21															
Extended Reasoning	15	67	67	0															
<b>Conventions of Writing</b>																			
Domains	34	50	61	-11															
Spelling	27	70	53	+17															
Capitalization	27	70	53	+17															
Punctuation	27	52	49	+3															
<b>Vocabulary</b>																			
Domains	41	34	59	-25															
Vocabulary	41	34	59	-25															
<b>Mathematics</b>																			
Domains	19	63	65	-2															
Number Sense & Operations	12	50	64	-14															
Alg. Patterns/Connections	11	45	66	-21															
Data Analysis/Prob/Stats	14	14	55	-41															
Geometry	14	29	56	-27															
Measurement	14	29	56	-27															
<b>Cognitive Levels</b>																			
Essential Competencies	6	33	62	-29															
Conceptual Understanding	5	44	61	-17															
Extended Reasoning	5	20	53	-33															
<b>Computation</b>																			
Domains	8	88	65	+23															
Compute with Whole Numbers	12	75	59	+16															
Compute with Decimals	11	91	59	+32															
<b>Social Studies</b>																			
Domains	11	45	60	-15															
History	10	40	63	-23															
Geography	9	22	63	-41															
Economics	11	18	58	-40															
Civics & Government	11	27	65	-38															
<b>Cognitive Levels</b>																			
Essential Competencies	11	47	59	-12															
Conceptual Understanding	19	47	59	-12															
Extended Reasoning	11	9	60	-51															
<b>Science</b>																			
Domains	14	64	65	-1															
Life Science	14	21	55	-34															
Earth & Space Science	14	21	55	-34															
<b>Science (c)</b>																			
Domains (c)	13	69	56	+13															
Physical Science	12	67	61	+6															
Cognitive Levels	24	46	60	-14															
Essential Competencies	5	40	48	-8															
Conceptual Understanding	5	40	48	-8															
Extended Reasoning	5	40	48	-8															
<b>Information Literacy</b>																			
Domains	1	100	55	+45															
Acquiring Information	5	0	67	-67															
Evaluating Information	5	0	62	-62															
Using Information	9	33	62	-29															
<b>College Readiness</b>																			
Grade-Level Benchmarks	0%	on Track																	
Reading	0%	on Track																	
Language	0%	on Track																	
Mathematics	0%	on Track																	
Science	0%	on Track																	

SS = Average Standard Score (SS) NPR = National Percentile Rank of Average SS GE = Grade Equivalent of Average SS NS = National Norms of Average SS  
 A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20.  
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# CLASS SUMMARY

## Iowa Assessments™

Class: ADV WOODS  
 Building: INFINITY GENERATION  
 District: Seaton Testing Services

Form Level: E-7  
 Test Date: 04/2021  
 Norms: Spring 2017  
 Grade: 1  
 Page: 1

	English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COM-PIETE COMPOSITE	
	Reading	Language	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation					MATH TOTAL
<b>Adv Woods Level: 7</b>															
Number of Students Tested = 6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Number of Students Included	135.2	138.2	130.3	132.7	135.8	134.8	137.8	135.8	142.2	130.5	133.2	137.7	143.2	136.0	
Average Standard Score (SS)	9	16	13	6	12	18	19	11	21	8	6	20	35	12	
National Percentile Rank of Average SS			17												
Percent of Students in NPR Range 75-99	17	33	83	17	17	33	17	17	67	17	17	17	33	17	
50-74		67	83	83	83	67	83	83	33	83	83	67	33	83	
25-49		1.2	K.8	1.0	1.1	1.1	1.2	1.1	1.3	K.8	K.9	1.1	1.4	1.1	
1-24		3	3	2	3	3	3	2	3	2	2	3	4	3	
Grade Equivalent of Average SS															
National Stanine of Average SS	2														

\* - Main computation is not included in Main Total or composite scores that include Math Total



# CLASS SUMMARY

## Iowa Assessments™

Class: ADV MITCHELL  
 Building: INFINITY GENERATION  
 District: Seion Testing Services

Form Level: E-8  
 Test Date: 04/2021  
 Norms: Spring 2017  
 Grade: 2  
 Page: 1

	English Language Arts						Mathematics				CORE COMPOSITE	Social Studies	Sciences	COMPLETE COMPOSITE	
	Reading	Language	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation					MATH TOTAL
<b>Adv Mitchell Level: 8</b>															
Number of Students Tested = 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Number of Students Included	157.0	163.7	162.7	160.0	161.3	180.3	156.0	163.3	163.0	170.7	163.0	162.3	164.3	162.0	162.7
Average Standard Score (SS)	26	39	39	32	32	67	22	37	38	58	38	34	41	38	34
National Percentile Rank of Average SS						33			33	33	33	33	33	33	33
Percent of Students in NPR Range 75-99						33			33	33	33	33	33	33	33
50-74						33			33	33	33	33	33	33	33
25-49						33			33	33	33	33	33	33	33
1-24						33			33	33	33	33	33	33	33
Grade Equivalent of Average SS	2.2	2.6	2.5	2.3	2.4	3.5	2.1	2.5	2.4	3.0	2.4	2.5	2.6	2.5	2.5
National Stanine of Average SS	4	4	4	4	4	6	3	4	4	5	4	4	5	4	4

\* - Main computation is not included in Main Total or composite scores that include Main Total

# CLASS SUMMARY

## Iowa Assessments™

Class: ADV DOUGLAS  
 Building: INFINITY GENERATION  
 District: Seaton Testing Services

Form Level: E-9  
 Test Date: 04/2021  
 Norms: Spring 2017  
 Grade: 3  
 Page: 1

	English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COM- PLETE COMPOSITE		
	Reading	Written Expression	Convention of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening	EXT. ELA TOTAL	Mathematics					Computation	MATH TOTAL
Adv Douglas Level: 9																
Number of Students Tested = 6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Number of Students Included	168.7	158.5	161.7	159.8	164.0	162.5	155.0	151.8	159.5	165.0	168.7	165.0	163.8	156.2	159.5	161.8
Average Standard Score (SS)	24	13	14	12	17	15	14	5	8	17	17	17	14	8	14	11
National Percentile Rank of Average SS																
Percent of Students in NPR Range 75-99	17	17	17	17	33	33	17	100	100	17	17	17	33	17	17	33
50-74	33	17	17	17	67	67	83	100	100	67	83	67	67	83	67	67
25-49	50	67	83	83	67	67	83	100	100	83	83	67	67	83	67	67
1-24	2.9	2.3	2.4	2.3	2.6	2.5	2.1	1.9	2.4	2.5	2.9	2.5	2.6	2.1	2.3	2.4
Grade Equivalent of Average SS																
National Stanine of Average SS	4	3	3	3	3	3	3	2	2	3	3	3	3	2	3	2

\* - Math computation is not included in Math Total or composite scores that include Math Total

# CLASS SUMMARY

## Iowa Assessments™

Class: ADV DOUGLAS  
 Building: INFINITY GENERATION  
 District: Selon Testing Services

Form Level: E-10  
 Test Date: 04/2021  
 Norms: Spring 2017  
 Grade: 4  
 Page: 1

	English Language Arts					Mathematics				CORE COMPOSITE	Social Studies	Science	COMPOSITE
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics	Computation	MATH TOTAL				
Adv Douglas Level: 10 Number of Students Tested = 1 Average Standard Score (SS) National Percentile Rank of Average SS Percent of Students in NPR Range 75-99	1 205.0 57	1 180.0 24	1 169.0 11	1 202.0 54	1 204.0 56	1 190.0 35	1 192.0 36	1 175.0 11	1 192.0 35	1 191.0 34	1 192.0 36	1 196.0 44	1 192.0 36
50-74	100			100	100	100	100	100	100	100	100	100	100
25-49		100		4.9	5.0	4.1	4.2	3.3	4.2	4.1	4.2	4.5	4.2
1-24	5.2	3.5	2.8	5	5	4.1	4.2	3.3	4.2	4.1	4.2	4.5	4.2
Grade Equivalent of Average SS	5	4	2	5	4	4	4	2	4	4	4	5	4
National Stanine of Average SS													

\* = Math computation is not included in Math Total or composite scores that include Math Total



# CLASS SUMMARY

## Iowa Assessments™

Class: ADV MORGAN  
 Building: INFINITY GENERATION  
 District: Seaton Testing Services

Form Level: E-11  
 Test Date: 04/20/21  
 Norms: Spring 2017  
 Grade: 5  
 Page: 1

	English Language Arts					Mathematics			CORE COMPOSITE	Social Studies	Science	COM- PLETE COM- POSITE
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics	Compu- tation*				
Adv Morgan Level: 11												
Number of Students Tested = 2	2	2	2	2	2	2	2	2	2	2	2	2
Number of Students Included	198.5	190.5	199.5	194.5	197.0	193.5	212.0	193.5	194.0	183.0	197.0	193.0
Average Standard Score (SS)	32	26	32	22	28	24	47	24	23	15	29	23
National Percentile Rank of Average SS							50					
Percent of Students in NPR Range 75-99												
50-74	50	50	50	50	50	50	50	50	50	100	100	50
25-49	50	50	50	50	50	50	50	50	50	100	100	50
1-24	4.7	4.2	4.8	4.4	4.6	4.4	5.7	4.4	4.3	3.7	4.6	4.2
Grade Equivalent of Average SS												
National Stanine of Average SS	4	4	4	3	4	4	5	4	3	3	4	3

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# CLASS SUMMARY

## Iowa Assessments™

Class: ADV ANDERSON  
 Building: INFINITY GENERATION  
 District: Seion Testing Services

Form Level: E-13  
 Test Date: 04/2021  
 Norms: Spring 2017  
 Grade: 7  
 Page: 1

	English Language Arts					Mathematics			CORE COMPOSITE	Social Studies	Science	COM- PLETE COM- POSITE
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	Mathematics	Compu- tation*	MATH TOTAL				
Adv Anderson Level: 13												
Number of Students Tested = 1	1	1	1	1	1	1	1	1	1	1	1	1
Number of Students Included	162.0	168.0	181.0	208.0	185.0	211.0	178.0	176.0	183.0	191.0	180.0	
Average Standard Score (SS)	2	7	7	16	5	21	2	1	8	11	1	
National Percentile Rank of Average SS												
Percent of Students in NPR Range 75-99												
50-74												
25-49												
1-24	100	100	100	100	100	100	100	100	100	100	100	100
Grade Equivalent of Average SS	2.4	2.8	3.4	5.4	3.8	5.6	3.3	3.2	3.7	4.2	3.4	
National Stanine of Average SS	1	2	2	3	2	3	1	1	2	2	1	

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# CLASS SUMMARY

## Iowa Assessments™

Class: ADV MORGAN  
 Building: INFINITY GENERATION  
 District: Seion Testing Services

Form Level: E-13  
 Test Date: 04/2021  
 Norms: Spring 2017  
 Grade: 7  
 Page: 1

	English Language Arts					Mathematics			CORE COMPOSITE	Social Studies	Science	COM- PLETE COM- POSITE
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics	Computation				
Adv Morgan Level: 13												
Number of Students Tested = 1	1	1	1	1	1	1	1	1	1	1	1	1
Number of Students Included	197.0	231.0	258.0	203.0	200.0	212.0	273.0	212.0	216.0	192.0	224.0	213.0
Average Standard Score (SS)	16	44	65	12	14	30	81	24	26	12	35	24
National Percentile Rank of Average SS			100			100	100		100	100	100	100
Percent of Students in NPR Range 75-99												
50-74												
25-49												
1-24												
Grade Equivalent of Average SS	100	100	100	100	100	100	100	100	100	100	100	100
National Stanine of Average SS	4.5	7.1	9.6	5.0	4.8	6.2	11.5	5.6	5.9	4.2	6.6	5.7
	3	5	6	3	3	4	7	4	4	3	4	4

\* = Math computation is not included in Main Total or composite scores that include Main Total



# CLASS SUMMARY

## Iowa Assessments™

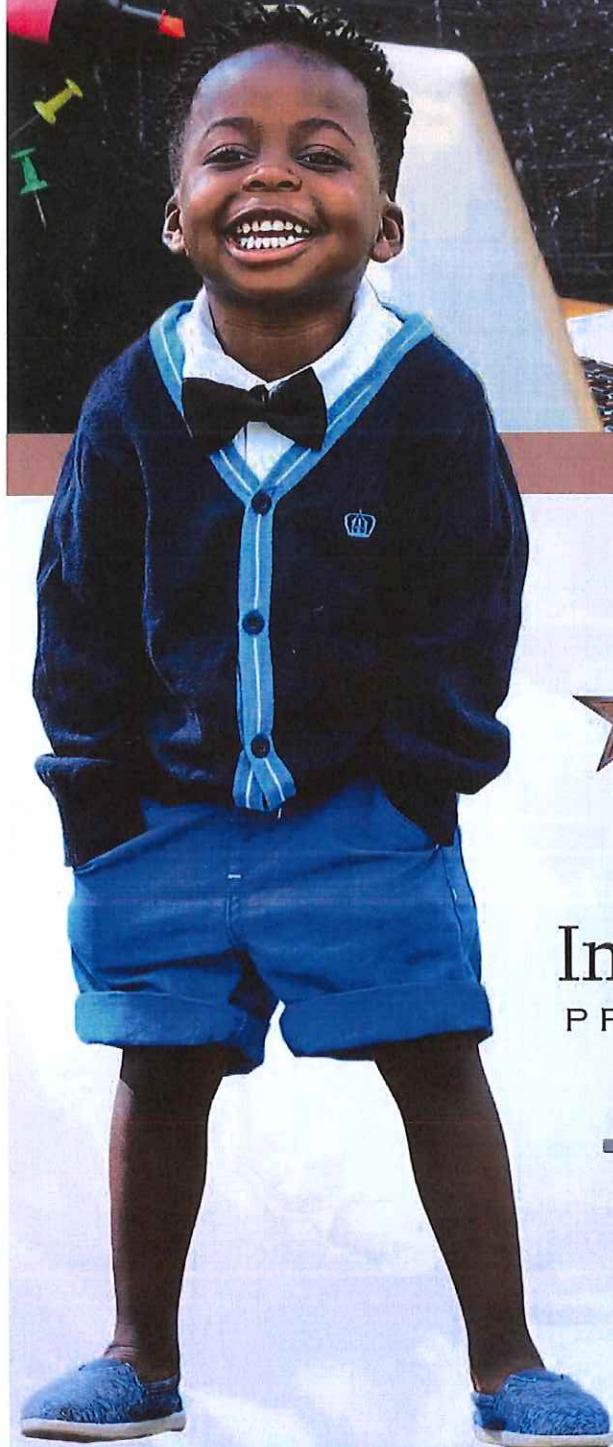
Class: ADV MORGAN  
 Building: INFINITY GENERATION  
 District: Seaton Testing Services

Form Level: E:14  
 Test Date: 04/20/21  
 Norms: Spring 2017  
 Grade: 8  
 Page: 1

	English Language Arts					Mathematics				CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	Mathematics	Computation	MATH TOTAL					
Adv Morgan Level: 14													
Number of Students Tested = 1	1	1	1	1	1	1	1	1	1	1	1	1	1
Number of Students Included	185.0	219.0	174.0	217.0	201.0	261.0	201.0	200.0	192.0	239.0	205.0	12	
Average Standard Score (SS)	8	31	1	16	9	60	9	8	10	40	12		
National Percentile Rank of Average SS													
Percent of Students in NPR Range 75-99													
50-74													
25-49													
1-24													
Grade Equivalent of Average SS	100	100	100	100	100	100	100	100	100	100	100	100	
National Stanine of Average SS	3.8	6.2	3.1	6.1	4.8	9.9	4.8	4.8	4.2	7.8	5.1	3	
	2	4	1	3	2	2	2	2	2	4	3		

\* = Math computation is not included in Math Total or composite scores that include Math Total

# ACCREDITATION APPLICATION



**GRADES  
PRE-K3 - 12**



**TM**

**Infinity Generation**  
PREPARATORY SCHOOL



**3663 NORTH LOTTIE  
OKLAHOMA CITY, OKLAHOMA 73111**

**(405) 601-3055**

**INFINITY GENERATION PREPARATORY SCHOOL IS AN EQUAL OPPORTUNITY PROVIDER**

## ARTICLE I PRINCIPAL OFFICE

The name of this corporation shall be *Oklahoma Youth Literacy Program, (hereto referred as The OKYLP) and The Infinity Generation General (IGG)*. The principal office of *The OKYLP/IGG* shall be located at: 3663 North Lottie Ave., Oklahoma City, OK 73111.

## ARTICLE II PURPOSE

This corporation is organized exclusively for educational and charity purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended, including, for such purposes, the making of distributions to organizations that also qualify as Section 501(c)(3) exempt organizations. To this end, the corporation shall: Cultivate minds for a brighter future by fulfilling the mission of commitment to creating excellence in the lives of children as it relates to making a direct impact on their life skills through personal guidance, education, literacy programs, charity and team building athletics.”

All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes.

## ARTICLE III LIMITATIONS

At all times the following shall operate as conditions restricting the operations and activities of the corporation:

1. No part of the net earnings of the corporation shall inure to any member of the corporation not qualifying as exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended, nor to any Director or officer of the corporation, nor to any other private persons, excepting solely such reasonable compensation that the corporation shall pay for services actually rendered to the corporation, or allowed by the corporation as a reasonable allowance for authorized expenditures incurred on behalf of the corporation;
2. No substantial part of the activities of the corporation shall constitute the carrying on of propaganda or otherwise attempting to influence legislation, or any initiative or referendum before the public, and the corporation shall not participate in, or intervene in (including by publication or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office; and
3. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax

under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended.

4. The corporation shall not lend any of its assets to any officer or director of this corporation [unless such loan program is regularly conducted as part of the activities of the organization and the qualification of the individual to participate in same is determined by a panel comprised solely of non-Board members!], or guarantee to any person the payment of a loan by an officer or director of this corporation.

## ARTICLE IV STRUCTURE OF THE CORPORATION

**4.1 Civil Structure.** The civil officers of the corporation may be a President, Vice-President, Secretary, Treasurer, and such other offices as the corporation shall establish.

4.1.1 The President shall preside at all meetings and shall make an annual report to the status and condition of the corporation to this Board of Directors. The President shall sign all certificates, contracts, deeds and other instruments of the corporation. During the absence or disability of the President, the Vice-President shall exercise all the powers and discharge all the duties of the President.

4.1.2 The Secretary shall keep the minutes of all meetings: shall have charge of the seal and corporate books and shall make such reports and reform such duties as are required of him or her by the corporation, and shall sign all certificates, contracts, deeds and other instruments of the corporation.

4.1.3 The Treasurer shall have custody of all monies and securities of the corporation and shall keep regular books of account. He shall disburse the funds of the corporation in payment of the just demands against the corporation or as may be required of him he shall make an accounting of all his transactions as Treasurer and of the financial condition of the corporation.

4.1.4 The officers of the corporation shall hold offices until their successors are duly elected and qualified.

4.1.5 The Board of Directors shall meet at least once each year, either in person or electronically, but special meetings may be called if and when the same may become necessary.

## ARTICLE V

### THE BOARD OF DIRECTORS, ITS ORGANIZATION, POWERS AND DUTIES

5.1 The Board of Directors shall be at least three in number and shall have the power to exercise all powers necessary for the operation of *The OKYLP/IGG* expressed or implied, which shall be necessary and proper to carry out all the executive functions, and all other powers both civil and ecclesiastical as it may determine.

5.1 .1 The members of the Board of Directors shall be elected for a **term of two years**. The Terms shall be computed from the day of their election and each member may hold office until such time as an election by the members can be had. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. The same person, except the offices of president and secretary, may hold any two or more offices.

5.1.2 In the event a vacancy in the Board of Directors occurs, the Board President shall fill such vacancy at a duly held meeting until the successor has been duly elected and qualified.

5.2 The President. The President may be appointed by the Board of Directors, which shall authorize the President and any other officers, or agents of *The OKYLP/IGG* or any other officer so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of or on behalf of *The OKYLP/IGG* and such authority may be general or may be confined to specific incidence.

5.2.1 The President may remove any director or officer, appointed or elected at any time, with or without good cause. *This option grants ultimate power to the President because hostile directors can be removed.*

5.3 The Vice President. When the President is absent, is unable to act, or refuses to act, the Vice President shall perform the duties of the President of *The OKYLP/IGG* When the Vice President acts in place of the President, the Vice President shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform other duties as assigned by the President of Board of Directors of *The OKYLP/IGG*.

5.4 The Secretary. The Secretary shall be elected by the Board of Directors or appointed by the President.

5.4.1 The Secretary shall keep minutes of the proceedings of its members, Board of Directors, committees, councils and other Boards or tribunals authorized by the Board of Directors and these records shall be kept at the principal office of *The OKYLP/IGG*.



5.5 The Treasurer. A Treasurer shall be elected by the Board of Directors or appointed by the President. The Treasurer shall be the treasurer of *The OKYLP/IGG*, and shall have custody of all monies and securities of *The OKYLP/IGG* and shall make an accounting of all of *The OKYLP/IGG* transactions.

5.5.1 All checks, drafts or orders for the payment of money, notes, evidence of indebtedness issued in the name of the corporation shall be signed by the President or other officers or agents of the corporation, in such manner as shall from time to time be determined by resolution of the board of Directors. In the absence of such direction from the Board of Directors the President may sign on behalf of *The OKYLP/IGG*.

5.5.2 All funds of *The OKYLP/IGG* shall be deposited as required to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors or the President may elect.

5.5.3 The Board of Directors or the President may accept on behalf of *The OKYLP/IGG* any contributions, donations, gifts, including real property, bequest or devise for any purpose of *The OKYLP/IGG*.

5.5.4 The Treasurer shall keep correct and complete financial records of all *The OKYLP/IGG* account(s). Any member, or agent may inspect all books and records of *The OKYLP/IGG*, for any purpose at any reasonable time.

5.5.5 The Treasurer shall be authorized to appoint persons to assist the Treasurer in carrying out the duties and functions of the Treasurer's Office.

## ARTICLE VI MEETINGS

6.1 The annual meeting of *The OKYLP/IGG* shall be held within the first two weeks of February of each year. At that meeting Directors shall be nominated and elected to office as appropriate.

6.2 Special Meetings may be called by the Board of Directors or the President as they in their discretion deem necessary. Notices for the calling of such special meetings shall be given to all members in writing with 3 days prior written notice.

## **ARTICLE VII CONFLICT OF INTEREST**

Whenever a director or officer has a financial or personal interest in any matter coming before the board of directors, the affected person shall a) fully disclose the nature of the interest and b) withdraw from discussion, lobbying, and voting on the matter. Any transaction or vote involving a potential conflict of interest shall be approved only when a majority of disinterested directors determine that it is in the best interest of the corporation to do so. The minutes of meetings at which such votes are taken shall record such disclosure, abstention and rationale for approval.

## **ARTICLE VIII RULES AND REGULATIONS**

8.1 The Board of Directors may adopt such rules of procedure and regulations governing the conduct of its business and the organization of *The OKYLP/IGG* as they may deem necessary, proper and expedient.

8.1.1 There can be no appeal from the decisions and determinations of the Board of Directors.

## **ARTICLE IX DEBT OBLIGATIONS AND PERSONAL LIABILITY**

No member, officer or Director of this corporation shall be personally liable for the debts or obligations of this corporation of any nature whatsoever, nor shall any of the property of the members, officers or Directors be subject to the payment of the debts or obligations of this corporation.

## **ARTICLE X DISSOLUTION**

Upon the time of dissolution of the corporation, assets shall be distributed by the Board of Directors, after paying or making provisions for the payment of all debts, obligations, liabilities, costs and expenses of the corporation, for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE XI  
AMENDMENTS TO THE BYLAWS**

The provisions of the Bylaws may be modified, altered or amended by two-thirds majority vote of the members of the Board of Directors at a regular or special meeting. As soon as the proposed amendments have been adopted as herein provided, results of the vote shall be announced by the President and declared adopted by the Chairman of the Board of Directors, whereupon such amendments shall be in full force of effect.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, acknowledged and filed the foregoing Articles of Incorporation under the laws of the State of **Oklahoma** this **August 20, 2015**.

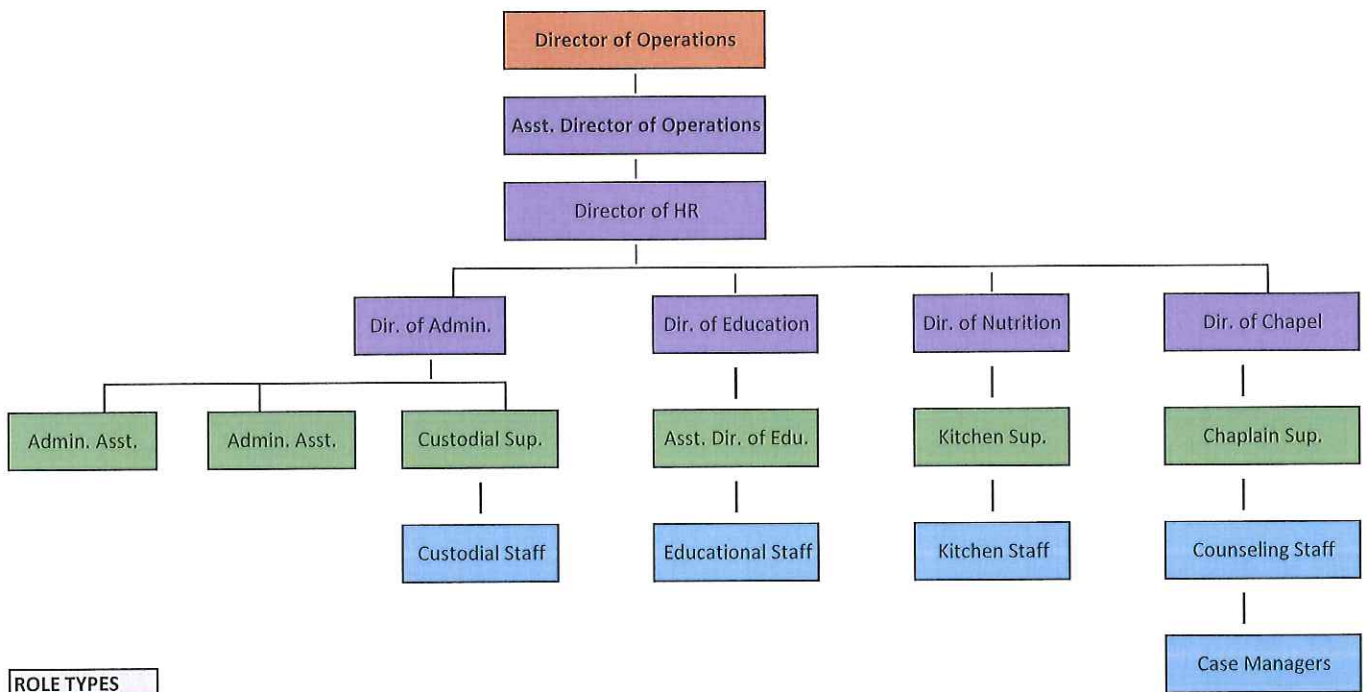
*Gina Darby*, Incorporator

Signature of Incorporator

Gina Darby

Print Name of Incorporator

IGG Organizational Chart



ROLE TYPES
Executive
Manager
Assistant
Staff

OFFICE OF THE SECRETARY OF STATE



**NOT FOR PROFIT  
CERTIFICATE OF INCORPORATION**

*WHEREAS, the Not For Profit Certificate of Incorporation of*

**OKLAHOMA YOUTH LITERACY PROGRAM (OKYLP) 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  
20th day of August, 2015.*

A handwritten signature in cursive script, appearing to read "Chris Benz", is written over a horizontal line.

*Secretary of State*

07/19/2019 02:39 PM  
OKLAHOMA SECRETARY OF STATE



# TRADE NAME REPORT



Filing Fee: \$25.00

OKLAHOMA CITY, OKLAHOMA  
(405) 522-2520

I hereby execute the following trade name report in order for a business entity to do business in Oklahoma under a name other than its legal name pursuant to the provisions of Title 18, Section 1140:

1. Trade name under which the business is carried on in Oklahoma:

Infinity Generation Generals (IGG) Inc.

❖ The trade name or d/b/a name must be different than the legal name stated within article #4 below.

2. Address(es) where business is being carried on under the trade name:

P.O. Box 17433  
OKC OK 73117

3. Brief description of the kind of business being transacted under the trade name:

private school  
education  
charter (later)

4. Legal name of the "business entity" doing business under the trade name:

OKYP Oklahoma Youth Library Program Inc.

❖ As used in this section: "Business entity" means a corporation, a business trust, a common law trust, a limited liability company, or any unincorporated business, including any form of partnership. An unincorporated business may include an individual doing business under a trade name. In this case, the legal name would be the individual's legal name.

5. Type of "business entity" filing the trade name report: (check one of the following)

- corporation
- limited liability company
- business trust
- unincorporated business
- common law trust
- partnership

6. State or jurisdiction where the "business entity" was formed:

Oklahoma

RECEIVED

JUL 19 2019

(REVERSE SIDE OF FORM MUST BE SIGNED AND DATED) OKLAHOMA SECRETARY OF STATE

## **START UP PLAN**

This institution began operation in the summer of 2014 five days a week, Monday thru Friday from 8:00am to 5:30pm. Since then, the institution has grown to include an after-school program that provides school aged children an educational, fun and safe environment. The institution also provides free breakfast, lunch, supper and snack programs for the participants and the public.

This institution opened its doors June 3<sup>rd</sup>, 2014 under the direction of Gina Darby.

The headquarters was previously located in the heart of Oklahoma City at 1425 N. Kelham Ave., Oklahoma City, OK 73117. This institution now resides at 3663 North Lottie Ave., Oklahoma City, OK 73111.

The need for this institution is due to many school-aged children in Oklahoma City Public Schools not performing to state and national standards. As a result, there is a growing need for literacy and educational enrichment. In addition to the aforementioned community needs, we have continued our after-school program due to the propensity that most juvenile crime takes place after school, before parents have returned from work and during school breaks. Students involved in after school extracurricular activities are more likely to perform better behaviorally and academically.

This institution will meet the needs of the community because it provides educational enrichment offered Monday thru Friday from 8:30am to 3:30pm year-round and an after-school program from 3:30pm to 5:30pm, with a before and after-care benefit for those in need. Students have access to educational courses, mentoring, foreign languages, chess, vertical farming, home economics, S.T.E.M., technology, homework assistance, team building activities, athletics, spiritual and cultural enrichment, parent/child mentorship and free meals.

Our purpose is to enhance student's literacy comprehension and help students make positive life choices. Our commitment is to train students to make and maintain quality relationships, increase students grade level skills, decrease juvenile crime, enhance student's literacy skills, mentor students and strengthen leadership, teaching and organizational skills of our staff and volunteers.

# **INFINITY GENERATION GENERALS OPERATING AGREEMENT**

## **Location**

Infinity Generation Generals (IGG) chose the location site based on the following consideration:

Appropriateness of the room(s) available to form a complex that consists of the necessary number of classrooms plus access to additional learning spaces, to facilitate small group work.

## **Operations**

All decisions that affect the operation of IGG at the school site shall be agreed to by the teachers, representatives of the parents/guardians of pupils enrolled in the program and the principal.

Hours of operation shall be in accordance with the hours of operation of Oklahoma City Public Schools (OKCPS) and other local schools.

Funds raised by or donated to IGG shall be used for program enrichment as determined by the IGG Parent Teacher Association (PTA).

Materials and equipment purchased by IGG PTA shall become the property of IGG.

IGG students shall be subject to the same disciplinary standards as OKCPS when inside and outside the classrooms.

## **Employment**

Vacancies for teaching positions at IGG shall be made available for transfer in the same manner as other vacancies within OKCPS and made available to outside applicants. A Selection Committee made up of IGG teachers & staff, the General, and three representatives of parents/guardians of pupils enrolled in the program shall be part of the interview process. That Selection Committee shall make a recommendation to the Director of HR who shall, with the Superintendent, make the final decision regarding transfers and new hires.

## **Enrollment**

IGG will consist of between seven to ten classrooms.

The program will accept a limited number of students for small class sizes to ensure students receive individualized attention for both Pre-kindergarten and Kindergarten grade levels. The maximum number per class will be no more than 10 students. Once the maximum is reached, the prospective students will be placed on a waiting list. The waiting lists are maintained for each grade level and follow the cohort of students at the grade level as they progress through the program.

If the number of children applying to IGG exceeds the maximum number of spaces available, siblings of students enrolled in the program shall be given priority. A lottery shall be held to determine enrollment if there are more sibling applicants than space in IGG.



## **INFINITY GENERATION GENERALS OPERATING AGREEMENT**

If additional spaces are available after siblings are placed, enrollment shall be determined by lottery. In addition, the following aspects will be considered:

The ratio of males to females (no more than a 40/60 split either way).

The diversity needed to reflect that of the IGG community (i.e. race, ethnicity, language, special needs).

Central to the philosophy of IGG is the active participation of parents/guardians in the direct instruction of pupils and in the support of extra-curricular activities. Therefore, prior to enrollment of their children in the program, parents/guardians shall be fully informed of the philosophy and expectations of the program and will know that they are expected to actively participate in the school program. Applications to the program will only be accepted if parents have attended an information night, completed a tour and are willing to sign the participation agreement.

No transportation services are provided by IGG.

### **Curriculum, Assessment, and Testing**

IGG students shall be exposed to the same subject matter covered in the current state standards. In the multi-age classroom configuration of IGG, this requirement may be addressed through content sequencing over a 2 or 3 year period.

Alternate instructional materials shall be aligned to current state standards.

IGG prioritizes subject integration and project based learning.

In planning curriculum to support state educational standards, teachers will have authority to determine the structure of the instructional day/week, in collaboration with the Principal so that all school scheduling needs may be met. This includes determination of instructional times and durations, within limits established by the Oklahoma Education Code and recommendations provided within the state's instructional frameworks for core academic subjects.

In evaluating Field Trip requests, school representatives/or the Principal will bear in mind the educational philosophy, goals and methods of IGG.

IGG students shall take all state-mandated tests and participate in progress monitoring not aligned to specific curriculum.

Progress monitoring in IGG will be standards based.

Assessments shall be consistent with instructional strategies and materials in use in the classrooms, and may include but are not limited to rubrics, public presentations, portfolios (setting and working towards a goal) and service learning projects.

## **INFINITY GENERATION GENERALS OPERATING AGREEMENT**

In no case will IGG administer assessments based specifically on instructional materials not used in the program.

IGG teachers will have access to all resources available to all other teachers in the district.

Parent Teacher Conferences will be utilized for collaborative goal setting, based on students' social and academic progress.

At the end of each school quarter, teachers will provide an individualized narrative assessment of the student's growth and achievements relative to the stated goals and educational principles of the program, in lieu of a standard report card.

## TIMELINE AND TASKS

Category	Timeline	Tasks	Completion
Facilities	No later than February	Finalize facility location.	yes
	No later than February	Obtain site approval and architectural review.*	yes
	No later than February	Obtain a Certificate of Occupancy.*	yes
	No later than February	Obtain evidence of all necessary inspections.*	yes
	No later than February	Obtain a School Code once the facility is approved.*	yes
	No later than February	Prepare a Safety and Emergency plan.*	yes
	No later than February	Create a plan and procedures to control access to the building.	yes
	No later than February	Ensure adequate signage; ensure that the building is numbered for emergency response.	yes
	No later than February	Evidence of insurance as stipulated in the charter agreement.*	yes
School Personnel	No later than February	Create a personnel policy manual.	yes
	No later than February	Recruit and hire adequate number of teachers and support personnel to match assignments and staffing plans.	yes

## TIMELINE AND TASKS

	No later than February	Ensure that personnel records are adequately safeguarded.	yes
	No later than February	Recruit and hire adequate number of teachers and support personnel to match assignments and staffing plan.	yes
	No later than February	Ensure all staff is appropriately trained.	yes
	No later than February	Ensure that all personnel have criminal background checks and fingerprinting. This information must be secured and ready for inspection by state officials.*	yes
<b>Students and Parents</b>	No later than February	Adopt a policy for enrollment lotteries in preparation for student enrollment exceeding capacity.	yes
	No later than February	Market your opening to students and parents to ensure adequate student enrollment.	yes
	No later than February	Develop a plan to involve parents and the community in key aspects of the school.	yes
	No later than February	Provide parents and students the school handbook.	yes
	No later than February	Ensure provisions have been made for required health services and screenings, including immunization records.	yes
<b>Education and Instruction</b>	No later than February	Establish a Student Handbook and related policies.	yes

## TIMELINE AND TASKS

	No later than February	Establish and implement student data and record policies to promote student confidentiality.	yes
		Develop a plan to involve parents and the community in key aspects of the school.	yes
	No later than February	Adopt a school calendar.	yes
	No later than February	Choose appropriate norm-referenced and/or benchmark assessments.	yes
	No later than February	Choose and purchase textbooks and instructional materials.	yes
<b>Operations and Fiscal Management</b>	No later than February	Establish an official school email system.	yes
	No later than February	Determine if and how transportation will be provided.	yes
	No later than February	Determine if and how food service will be provided.	yes
	No later than February	Establish internal controls and fiscal policies that ensure board oversight over financial management.	yes
	No later than February	Finalize a budget based on expected enrollment.	yes
	No later than February	Finalize any potential grant program application(s).	yes
	No later than February	Provide current board member listing and contact information.*	yes

## TIMELINE AND TASKS

	No later than February	Formally approve board policies including grievance and criminal background checks.	yes
	No later than February	Maintain evidence and regular board meetings and minutes.	yes

## **PARENTAL INVOLVEMENT**

Parental involvement is essential for student development and offers many benefits that create a positive learning environment. Increased communication and collaboration between parents and teachers help students feel more motivated, have higher self-esteem, improve their behavior and have a higher success rate of academic achievement.

### **Themed Literacy Reading Night**

Every quarter teachers and staff provide the students and parents with a themed dinner and book night. Parents get the opportunity to read with their children while enjoying a nice meal.

**Family Literacy Night** gives parents and their children a time, a place and some helpful guidelines from an experienced teacher to write, read and share their ideas.

### **Theme Example**

**Camping:** have tents up, have a special reading about camping, make s'mores at a station, a reading picnic or a photo booth with them catching a BIG FISH. The BIG FISH could be a book. All the themes could have photo booths, professional storytellers, giveaways and stations full of literacy activities that include a parent/guardian.

### **Student Led Conferences**

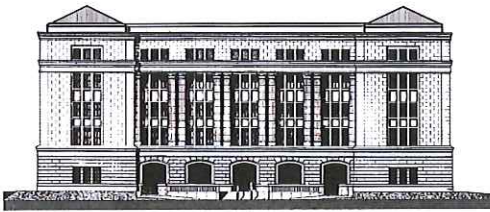
These conferences differ from traditional conferences by placing students at the helm of teacher-supported discussions with parents about student progress and learning. Templates attached.

The students prepare some kind of presentation, which differs by grade and is scaffolded to their skill level. For instance, the seventh-grade classes prepare binders with their work and reflection sheets, while younger grades may prepare a poster board or packet to show their parents. All students keep and manage a portfolio of their own work. When students complete something that they are proud of or want to keep, they simply file that item in their portfolio. When it is time to start prepping for conferences, students can then go to that portfolio and choose what they want to include in the conference binders or folders to show their parents.

### **Parent Volunteers**

Research has shown that children of a school volunteer make better grades and perform better on tests. They are also better behaved, have better attendance, and are more likely to graduate and continue their education. The more parents participate at school, the more successful their children will be.

Qualified parents can volunteer in the following areas: Sponsor a student club, become a class reader (younger grades), contributing student supplies, plan classroom parties, help organize, cater, or work at fundraising activities such as bake sales or car washes, act as a lunchroom or playground monitor, help to plan and chaperone field trips and other events that take place away from the school.



## FAMILY READING NIGHT IDEAS

*From past Family Reading Night participants.*

Program Idea	Additional Explanation
Author Visits and/or Book Signings	Invite authors to read and/or speak at your Family Reading Night event. Some authors may be interested in signing books as well.
Bilingual Read A-louds	Favorite books are read page by page, first in English and then another language. Different stations can also be identified in English and another language.
Book Fair	Scholastic book fairs are very popular.
Book Walk	Similar to a cake walk but with books given as prizes.
Book-themed Events	Popular themes include: sports, Rebecca Caudill books, camping, spies and detectives, fairy tales, Thanksgiving, health and nutrition, fitness, knights, a Day at the Beach, a safari, mysteries, cowboys/western, multi-cultural, transportation.
* "Books Are Full of Characters" Theme	Students share their favorite books and dress as their favorite book characters. A character parade can also be held. Stations are decorated based on themes of favorite books.
* "How Does Your Garden Grow?" Theme	Read books about gardening. Read directions to plant seeds. Children leave the plants at school and learn to take care of them. Snacks using the same vegetables planted are provided on recipe cards. These are read and made together as a family.
* "Mystery Night" Theme	Read mystery books. Solve a special mystery by decoding secret messages at each station — words cut out of newspapers/magazines, invisible ink, reading small clues with magnifying glass, reading messages in a mirror, etc.
**"Treasure Hunt" Theme	Read a favorite book and have a treasure hunt based on the book theme. Leave picture or word clues for students to follow to reach a book-themed treasure.
Build-a-Book	Participants create individual books from a kit and other materials.
Co-sponsored and Partnership Events	Partner with larger organizations or corporations, colleges or universities, or other literacy groups, public libraries or school libraries. Examples: Literacy Coalitions, Publishers, RIF, First Book, etc.
Costumed Readers	Books are read by popular characters like: Frosty the Snowman, Mrs. Clause, Tooth Fairy, Mother Goose, Princess, Knight, Dorothy from the Wizard of Oz, Pirate, Witch, Juggler, Clifford, Elmo, Scooby Doo, Ms. Frizzle, Junie B. Jones, Emily Elizabeth, Fancy Nancy, Amelia Earhart, Paul Revere, Abraham Lincoln, George Washington, professional sports mascots and school mascots.
Create a Project	Read a book about the small project to be made that evening. Read directions for the project as a family. Work together to create the project.
Dinner Provided/ Potluck	Have book-themed dinner or group supper/potluck.
Family Reading Club	In early November, families pick up a bag with five books to read at home (based on ages of family members) along with juice boxes and microwave popcorn.
Family Reading Kits	Individualized kits with books, snacks, stickers, bookmarks, coloring and activity sheets, and other surprises are created for families to take home for FRN.



<b>Program Idea</b>	<b>Additional Explanation</b>
First Lines of Books Contest	The first lines of favorite children's books are read and the children guess the name of the book.
Free Books	Each child who attends receives a book to take home.
Games, Crafts, and Snacks	Coordinated activities including games, crafts and refreshments go with event themes.
Guest Readers/ Readers Theater	Invite local authors, community leaders, principals, librarians, veterinarians, military personnel, police officers, fire fighters, doctors, nurses, ballerinas, pilots, farmers, sports players/professional athletes, etc. to read favorite children's books. Readers in uniform are the most popular!
Pajama Party	Kids wear their pajamas, bring stuffed animals, eat snacks and read books with their families on a blanket.
Passport for Activities	Receive a free book after visiting and getting a stamp at each passport station.
Prizes and Raffles	Prizes are awarded or raffles held for returning signed reading forms. Prizes include books, book bags, pencils, bookmarks, stickers, books and gift certificates.
Puppet Shows or Theaters	Read a story. Make puppet characters out of small paper bags. Let the students put on the puppet show. A show can also be presented by older students, teachers or a professional production troupe.
Read a Recipe and Make the Snack	Favorite snack recipes and ingredients are made available for the children to read together with their family and select one (or two!) to make.
Read at Home with Your Family and Write About It	Students write a description of their evening of reading. Family members read or share favorite passages, books and magazines.
Reading Under the Stars	A camp setting with tents, glow-in-the-dark stars, sleeping bags, lanterns and camp chairs is created for reading bedtime stories.
Regional Theater Group Productions	Contact your local colleges, universities, high school and community drama clubs to present.
Sign Language Readers	A guest reader signs a book while it is read by an adult or the students. Simple sign language can also be taught.
Signed Commitments for New Books	Commitments are sent home with students asking families to "Turn off the TV and Turn on to Books." For every 15 commitments returned by students with family member signatures, the school dedicates a new book to the school library in honor of those students.
Speakers' Podium	Children pick out a short story or poem to read to the audience.
Story Tellers	Some will read stories, enact stories, use music and others will have children act out stories.
Teachers' Skits	The teachers perform a skit of a favorite book/story for the students.

# Template Student-Led Conference



by  
Doris Perry

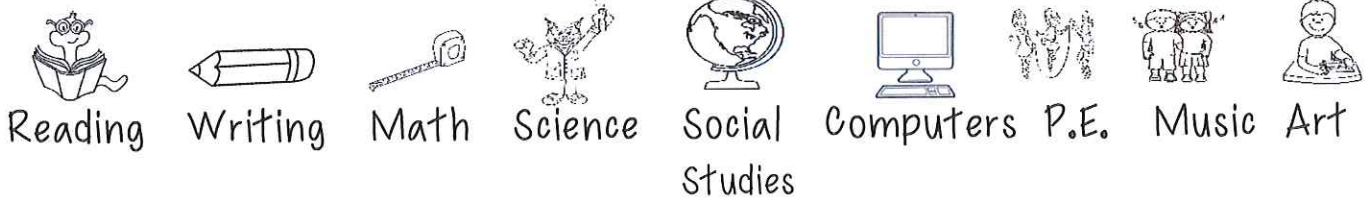
<http://www.teacherspayteachers.com/Store/Perrys-Pearls>

Name \_\_\_\_\_

# Student-Led Conference

1. Introductions: \_\_\_\_\_ this is my \_\_\_\_\_  
(teacher's name) Mom, Dad...

2. I would like to begin showing you some of my assignments. I have really improved in : \*circle



Mom/Dad What do you think about my progress in these subjects?

3. I need help with: \_\_\_\_\_  
To improve I will: \_\_\_\_\_  
Mom/Dad What do you think?

4. I am learning how to be responsible for my actions.  
My Behavior is:



1	2	3	4
I need to make better choices.	I <b>sometimes</b> make good choices	I make good choices <b>most of the time.</b>	I <b>always</b> make good choices.

5. **Fluency** measures how quickly and accurately I can read. Look at my scores.

Beginning Year	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Words per minute to pass:	Words per minute to pass:	Words per minute to pass:	Words per minute to pass:
I read:	I read:	I read:	I read:

Next trimester the expectation is \_\_\_\_\_ words per minute. How can **we** work together to achieve this goal?



6. My reading level is:  
below grade level    on grade level    above grade level

I can continue to improve by:

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Mom/Dad what do you think?

\_\_\_\_\_  
(Teacher), do you have anything to add?



7. I would like to share what I am learning in Science/Social Studies.  
I really enjoyed learning about

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\_\_\_\_\_  
(Teacher), do you have anything to add?

Mom/Dad what do you think?

Thank you for being a special part of my conference.

## Student - Led Conferences

\_\_\_\_\_, these are my parents:

\_\_\_\_\_

1. I would like to start this conference with discussing some of my strengths. I think I do really well at \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_.

Mom/Dad/\_\_\_\_\_, can you add anything about my strengths?

2. Nobody is perfect. Therefore we all have weaknesses. A couple of weaknesses I have are: \_\_\_\_\_ and \_\_\_\_\_ I think that to improve these weaknesses I can \_\_\_\_\_.

Mom/Dad/\_\_\_\_\_, can you add anything about my weaknesses?

3. Now I'd like to show you how I'm doing in different subjects at school and what some of my goals are (*show goals paper and/or data notebook.*)

4. This concludes my portion of the conference. I'll answer any questions that you have at this time. Then, \_\_\_\_\_ will present my report card and discuss it with you.

## **PROFESSIONAL STAFF DEVELOPMENT PLAN**

Infinity Generation Generals (IGG) will implement a “year-round school” schedule. The school calendar will mirror the Oklahoma City Public School District (OKCPS) calendar. Teachers and staff may be hired throughout the entire school year as needed. Teachers will be provided “teacher collaboration time” and will be encouraged to have open dialogue, participate in idea sharing discussions and share best practices to improve instruction throughout the school year.

### **Implementation**

Each school year will begin with the teachers developing their individual professional development plan in collaboration with the administrator. This individualized plan will contribute to their overall growth and will be designed to meet the personal and professional needs of each teacher. Each teacher’s professional development plan will be aligned with IGG’s comprehensive school improvement plan, as a reflection of their contributions to achieving school goals. One week, prior to the start of each school year, will be devoted to in-person staff development at the school site or conducted virtually. The school calendar year will provide instruction and promoting the education and well-being of all students, as teachers create opportunities to get to know their students personally, academically and socially. Teachers will collaborate with the school and families to increase dialogues, promote inclusivity, advocacy and offer other forms of support. Flexible scheduling of the school day will be provided for staff development. This approach will create uninterrupted blocks of time for student learning and allot time for teacher collaboration to periodically check on the students’ most recent mastery and assess progression of the students’ personalized success. The teacher evaluation process will be linked to the district goals in which the building instructional leader will monitor and guide this improvement. A progressive salary schedule and compensations will be adopted.

## **STUDENT INFORMATION SYSTEM**

### **Common Goal Systems**

188 Industrial Dr. Suite #240

Elmhurst, IL 60126

[www.TeacherEase.com](http://www.TeacherEase.com)

Phone: (630) 592-4200

Fax: (630) 566-4202

Email: [Support@common-goal.com](mailto:Support@common-goal.com)

Common Goal Systems, a private company founded in 2001, develops and markets internet services to the educational market. TeacherEase, their first product, came on-line for the 2001-2002 school year. The company has been profitable since 2004. Their services are currently in use by over 1,000 schools, 50,000 teachers and 500,000 parents/students.

## **SCHOOL CALENDAR**

Infinity Generation Generals school calendar starts in the month of August, ending in July the following year. The school calendar includes all the annual breaks, testing, progress reports, reports card disbursement, parent teacher conference, staff professional development, and a summer program.



DAILY CLASS SCHEDULE

TIME(S)	EVENT
7:35 AM – 8:35 AM	ARRIVALS
8:35 AM – 9:00 AM	OPENING
9:00 AM – 9:30 AM	BREAKFAST
9:30 AM – 11:30 AM	CLASS
<u>SMALL GROUP</u> 11:00am – 2:30pm	<u>ADV. MYRA SMALL GROUP SCHEDULE</u> 11:00 AM – 11:30 AM .. ADV. MAYS/GABBY 1:00 PM – 1:30 PM .. ADV. WOODS/MORGAN 2:00 PM – 2:30 PM .. ADV. DOUGLAS/MITCHELL
<u>RECESS</u> 10:30am – 12:50pm	<u>RECESS</u> 10:30 AM – 11:00 AM ..... ADV. WOODS/MORGAN 11:00 AM – 11:30 AM ..... ADV. DOUGLAS/MITCHELL 12:30 PM – 12:50 PM ..... ADV. MAYS/GABBY
<u>P.E.</u> 11:30am – 3:00pm	<u>P.E. CLASS SCHEDULE</u> 11:30 AM – 12:00 PM ..... ADV. MAYS/GABBY 1:30 PM – 2:00 PM ..... ADV. WOODS/MORGAN 2:30 PM – 3:00 PM ..... ADV. DOUGLAS/MITCHELL
12:00 PM – 12:30 PM	LUNCH
12:30 PM – 3:15 PM	CLASS
1:00 PM – 2:30 PM	NAP (ADV. MAYS'/ADV. GABBY'S CLASSES ONLY)
3:00 PM – 3:30 PM	SNACK
3:15 PM – 3:30 PM	DEPARTURES
3:30 PM – 4:30 PM	EAT, READ, AND RECREATION (OKYLP)
4:30 PM – 5:30 PM	TUTORING / HOMEWORK (OKYLP)

## **OPERATIONS**

### **Special Education**

Although the Individuals with Disabilities Education Act (IDEA) does not apply to children placed by their parents into private school, Infinity Generation Generals plans to implement and find ways to exceed state and federal requirements related to the education of children with disabilities.

## TRANSPORTATION

Students are currently transported by parent(s).

IGG will be able to provide permanent or temporary **transportation** to students that need transportation assistance via our 2020 Mercedes-Benz Sprinter 15-passenger van.

Drivers will have a driving record that meets or exceeds the insurance company's requirements to be added to our commercial insurance policy.

## **CHILD NUTRITION**

### **USDA**

U.S. Department of Agriculture

1100 Commerce St. Room 522

Dallas, TX 75242-980

Phone: 214-290-9800

### **National**

Child Nutrition Programs

(703) 305-2054

### **Local**

Child Nutrition Programs

2500 North Lincoln Blvd., Suite 310

Oklahoma City, OK 73105-4599

Office: (405) 521-3327

Fax: (405) 521-2239

## INFINITY GENERATION GENERALS GUIDE TO HIRING

An Overview of the Hiring Process for Infinity Generation Generals (IGG) includes having a well-devised hiring process that provides an opportunity for our school to identify the ideal candidate that is a good culture fit for our team and additionally allows the candidate to evaluate whether the school is the right fit for him or her. Our recruitment and hiring process allows IGG school to screen out undesirable candidates, such as those with a prior criminal history, fraudulent application information, or poor work record, which would indicate that the candidate may be dangerous or otherwise an inappropriate fit for the school setting. Additionally, the hiring process is an employee's first opportunity to learn about the school's mission and culture. These first interactions are key to establishing a mutually satisfying employment relationship. When selecting the best candidate, IGG follows federal and state employment laws that impact the hiring process. Federal anti-discrimination laws prohibit discrimination in all conditions of employment, including hiring, based on factors such as race, color, religion, national origin, sex, age and disability. State-specific laws add other protected categories, such as marital status and sexual orientation. State laws may also mandate other hiring compliance issues, such as providing written notice to employees about their wages and work benefits. IGG ensures that its hiring process is in compliance with the law including a prescribed search and selection process as well as training and oversight regarding the hiring of new employees.

### Steps in IGG's Hiring Process

#### **Step 1: Identify Position Vacancy, Create a Job Description, and Obtain Necessary Approvals**

The first step in our hiring process is to identify a position vacancy. Position vacancies at IGG emerge when a new position is created in response to business conditions or when an employee leaves the school, and the position must be replaced.

#### **Step 2: Establish a Recruitment Committee and Recruitment Plan**

Once a job vacancy has been identified and the job description is prepared, the school will determine who will be involved in the employee search and selection process. The recruitment committee members and all school employees involved in the hiring or interview process will receive proper training on the critical importance of using "job relatedness" as the standard for hiring criteria and interview questions. This approach is exactly how it sounds — all questions asked of candidates in interviews (whether formal or informal parts of the interview process), as well as those elements considered in the ultimate hiring determination, are related to the job in question. Proper training and adherence to training objectives, in practice, increase a successful defense against a claim of an improper or biased hiring process.

#### **Step 3: Advertise and Promote the Position**

The recruitment committee will evaluate the best method of advertising that will attract the largest pool of qualified candidates, including deciding whether a local, regional, or national search is needed. IGG will also advertise in places designed to attract appropriate candidates from diverse backgrounds.

## **INFINITY GENERATION GENERALS GUIDE TO HIRING**

Advertisements for a job opening internally and externally will include a statement of the job title, overall responsibilities, summary of essential duties, degrees or certifications required, experience preferred, name of the employer, an EEO (equal employment opportunity) statement, required application packet information, name of the person the information should be sent to, and the deadline for application submission.

### **Step 4: Acknowledge All Responses**

When initial letters of inquiry and/or application materials are received, an assigned person of the recruitment committee will promptly send acknowledgment of the inquiry or received application submission.

### **Step 5: Evaluate and Review Resumes, and Select Candidates to Interview**

Once the recruitment committee has received the application materials, the committee members will review each candidate's information to determine his or her relevant strengths and weaknesses. Each candidate submission will be reviewed to determine completeness and to assess factors such as academic achievements, experience, and required qualifications for the job. IGG recruitment committee members will be properly trained to base their evaluation on job related criteria and to consistently refer to the job description throughout their assessment. The purpose of the initial screening process is to develop a short list of candidates whose job skills, experience, and abilities appear to best match the requirements of the position. Candidates selected for further consideration will be contacted to schedule an interview.

### **Step 6: The Interview Process**

The interview is a critical stage in the IGG hiring process and has a dual purpose. It provides the school with a prime opportunity to evaluate whether the candidate will be the best choice, and it also offers the candidate an opportunity to learn not only about the position, but also about the school and its mission and culture.

IGG maintains uniform and fair treatment of all candidates. To ensure a consistent approach to each candidate, the recruitment committee will be provided with interview questions in advance and will ask every candidate the same or similar questions. All questions, prior to being used in interviews, will be vetted by the Human Resources office to evaluate if they are appropriate and avoid a discriminatory perception. In addition, Human Resources will assist the search committee in drafting questions that delve into the core of the position's requirements.

### **Step 7: Finalists, Second Interviews, and the Final Selection**

Upon completion of the interview process, the recruitment committee will submit a final recommendation to the head of school for the preferred candidate. Ideally, the final choice of a candidate will be the unanimous decision of the recruiting committee. If the decision is not unanimous, all recruitment committee members (especially those abstaining or objecting) should be advised not to discuss the lack of unanimity.

## INFINITY GENERATION GENERALS GUIDE TO HIRING

The head of school and the Human Resources office make final decisions regarding the selected candidate's salary and benefits. The head of school extends the offer of employment. Once the candidate accepts, the head of school should send a confirmation letter accepting the candidate's response. IGG also conducts a criminal background check. IGG's employment offer letter indicates that the offer is conditioned on successful completion of the background check.

Once the offer of employment has been accepted by the final candidate and confirmed by the head of school, the recruitment committee advises all remaining candidates that the position has been filled.

### **Step 8: Conditional Offers of Employment, Background Checks, and Pre-employment Requirements**

Once the hiring decision has been made, an offer letter will be sent confirming the employment agreement. Again, offers of employment are made conditional on successful completion of a criminal background check and any other pre-employment requirements.

### **Step 9: Offer Letters**

While an offer letter is not mandatory, it is a convenient way to comply with state law.

Written offer letters are a standard communication IGG believes candidates expect to receive if they are being offered employment at the school. Receipt of an offer letter triggers the candidate to initiate a transition plan from his or her current employer. In addition to state requirements, the offer letter identifies the position to be assumed. With the offer letter, new employees will receive a copy of the job description during orientation, and a reference to one is sufficient in the offer letter. The offer letter will state the candidate's starting salary and benefits of employment. The offer letter will also provide a start date and will indicate the date by which the offer must be accepted.

### **Step 10: New Hire Orientation and Processing**

IGG will provide orientation to the new employee with important additional information about the school, the conditions of work, benefits, and expectations. The Human Resources office will guide the orientation process with a checklist to consistently communicate information to every new employee.

# INFINITY GENERATION GENERALS GUIDE TO HIRING

## New Hire Checklist Example:

Employee Name: \_\_\_\_\_

Date of Hire: \_\_\_\_\_

Department: \_\_\_\_\_

Supervisor: \_\_\_\_\_

- Tax form W-4
- Employment Eligibility Verification, Form I-9  
Re-verify Date: \_\_\_\_\_
- Collect signed Non-Disclosure Agreement
- Youth employment certificate or parent/guardian written consent, if under 18
- Collect benefit enrollment information and forms
- Provide *Employee Handbook* and collect signed Acknowledgment Page
- Review certain pertinent policies:
  - Harassment Policy
  - Electronic Systems Policy
  - Personal Time Off Policy
- Confirm job description and work schedule
- Confirm pay rate and pay periods
- Paycheck distribution options: Employee Chooses:
  - Direct deposit
  - Paycheck
  - Pay card
- Necessary payroll forms, if applicable
- Review time sheet procedures and form, if non-exempt
- List of company holidays and holiday policy
- Office keys and review access/security issues for office and other properties
- Safety Plan and List of Safety Committee Members
- Emergency Notification Systems
- Call-in procedures if employee will be late or absent
- Introduced to supervisor for job-related training
- Report new hire to state agency
- Create employee's personnel file

## Checklist completed by:

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Role	Responsibility
Administration Director	The <b>Administration Director</b> is responsible for managing administrative staff, guiding operating methods, disbursing funds to departments, monitoring budgets, improving information systems, overseeing human resources requirements, updating senior executives, analyzing financial data and developing operations.
Custodian	A school <b>Custodian</b> cleans the buildings, equipment and furnishings of a school. As a school custodian, the responsibilities include ensuring the common areas, offices, and classrooms are clean. The Custodian will also maintain the cleaning equipment and ensure everything needed for cleaning the school is stocked and ready.
Education Director	The <b>Education Director</b> designs and implements educational programs directed at members of the organization or the public. Develops curriculum or content for classes, lectures, conferences, or other educational materials. Being an Education Director may oversee the operations of certification or credentialing programs.
Education Director (Assistant)	The <b>Education Director (Assistant)</b> will assist with resolving problems and complaints involving students and staff. Serves on committees at assigned campus & district level and with international education associations as needed. Acts as the Director when the Director is unavailable. Oversees all operations and directs staff in the absence of the Director.
Education Director (Online)	The <b>Education Director</b> will organize initiatives for online programs and identify trends in online learning. Coordinate instructional design with an understanding of best practices for distance learning. Advise faculty on universal design and accessibility.
Head of Maintenance	The <b>Head of Maintenance</b> manages and oversees the planning, scheduling and budgeting of maintenance and repair activities related to district buildings, facilities and equipment. Provide students and staff with a physical learning environment that is safe, clean, attractive and functional.
Human Resource Director	<b>HR Directors</b> are tasked with overseeing HR systems, handling employee relations, ensuring compliance with regulations, managing budgets, assessing staffing needs, hiring employees, designing training programs, and developing compensation plans.
Kitchen Staff	<b>Kitchen Staff</b> will be making sure the kitchen is a safe and hygienic place to work. Organizing the inventory, storage and distribution of foodstuffs and supplies. Kitchen staff will be helping to plan menus, apportion ingredients and use food surpluses. Control portion costs by working out the number of portions per food batch.
Kitchen Supervisor	The <b>Kitchen Supervisor</b> will be overseeing the Kitchen Staff in making sure the kitchen is a safe and hygienic place to work. Organizing the inventory, storage and distribution of foodstuffs and supplies. Kitchen staff will be helping to plan menus, apportion ingredients and use food surpluses. Control portion costs by working out the number of portions per food batch.
Library Media Specialist	The <b>Library Media Specialist (LMS)</b> position is responsible for serving in four interrelated roles within the school: Leader, Teacher and Instructional Partner, Program Manager and Information Specialist. In fulfilling these roles, the Library Media Specialist (LMS) is responsible for working collaboratively with school administration and staff to develop a library program that supports the curriculum; provides instructional leadership for the teaching of literacy skills; develops and maintains a media center collection rich in both print and non-print materials; and manages the media center as a flexible, multi-task learning environment.

<b>Role</b>	<b>Responsibility</b>
Office Manager	The <b>Office Manager</b> essentially ensures the smooth running of an office on a day-to-day basis and may manage a team of administrative or support staff. This position will also be managing office budgets, liaising with staff, suppliers and clients. Implementing and maintaining procedures/office administrative systems.
Office Manager (Assistant)	The <b>Office Manager (Assistant)</b> will assist the Office Manager in the smooth running of an office on a day-to-day basis and may manage a team of administrative or support staff. This position will also be managing office budgets, liaising with staff, suppliers and clients. Implementing and maintaining procedures/office administrative systems.
Operations Director	The <b>Operations Director</b> is responsible for everything from negotiations, budgeting, and purchasing. They're especially skilled at developing long-term operational strategies, working closely with senior management to meet company objectives. A Director of Operations oversees an organization's daily business activities. They are responsible for managing its resources, developing and implementing an operational plan and ensuring that procedures are carried out properly.
School General (Principal)	The <b>School General (Principal)</b> provides leadership, management and supervisory skills that promote learning for each student. They lead others and stand for the ideas and values that help to develop globally competent citizens. They are stewards for learning – student learning, staff learning and parent learning.
Special Education Teacher	The <b>Special Education Teacher</b> will be assessing children's skills and learning requirements. Designing Individualized Educational Plans (IEPs) as well as collaborating with parents and school staff to track students' progress.
Substitute Teacher (Advocator)	In the absence of full-time/permanent teaching staff, the <b>Substitute Teacher (Advocator)</b> would be teaching students based on national curriculum guidelines within your specialist subject areas. Planning, preparing and delivering lessons. Encouraging student participation in lessons and in other school-related activities.
Teacher (Advocator)	The <b>Teacher (Advocator)</b> will be teaching students based on national curriculum guidelines within specific subject areas or overall academics. Planning, preparing and delivering lessons. Encouraging student participation in lessons and in other school-related activities.
Teacher Assistant (Advocator)	The <b>Teacher Assistant (Advocator)</b> will be assisting the Teacher (Advocator) in teaching students based on national curriculum guidelines within specific subject areas or overall academics. Planning, preparing and delivering lessons. Encouraging student participation in lessons and in other school-related activities.
Technology Teacher	The <b>Technology Teacher</b> will provide instruction for basic technology skills to students in Kindergarten through Grade 5th grade. In addition, the technology teacher will work closely with classroom teachers to integrate the core curriculum into the development and planning of all technology lessons.

Rev. 02/2021

**INFINITY  
GENERATION  
GENERALS (IGG)**

\_\_\_\_ Teacher Evaluation

Name: \_\_\_\_\_ School: \_\_\_\_\_ Assignment: \_\_\_\_\_  
(Grade or Subject)  
 Evaluator \_\_\_\_\_ Non-tenured \_\_\_\_\_ Non-tenured Structured Assistance \_\_\_\_\_  
 Tenured \_\_\_\_\_ Tenured Structured Assistance \_\_\_\_\_

Expectations	Performance Indicators	*Meets Expectations	**Needs Improvement
1. Establishes a safe, respectful, effective classroom environment	a. Creates and maintains a respectful learning environment b. Implements and consistently uses effective and safe classroom procedures c. Practices and enforces positive methods for managing student behavior		
2. Plans, designs, and assesses instruction effectively	a. Demonstrates knowledge of content, resources, and pedagogy b. Demonstrates knowledge of students c. Determines appropriate instructional goals d. Designs instruction to achieve goals e. Uses assessments effectively		
3. Implements instruction which engages students in learning; students construct meaning and participate in a community of learners	a. Engages student in active learning b. Organizes the learning experience to enable students to construct meaning c. Facilitates students' development as independent learners		
4. Communicates effectively with students, families, staff, and the community	a. Communicates clearly and regularly with students b. Involves families in promoting student learning c. Communicates with colleagues cooperatively to promote student success d. Fosters community relationships to promote broad support for success for all students		
5. Conducts oneself in a professional manner	a. Models professional and ethical standards as well as personal integrity in all interactions b. Takes responsibility for meaningful professional growth c. Collaborates with colleagues to support the success of a diverse student population		

Recommended for:

- a) \_\_\_\_\_ annual contract (non-tenured)
- b) \_\_\_\_\_ continuing contract (tenured)
- c) \_\_\_\_\_ structured assistance next year
- d) \_\_\_\_\_ non-renewal
- e) \_\_\_\_\_ other

Focus for Next Year's Growth:

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(Comments go on the back.)

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature indicates only that I have read the evaluation and not that I am necessarily in agreement with its contents. \_\_\_\_\_

*Directions: At the end of the year if the teacher meets most of the performance indicators in an expectation, the evaluator should check "Meets Expectations," although the teacher may still identify areas for improvement. Distinguished performance may be noted in the comments by the evaluator. If the teacher needs improvement in several indicators or needs strong improvement in one indicator, the evaluator should list the letter(s) of the area(s) needing improvement in the "Needs Improvement" column and provide written comments about the needs. Finally, the evaluator makes a recommendation for the following year.*

*Non-tenured teachers and teachers who are identified for structured assistance receive a formal evaluation to include an observation(s) and pre- and post-conference. Tenured teachers who meet expectations are formally evaluated one out of every three years on a rotating basis.*

\_\_\_\_ Evaluator Comments Attached or

Evaluator Comments on back:

# Athletic Trainer

## Annual Performance Report

*Directions: School-based administrators use this form to provide the employee with an assessment of performance. The employee should be given a copy of the form at the end of each evaluation cycle.*

**Employee:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**Evaluator(s):** \_\_\_\_\_

**School:** \_\_\_\_\_

<b>Exceeds Expectations</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Unacceptable</b>
The employee consistently and considerably surpasses the expectations of the essential job duty or performance characteristic that are consistent with the school's mission and goals.	<b>The employee meets the expectations of the essential job duty or performance characteristic in a manner that is consistent with the school's mission and goals.</b>	The employee consistently performs below expectations of the essential job duty or performance characteristic in a manner that is inconsistent with the school's mission and goals.

### ESSENTIAL JOB DUTIES

Essential Job Duties	Exceeds Expectations	Proficient	Unacceptable
1. Conducts initial assessment of an athlete's injury or illness in order to provide emergency or continued care, and to determine whether they should be referred to physicians for treatment			
2. Provides care for athletic injuries			
3. Evaluates athletes' readiness to play, and provides participation clearances when necessary and warranted			
4. Applies protective or injury preventive devices such as tape, bandages, or braces			
5. Assesses and reports the progress of recovering athletes to coaches and physicians			
6. Advises athletes on the proper use of equipment			
7. Plans and implements comprehensive athletic injury prevention programs			

8. Develops training programs and routines designed to improve athletic performance			
9. Attends all home athletic games, Varsity Football games, and any other games designated by the Activities Director			
10. Completes end of the year inventory and compiles list of needed supplies for the following year			
Remarks/Comments:			

**PERFORMANCE CHARACTERISTICS**

Performance Characteristics:	Exceeds Expectations	Proficient	Unacceptable
<b>Judgment</b> – Makes correct decisions based on relevant information and maintains confidentiality.			
<b>Adaptability</b> – Willingness to accept new ideas and/or change.			
<b>Working Relationships</b> – Establishes and maintains cooperative working relationships with others.			
<b>Attendance and Punctuality</b> – Reliable attendance and prompt arrival time			
<b>Initiative</b> – Takes initiative and assumes responsibility for prompt, appropriate action.			

Remarks/Comments:

**Evaluation Summary**

- Recommended for reappointment for next school year.**
- Recommended for placement on a Performance Improvement Plan**
- Not recommended for reappointment for next school year.**

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_



# Bus Aide

## Annual Performance Report

*Directions: School-based administrators use this form to provide the employee with an assessment of performance. The employee should be given a copy of the form at the end of each evaluation cycle.*

**Employee:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**Evaluator(s):** \_\_\_\_\_

**School:** \_\_\_\_\_

<b>Exceeds Expectations</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Unacceptable</b>
The employee consistently and considerably surpasses the expectations of the essential job duty or performance characteristic that are consistent with the school's mission and goals.	<b>The employee meets the expectations of the essential job duty or performance characteristic in a manner that is consistent with the school's mission and goals.</b>	The employee consistently performs below expectations of the essential job duty or performance characteristic in a manner that is inconsistent with the school's mission and goals.

### ESSENTIAL JOB DUTIES

Essential Job Duties	Exceeds Expectations	Proficient	Unacceptable
1. Secures each student into his/her location with either harness, seat belt, wheel chair locks or other safety equipment			
2. Maintains discipline in keeping with division regulations			
3. Instructs riders regarding being responsible passengers			
4. Is alert and exercises good judgment concerning emergencies			
5. Assists in emergency evacuation drills in keeping with division regulations			

6. Knows the physical and/or emotional handicap of each student on the bus			
Remarks/Comments:			

**PERFORMANCE CHARACTERISTICS**

Performance Characteristics:	Exceeds Expectations	Proficient	Unacceptable
<i>Judgment</i> – Makes correct decisions based on relevant information and maintains confidentiality.			
<i>Adaptability</i> – Willingness to accept new ideas and/or change.			
<i>Working Relationships</i> – Establishes and maintains cooperative working relationships with others.			
<i>Attendance and Punctuality</i> – Reliable attendance and prompt arrival time			
<i>Initiative</i> – Takes initiative and assumes responsibility for prompt, appropriate action.			
Remarks/Comments:			

**Evaluation Summary**

- Recommended for reappointment for next school year.**
- Recommended for placement on a Performance Improvement Plan**
- Not recommended for reappointment for next school year.**

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# Cafeteria Manager

## Annual Performance Report

*Directions: School-based administrators use this form to provide the employee with an assessment of performance. The employee should be given a copy of the form at the end of each evaluation cycle.*

**Employee:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**Evaluator(s):** \_\_\_\_\_

**School:** \_\_\_\_\_

<b>Exceeds Expectations</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Unacceptable</b>
The employee consistently and considerably surpasses the expectations of the essential job duty or performance characteristic that are consistent with the school's mission and goals.	<b>The employee meets the expectations of the essential job duty or performance characteristic in a manner that is consistent with the school's mission and goals.</b>	The employee consistently performs below expectations of the essential job duty or performance characteristic in a manner that is inconsistent with the school's mission and goals.

### ESSENTIAL JOB DUTIES

Essential Job Duties	Exceeds Expectations	Proficient	Unacceptable
1. Supervises food service functions to ensure that food is served in a safe and sanitary environment and directs the preparation of food according to standardized recipes and established food preparation procedures			
2. Knows, understands and operate Café Enterprise and counts daily cash drawers and completes forms related to the deposit			
3. Plans food production for the following day by directing the preparation of required food items			
4. Assesses the appropriate quantity of food to order, prepare and serve according to projected meal count			
5. Receives and verifies all deliveries and refuses unsatisfactory products or services			
6. Prepares invoices for payment in a timely manner according to established procedures			

7. Directs and organizes the performance responsibilities of other food service workers			
8. Directs, supervises , evaluates and participates in all kitchen and cafeteria cleaning functions			
9. Performs collection procedures according to state and division guidelines			
10. Communicates effectively with the Supervisor of Food Nutrition and the Building Administrator keeping both informed of operational concerns			
Remarks/Comments:			

**PERFORMANCE CHARACTERISTICS**

Performance Characteristics:	Exceeds Expectations	Proficient	Unacceptable
<b>Judgment</b> – Makes correct decisions based on relevant information and maintains confidentiality.			
<b>Adaptability</b> – Willingness to accept new ideas and/or change.			
<b>Working Relationships</b> – Establishes and maintains cooperative working relationships with others.			
<b>Attendance and Punctuality</b> – Reliable attendance and prompt arrival time			
<b>Initiative</b> – Takes initiative and assumes responsibility for prompt, appropriate action.			

Remarks/Comments:

**Evaluation Summary**

- Recommended for reappointment for next school year.**
- Recommended for placement on a Performance Improvement Plan**
- Not recommended for reappointment for next school year.**

\_\_\_\_\_  
Building Administrator Signature

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor of School Nutrition Signature

Date: \_\_\_\_\_

# Coordinator of Maintenance

## Annual Performance Report

*Directions: School-based administrators use this form to provide the employee with an assessment of performance. The employee should be given a copy of the form at the end of each evaluation cycle.*

**Employee:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**Evaluator(s):** \_\_\_\_\_

**School:** \_\_\_\_\_

<b>Exceeds Expectations</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Unacceptable</b>
The employee consistently and considerably surpasses the expectations of the essential job duty or performance characteristic that are consistent with the school's mission and goals.	<b>The employee meets the expectations of the essential job duty or performance characteristic in a manner that is consistent with the school's mission and goals.</b>	The employee consistently performs below expectations of the essential job duty or performance characteristic in a manner that is inconsistent with the school's mission and goals.

### ESSENTIAL JOB DUTIES

Essential Job Duties	Exceeds Expectations	Proficient	Unacceptable
1. Prioritizes work order requests, assigns work and ensures their completion with maintenance personnel			
2. Performs periodic inspections of all school buildings and grounds to ensure safety, timely repair, preventive maintenance and energy conservation			
3. Facilitates the snow removal program			
4. Monitors the daily tasks of maintenance personnel to ensure satisfactory job performance			
5. Monitors status of projects as assigned			
6. Assists in coordination of the employee safety program for maintenance			
7. Consults with the Director of Operations regarding the employment/termination, discipline, or evaluation of employees			

8. Complies with and supports school and division regulations and policies.			
9. Performs related duties as assigned by the Director of Operations in accordance with the school/system policies and practices.			
Remarks/Comments:			

**PERFORMANCE CHARACTERISTICS**

Performance Characteristics:	Exceeds Expectations	Proficient	Unacceptable
<i>Judgment</i> – Makes correct decisions based on relevant information and maintains confidentiality.			
<i>Adaptability</i> – Willingness to accept new ideas and/or change.			
<i>Working Relationships</i> – Establishes and maintains cooperative working relationships with others.			



<i>Attendance and Punctuality</i> – Reliable attendance and prompt arrival time			
<i>Initiative</i> – Takes initiative and assumes responsibility for prompt, appropriate action.			
Remarks/Comments:			

**Evaluation Summary**

- Recommended for reappointment for next school year.**
- Recommended for placement on a Performance Improvement Plan**
- Not recommended for reappointment for next school year.**

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# Custodian

## Annual Performance Report

*Directions: School-based administrators use this form to provide the employee with an assessment of performance. The employee should be given a copy of the form at the end of each evaluation cycle.*

**Employee:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**Evaluator(s):** \_\_\_\_\_

**School:** \_\_\_\_\_

<b>Exceeds Expectations</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Unacceptable</b>
The employee consistently and considerably surpasses the expectations of the essential job duty or performance characteristic that are consistent with the school's mission and goals.	<b>The employee meets the expectations of the essential job duty or performance characteristic in a manner that is consistent with the school's mission and goals.</b>	The employee consistently performs below expectations of the essential job duty or performance characteristic in a manner that is inconsistent with the school's mission and goals.

### ESSENTIAL JOB DUTIES

Essential Job Duties	Exceeds Expectations	Proficient	Unacceptable
1. Arranges furnishings and equipment for the purposes of providing adequate preparations for meetings, classroom activities and special events			
2. Cleans assigned school facilities (i.e. classrooms, offices, restrooms, multipurpose rooms, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment			
3. Inspects school facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, and/or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc			
4. Maintains supplies and equipment (i.e. cleaning solutions, paper products, mops, etc.) for the purpose of ensuring the availability of items required to properly maintain facilities			
5. Responds to immediate safety and/or operational			

concerns (i.e. facility damage, injured and/or ill students/employees, alarms, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functioning educational environment			
6. Secures facilities and grounds for the purpose of minimizing property damage, equipment loss and potential liability to organization			
Remarks/Comments:			

**PERFORMANCE CHARACTERISTICS**

Performance Characteristics:	Exceeds Expectations	Proficient	Unacceptable
<i>Judgment</i> – Makes correct decisions based on relevant information and maintains confidentiality.			
<i>Adaptability</i> – Willingness to accept new ideas and/or change.			
<i>Working Relationships</i> – Establishes and maintains cooperative working relationships with others.			
<i>Attendance and Punctuality</i> – Reliable attendance and prompt arrival time			
<i>Initiative</i> – Takes initiative and assumes responsibility for prompt, appropriate action.			

Remarks/Comments:

**Evaluation Summary**

- Recommended for reappointment for next school year.**
- Recommended for placement on a Performance Improvement Plan**
- Not recommended for reappointment for next school year.**

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# Maintenance Worker

## Annual Performance Report

*Directions: School-based administrators use this form to provide the employee with an assessment of performance. The employee should be given a copy of the form at the end of each evaluation cycle.*

**Employee:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**Evaluator(s):** \_\_\_\_\_

**School:** \_\_\_\_\_

<b>Exceeds Expectations</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Unacceptable</b>
The employee consistently and considerably surpasses the expectations of the essential job duty or performance characteristic that are consistent with the school's mission and goals.	<b>The employee meets the expectations of the essential job duty or performance characteristic in a manner that is consistent with the school's mission and goals.</b>	The employee consistently performs below expectations of the essential job duty or performance characteristic in a manner that is inconsistent with the school's mission and goals.

### ESSENTIAL JOB DUTIES

Essential Job Duties	Exceeds Expectations	Proficient	Unacceptable
1. Installs, repairs, and maintains machinery, plumbing, physical structure, and electrical wiring and fixtures of school buildings in accordance with blue-prints, manuals, building codes, and safety regulations, using hand tools and carpenter's, electrician's and plumber's tools			
2. Assists with snow removal operations as directed			
3. Adheres to proper cleaning methods, storage, and proper care of equipment and supplies			
4. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities			
5. Reports all accidents and/or potential hazards to the Supervisor of Maintenance and/or Director of Operations immediately, or as soon as reasonably possible			
6. Maintains a clean and safe work area			

7. Observes and promotes safe work practices and procedures at all times			
8. Uses and wears safety and/or protective equipment, as appropriate			
9. Complies with and supports school and division regulations and policies			
10. Performs other duties as assigned by the Supervisor of Maintenance and/or Director of Operations in accordance with school/division policies and practices			
Remarks/Comments:			

**PERFORMANCE CHARACTERISTICS**

Performance Characteristics:	Exceeds Expectations	Proficient	Unacceptable
<i>Judgment</i> – Makes correct decisions based on relevant information and maintains confidentiality.			
<i>Adaptability</i> – Willingness to accept new ideas and/or change.			
<i>Working Relationships</i> – Establishes and maintains cooperative working relationships with others.			
<i>Attendance and Punctuality</i> – Reliable attendance and prompt arrival time			
<i>Initiative</i> – Takes initiative and assumes responsibility for prompt, appropriate action.			

Remarks/Comments:

**Evaluation Summary**

- Recommended for reappointment for next school year.**
- Recommended for placement on a Performance Improvement Plan**
- Not recommended for reappointment for next school year.**

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# Registrar

## Annual Performance Report

*Directions: School-based administrators use this form to provide the employee with an assessment of performance. The employee should be given a copy of the form at the end of each evaluation cycle.*

**Employee:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**Evaluator(s):** \_\_\_\_\_

**School:** \_\_\_\_\_

<b>Exceeds Expectations</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Unacceptable</b>
The employee consistently and considerably surpasses the expectations of the essential job duty or performance characteristic that are consistent with the school's mission and goals.	<b>The employee meets the expectations of the essential job duty or performance characteristic in a manner that is consistent with the school's mission and goals.</b>	The employee consistently performs below expectations of the essential job duty or performance characteristic in a manner that is inconsistent with the school's mission and goals.

### ESSENTIAL JOB DUTIES

Essential Job Duties	Exceeds Expectations	Proficient	Unacceptable
1. Manages and maintains records in the student information system (PowerSchool); checks and reviews a variety of data for accuracy, completeness, and conformance to established standards and procedures			
2. Assists in inputting data to create the master schedule; assists in scheduling changes to the master schedule			
3. Assists in printing reports cards, progress reports, etc.			
4. Maintains and respects confidentiality of student and school personnel information			
5. Prepares cumulative record labels, grades, credits, GPA, rank in class, and end of year reports			
6. Communicates orally and in writing effectively			



with school personnel, parents, and the general public			
7. Maintains diplomas for regular school term and summer school			
8. Maintains records and generates reports, as requested			
9. Performs related tasks as assigned by building administrator(s) in accordance with the school/policies and practices			
10. Handles a variety of routine technical and administrative assignments			
Remarks/Comments:			

**PERFORMANCE CHARACTERISTICS**

Performance Characteristics:	Exceeds Expectations	Proficient	Unacceptable
<b><i>Judgment</i></b> – Makes correct decisions based on relevant information and maintains confidentiality.			
<b><i>Adaptability</i></b> – Willingness to accept new ideas and/or change.			
<b><i>Working Relationships</i></b> – Establishes and maintains cooperative working relationships with others.			
<b><i>Attendance and Punctuality</i></b> – Reliable attendance and prompt arrival time			
<b><i>Initiative</i></b> – Takes initiative and assumes responsibility for prompt, appropriate action.			

Remarks/Comments:

**Evaluation Summary**

- Recommended for reappointment for next school year.**
- Recommended for placement on a Performance Improvement Plan**
- Not recommended for reappointment for next school year.**

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# School Librarian Assistant/Instructional Assistant

## Annual Performance Report

*Directions: School-based administrators use this form to provide the employee with an assessment of performance. The employee should be given a copy of the form at the end of each evaluation cycle.*

**Employee:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**Evaluator(s):** \_\_\_\_\_

**School:** \_\_\_\_\_

<b>Exceeds Expectations</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Unacceptable</b>
The employee consistently and considerably surpasses the expectations of the essential job duty or performance characteristic that are consistent with the school's mission and goals.	<b>The employee meets the expectations of the essential job duty or performance characteristic in a manner that is consistent with the school's mission and goals.</b>	The employee consistently performs below expectations of the essential job duty or performance characteristic in a manner that is inconsistent with the school's mission and goals.

### ESSENTIAL JOB DUTIES

Essential Job Duties	Exceeds Expectations	Proficient	Unacceptable
1. Maintains electronic database in the library automation system			
2. Prepares notices as requested by the school librarian			
3. Maintains and respects confidentiality of student and school personnel information			
4. Assists students and teachers in the use of the library materials, including the technology			
5. Sorts, retrieves, and re-shelves medial materials and equipment			
6. Receives periodicals and prepares them for circulation			
7. Cares for library materials; including repairing damaged materials, maintaining bar codes, etc.			
8. Assists teacher(s) in maintaining a classroom			

management policy that fosters a safe and positive environment for all students and staff			
9. Assists in ensuring the adequate safe supervision of all students			
10. Reports promptly to assigned/designated location and/or area			
Remarks/Comments:			

**PERFORMANCE CHARACTERISTICS**

Performance Characteristics:	Exceeds Expectations	Proficient	Unacceptable
<b><i>Judgment</i></b> – Makes correct decisions based on relevant information and maintains confidentiality.			
<b><i>Adaptability</i></b> – Willingness to accept new ideas and/or change.			
<b><i>Working Relationships</i></b> – Establishes and maintains cooperative working relationships with others.			
<b><i>Attendance and Punctuality</i></b> –Reliable attendance and prompt arrival time			
<b><i>Initiative</i></b> – Takes initiative and assumes responsibility for prompt, appropriate action.			

Remarks/Comments:

**Evaluation Summary**

- Recommended for reappointment for next school year.**
- Recommended for placement on a Performance Improvement Plan**
- Not recommended for reappointment for next school year.**

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **INFINITY GENERATION GENERALS LIBRARY PROGRAM MISSION STATEMENT**

The mission of the school library program is to provide an inviting, dynamic learning environment and services that support and enhance teaching, literacy and learning.

To support this mission, the school library:

- Provides all members of the learning community access to a supportive, welcoming and learner-centered environment
- Works in collaboration with teachers, administrators, support staff and parents to provide learning experiences that promote student achievement
- Fosters the development of reading, writing, speaking and listening skills and provides experiences that expand and reinforce classroom reading instruction
- Offers life-long learning through information literacy instruction that is integrated with classroom content
- Promotes critical thinking, engagement with information (in all of its forms) and the use of technology to enhance learning
- Contains rich and abundant collections of materials in many formats—both print and electronic—to meet the teaching and learning needs of the student
- Provides School curriculum, academic library collections and services that reflect diversity and promote intellectual freedom principles, foster connections with the larger learning community to provide students with access to learning resources and activities beyond the school walls
- Communicates library program plans, needs and accomplishments to stakeholders on a regular basis

## **COUNSELING SERVICES**

### **C.A.R.E. For Change, Inc.**

*Community Adolescent Rehabilitation Effort (C.A.R.E.) For Change, Inc.*

3621 N. Kelley Ave, Suite 100

Oklahoma City, OK 73111

[info@CareForChange.org](mailto:info@CareForChange.org)

[www.CareForChange.org](http://www.CareForChange.org)

Phone: 405.524.5525

Fax: 405.524.5528

C.A.R.E. for Change, Inc. is committed to providing quality substance abuse services that meet the needs of those in the community. Our staff is dedicated to preventing and treating chemical dependency and abuse through education, intervention, and outreach programs.

C.A.R.E. for Change, Inc. values the family as the single most important unit of the community. We are therefore devoted to assisting adolescents and adults and their families in remaining drug free, through enhancing and strengthening the individual and family to build a stronger community. We are committed to delivering services and employing personnel in a legal, ethical, and non-discriminatory manner.

**SPECIAL EDUCATION SERVICES**

**Myra Moaning**

*Certified Special Education Teacher*

3663 N. Lottie Ave

Oklahoma City, OK 73111

M.MoaningOKYLP@gmail.com

[www.OKYLPOKC.org](http://www.OKYLPOKC.org)

Phone: (405) 601-3055



# Infinity Generation Generals Volunteer Application

## Contact Information

Name	
Street Address	
City ST ZIP Code	
Phone	
Secondary Phone	
E-Mail Address	

## Availability

During which hours are you available for volunteer assignments (please circle all options that apply)?

Morning (7:30a – 12:00p) Afternoon (12:00p – 5:30p) All Day (7:30a – 5:30p)

M	T	W	Th	F
Morning	Morning	Morning	Morning	Morning
Afternoon	Afternoon	Afternoon	Afternoon	Afternoon
All Day	All Day	All Day	All Day	All Day

## Special Skills or Qualifications

Summarize special skills and qualifications you have acquired from employment, previous volunteer work, or through other activities, including hobbies or sports.

### Previous Volunteer Experience

Summarize your previous volunteer experience.

--

### Person to Notify in Case of Emergency

Name	
Street Address	
City ST ZIP Code	
Home Phone	
Work Phone	
E-Mail Address	

### Agreement and Signature

By submitting this form, I affirm that the facts set forth in it are true and complete. I understand that if I am accepted as a volunteer, any false statements, omissions, or other misrepresentations made by me on this application may result in my immediate dismissal.

Name (printed)	
Signature	
Date	

### Our Policy

It is the policy of this organization to provide equal opportunities without regard to race, color, religion, national origin, gender, sexual preference, age, or disability.

Thank you for completing this application form and for your interest in volunteering with us.

## INFINITY GENERATION GENERALS VOLUNTEER CODE OF CONDUCT 2021 - 2022

1. Respect all participants and staff members at all times. Bullying, teasing, threatening, or hostile behavior will not be tolerated.
2. You are not allowed to hit, pinch, thump, shake, grab, or push other volunteers, visitors and children.
3. Tell another staff member if you need to leave the area. No child should be left unattended even in large groups.
4. Use of cell phones should be limited to breaks, lunches, checking on loved ones, or in case of emergencies.
5. Swearing and other inappropriate language will not be tolerated.
6. Should a child take anything that does not belong to them, or brings a restricted item, immediately contact the program supervisor for further instructions.
7. No PDA (Personal Displays of Affection) toward participants, employees, volunteers, parents or guests.
8. If a participant is unruly contact the program supervisor immediately.
9. If you or one of the participants is injured, an incident form must be filled out immediately.
10. If you believe your life or the life of a participant is being threatened (including medical emergencies) please call 911.

### **Dress Code**

1. T-shirts with slogans advertising alcohol, tobacco or questionable practices, or any clothing with suggestive words or designs are not to be worn during your volunteer hours.
2. Skirts and shorts are to be worn no shorter than 3 inches above the knee line.
3. Clothes are to be neat and modest in appearance. No provocative clothing.

By signing this form, I agree to the terms and conditions of being a volunteer/employee of IGG. Failure to comply will lead to disciplinary action up to and including termination of employment or volunteer participation at Oklahoma Youth Literacy Program.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## **BUDGET PROCESS**

During initial budget discussions, the current year forecast is reviewed in detail and key assumptions are discussed and gathered. The Executive Director and Director of Operations will develop the initial draft. The draft is then reviewed with the Finance Committee prior to being presented to the Board for approval. The preliminary budget is approved by the Board each year. In the fall of each year, the forecast is reviewed, and a revised budget may be drafted (when material assumptions have changed) with newest assumptions and latest enrollment information. The same process as above is followed and a revised budget may be approved, generally by November 30th. In January, when the Governor's budget review is conducted, the budget is again reviewed, and revisions are made only if budget changes are materialized.

## **FINANCIAL FIRM / TREASURER**

### **Precise Solutions**

3000 United Founders Blvd., STE. 113

Oklahoma City, OK 73112

[www.Precise-SolutionsLLC.com](http://www.Precise-SolutionsLLC.com)

Phone: (405) 810-5459

### **Contact Person:**

Amber Williams

[AWilliams@precise-solutionsllc.com](mailto:AWilliams@precise-solutionsllc.com)

(405) 209-5997

## **FIDUCIARY RESPONSIBILITIES**

### **Business Judgment Rule.**

When an organizational decision of a nonprofit corporation board turns out to be, in hindsight, a bad or even disastrous one, a board member that properly exercised his or her fiduciary duties will be able to use this fact as a defense against personal liability in the event of a lawsuit. This is known as the business judgment rule. Essentially, a court will not second guess the Board's judgment so long as the board made the decision with due care, out of loyalty to the organization, in good faith, and in some states, out of obedience to the corporation. This is one of the key advantages directors of nonprofit corporations have over trustees of charitable trusts.

Although most board members understand this fiduciary duty in concept, the pressures of fund-raising, organizational culture, and following a successful CEO/Executive Director, without great care, can obscure the details of board responsibilities. It is thus important for board members and CEOs to remain focused on the details of their fiduciary duties.

Board members have both a legal and ethical responsibility to oversee non-profit management and provide accountability. There are three categories of fiduciary duties. They are the duty of care, the duty of loyalty, and in some states the duty to act in good faith and in others the duty of obedience.

### **Duty of Care.**

The fiduciary duty of care means that board members should give reasonable care and attention to their responsibility to provide organizational oversight. Although there are no precise rules as to what this means, at a minimum, board members should make every effort to attend meetings, read board reports, and have an understanding of organizational finance. Granted, volunteer board members with busy professional lives can struggle to understand the nuances of organizational management. Thus, the IRS and auditors often focus on the controls, processes, and policies that are in place to minimize the risk of wrongdoing. For example, it is a good idea to have a board treasurer and a finance committee that have a more in-depth understanding of accounting practices, budgeting, annual independent audits, and IRS 990 and state tax filings. The treasurer and/or finance committee can then provide a more summarized report to the board.

### **Duty of Loyalty.**

The fiduciary duty of loyalty of board members is the responsibility to act in the interests of the non-profit, those it serves, and those donating funds for operations, as opposed to their own self-interest. Again, the presence of written controls that are routinely practiced are particularly important to minimize risk. (IRS Form 990 includes additional questions about governance and whether such controls exist.) For example, it is important to have a written conflict of interest policy and for the board to review it annually, and that each board member signs a conflict disclosure each year. At a minimum, the policy should ensure that board

## **FIDUCIARY RESPONSIBILITIES**

members disclose any possible conflicts of interest and that they abstain from any discussion or vote that can potentially benefit them or those closest to them personally.

It can also be said that board members have a duty not to act in the personal best interest of the non-profit CEO (lead staff member) where that interest conflicts with the nonprofit's best interest. Hiring the CEO, setting the salary, and providing oversight and accountability of such CEO, is among the most important responsibilities of a non-profit board. For example, the IRS can fine individual board members who knowingly set excessive compensation for the CEO. To minimize this risk, boards can establish a CEO compensation committee that benchmarks CEO salary against industry standards for comparable non-profits. Moreover, as the Southern Poverty Law Center case mentioned above makes abundantly clear, boards should establish whistleblower policies, signed by all staff members, that allows staff members to bypass the CEO to make complaints of impropriety directly to the board with a guarantee of non-retaliation. When the Board receives a whistleblower complaint, the board should clearly document its receipt and investigation of the complaint and the board's action in response to the complaint.

### **Duty to Act in Good Faith.**

The concept of good faith generally requires that directors act honestly, with faithfulness to their duties and obligations, and not attempt to take advantage of the corporation. A director or officer is not acting in good faith if the director or officer has knowledge concerning the matter in question that makes reliance on another person unwarranted.

### **Duty of Obedience.**

The fiduciary duty of obedience means that the board has a responsibility to ensure the non-profit is abiding by the purpose of its activities as stated in its application for IRS tax-exempt status and is complying with all state and federal laws. For example, board members must have knowledge of, and ensure that they are paying all required taxes in a timely manner and timely filing all required annual state and federal tax returns. Although nonprofits are exempt from income tax, they must pay all applicable state and federal employment taxes, tax on unrelated business income, property taxes, etc. Most importantly, a failure to file the IRS 990 return three years in a row may result in revocation of tax-exempt status. Moreover, boards must follow the dictates of the Uniform Prudent Management of Institutional Funds Act when deciding upon investment decisions and managing endowment funds.

### **Protection from Personal Liability.**

Although there are multiple types of potential liability for a non-profit corporation, board members are generally protected from individual liability by the business judgment rule discussed above and non-profit laws. However, individual board members can be held personally liable for actions of the non-profit corporation on whose board they sit. Thus, to provide board members with peace of mind, and to minimize risk, nonprofits should carry

## **FIDUCIARY RESPONSIBILITIES**

Director and Officers (D&O) insurance and educate board members and the CEO regarding areas of potential liability. A non-profit board member may be liable if he/she personally causes injury to someone; if he/she personally guarantees an organization bank loan or business debt; if he/she fails to ensure that the non-profit pays taxes due or files tax returns; if he/she does something intentionally fraudulent or illegal that causes injury or harm; or if he/she holds or combines his/her personal funds with organizational funds.

Board members have responsibilities and potential liabilities. Proper education upon the specifics of such duties and responsibilities will provide peace of mind, reduce risk to the non-profit brand, and lower the risk of organizational and personal liability.



## **INFINITY GENERATION GENERALS INSURANCE PLAN**

Infinity Generation Generals (IGG) believes in an innovative approach to insurance; one that matches our flexibility, and the commitment we embody to our staff, students, families, and community.

IGG recognizes that the department of education has insurance requirements for private schools. IGG provides a broad range of coverage to ensure that everyone is protected from risks on and off the school premises.

School insurance coverage includes:

- General Liability
- Excess Liability
- Professional Liability
- Directors & Officers Liability
- Automobile Liability
- Employee Benefits Liability
- Employment Practices Liability
- Accident Insurance
- Crime
- Property Insurance
- Worker's Compensation Insurance

With all the necessary policies in place, IGG prioritizes the efforts to protect students and staff from injuries and accidents.

# **IGG ACCOUNTING POLICIES AND PROCEDURES MANUAL**

## **General**

The Governing Board of IGG will adopt the following Fiscal Policies to support the mission of the school and ensure the most effective use of resources. These processes are designed to ensure that resources are budgeted, properly accounted for, and safeguarded. The Policies are also designed to ensure that expenses are properly authorized and in accordance with the school's budget and mission. These Policies serve as the internal controls over the fiscal activities of the school. All processes are designed with key accounting rules in mind. Financial duties and responsibilities are separated so that no one employee has sole control over cash receipts, disbursements, payroll processing, reconciliation of bank accounts, or safeguarding of assets.

## **Legal Structure**

IGG is an Oklahoma Corporation and is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code.

## **Method of Accounting**

The books and records of IGG will be prepared using the accrual method of accounting. Under this method, revenues are recognized when earned and expenses are recognized when incurred.

## **Accounting System**

IGG will use QuickBooks for maintaining its general ledger activities and will contract with Precise Solutions LLC to ensure accurate and timely financial reporting and fiscal compliance. Precise Solutions LLC will also provide integral support with month-end reporting, cash flow, budgeting, and compliance reporting.

## **Cash Accounts**

IGG will obtain board approval before opening or closing any bank or investment accounts. All bank accounts will be reconciled monthly by Precise Solutions LLC. All accounting records will be kept in a secured location.

## **Annual Financial Audit**

The Governing Board will annually appoint an audit committee to select an auditor for that year's audit. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The annual audit shall include the following:

- Audit of the accuracy of the financial statements
- Audit of attendance accounting and revenue accuracy practices
- Audit of internal control processes

## **IGG ACCOUNTING POLICIES AND PROCEDURES MANUAL**

The annual audit report will be presented to the Governing Board each year and distributed to required third parties.

### **Authorized Check Signers**

The Executive Director will be authorized to sign checks for the main checking accounts, maintenance account and fundraising account. There is no dual signature requirement, but authorization limits and approvals must be followed. Authorization limits apply to specific individuals for purchases.

Reimbursements to any members with check signing ability must be approved by an authorized individual other than the person being reimbursed.

### **Cash Receipts and Deposits**

The School will receive checks and cash throughout the year. The following processes are followed to insure effective, timely and accurate reporting of cash receipts in general ledger, safeguarding of assets and ensuring adequate separation of duties. Mail delivered to the Central Office is to be opened by a designated staff member and delivered to the Office manager. The Office manager will prepare a Cash Receipts Form, including details of the source of funds and proper coding per chart of accounts. All checks to be deposited are placed in a secured location until deposited via remote or delivery to the bank by the designated person. All deposit information is reviewed by the Director of Finance to ensure timely entry in the accounting system. Records of deposits are filed at the school. Each record of deposit should include the following items: cash receipts form signed by preparer, remote deposit verification or receipt of deposit from the bank, supporting documentation for the deposit, copies of checks deposited.

For any checks received that do not clearly indicate their source or nature by the supporting documentation, the Executive Director or Principal will include sufficient coding or explanation to ensure proper coding in the accounting system. The school will collect cash from time to time. Cash received is segregated as to type (food sales, fundraising, etc.) and tallied. Total amounts by type are verified by a second person and a deposit form is prepared. If the cash cannot be deposited the same day, it is stored in a locked cabinet. The designated staff member contacts the bank representative when cash deposits need to be made, and the bank arranges for a direct courier pick up. Deposits should never be held at the school site for more than a week. All money waiting for deposit must be stored in a locked and secure location with limited access for only authorized employees.

## **IGG ACCOUNTING POLICIES AND PROCEDURES MANUAL**

### **Purchases and Cash Disbursements**

The Office Manager, Principals, Assistant Principals, Executive Director and Board President are authorized to make purchases on behalf of IGG. At least one of the following must accompany all cash disbursement transactions and proper authorization must be clearly indicated:

- Purchase Order, with proper authorization
- Check Request/Employee Reimbursement Request with proper authorization and supporting documentations attached (for the check request- an invoice, for the reimbursement request – original receipts)
- Travel Reimbursement Forms with proper authorization and supporting documentations attached.

The Principal is authorized to make purchases up to \$2,999.99 for office supplies and general operating expenses of the school. Purchases of \$3,000 to \$24,999 require approval by the Executive Director. Purchases more than \$25,000 require board approval. For recurring transactions with prior approval, payment may be made without direct approval from the Executive Director or Board. The Director of Finance will oversee purchases and monitoring spending for each resource during the year.

### **Purchasing Process:**

- The Office Manager receives a request by an employee to make a purchase or a signed Purchase Order with proper authorization.
- If an employee is requesting a purchase, the Office Manager prepares a purchase order and submits it to the site administrator for approval.
- The Director of Finance reviews the purchase order for proper coding and that the expense is within budget and aligned with the school's needs and mission.
- The Office Manager makes purchases only after receiving approved purchase orders.
- Purchase orders are notated when order has been placed and are stored in a Pending Purchase Orders file until the order has been fulfilled.
- When goods are received, the packing slip is reviewed and compared to the actual delivery and to the purchase order for accuracy. Accounts Payable checks will be processed weekly by Precise Solutions LLC.

### **Bill Pay Process**

- Designated staff members will open mail and deliver all invoices, bills, and statements to the office manager.

## **IGG ACCOUNTING POLICIES AND PROCEDURES MANUAL**

- Accounting receives invoices for payment.
- Each invoice is stamped "Received" with date and is reviewed for accuracy, proper authorization, and completeness. Invoices must be accompanied by a Check Request/Employee Reimbursement Request, Purchase Order and Packing Slip if applicable. If the invoice was for a purchase of merchandise where a purchase order was prepared, the Office Technician matches the purchase order to the invoice and verifies amount and items included.
- Every purchase must be accompanied by valid, written supporting documentation with proper signatures (invoice, contract, receipt, etc.)
- The Accountant will enter invoices to the QuickBooks system. Once all bills have been entered, a report of Accounts Payable (AP) transactions will be printed from QuickBooks and submitted to the Director of Finance for review, along with the bills and AP Batch Header.
- The Director of Finance notates any changes and returns the reviewed AP package to the Accountant for revision.
- The Accounts Payable aging report and available cash balances are reviewed, and invoices are selected for payment.
- Checks are printed and matched to invoices.
- Executive Director will review and sign checks. The Accountant will maintain the checks for all bank accounts, filed by bank accounts and by vendors.

### **Petty Cash**

The school will not maintain a petty cash account. Cash transactions are collected and deposited as necessary (see CASH RECEIPTS section above).

### **Credit Card Transactions**

IGG credit cards will be used for regular operating expenses. The following parties will be authorized to make purchases using the credit card: Principal and Executive Director

Credit card transactions will be logged, reviewed, and reconciled to the statements each month. Supporting documentation and receipts will accompany the credit card statements monthly. The credit card activities are reviewed by the Director of Finance and Executive Director as a part of the Account Payable check review process and are paid in full each month. All original credit card receipts with the expense report will be provided to the accountant for review and payment. If any purchase is not pre-approved, school related or containing original receipts or affidavit of purchases in lieu of receipts, the purchase and the subsequent payment will be the credit card holder's responsibility.

## **IGG ACCOUNTING POLICIES AND PROCEDURES MANUAL**

### **Employee Expense Reimbursement Policy**

All purchases incurred and expenses on behalf of IGG should be pre-approved by Principals, Director of Finance or Executive Director. Purchases cannot include alcohol, personal items or other prohibited expenses. After purchase is made, an employee completes the "Request for the Reimbursement" form with original receipts attached and will submit it for approval. After the request is approved, the check will be processed by Accounting. Reimbursement requests must be submitted within 30 days of purchases for payment to be honored. Any reimbursement requests that are not submitted in a timely manner may not be paid.

### **Travel Expense Reimbursement Policy**

In general, employees will be reimbursed for allowable expenses incurred – up to the limit of the prevailing Federal Per Diem rate – while on school-related travel. These expenses must be submitted on a Check Request Form and require approval by the School Principal or Executive Director. If the Principal is requesting reimbursement, the Executive Director must approve the form. Any travel expenses greater than the per diem rate must be pre-approved by the Executive Director. Mileage is also reimbursable for necessary business travel that takes an employee further from their home than their usual commute to work or that requires an employee to travel to an additional location beyond their normal work location. Mileage will be reimbursed at the prevailing Federal mileage reimbursement rate. Overnight hotel stays are only approved in cases where an employee is attending a conference or event that is outside of the greater Oklahoma City area. Any overnight travel must be approved in advance by the Executive Director or the Board of Directors. Advances for travel will not be provided prior to travel. Reimbursement requests must be submitted within 30 days of travel for payment to be honored. Any reimbursement requests that are not submitted in a timely manner may not be paid.

### **Fundraising Activities**

The school will conduct fundraising activities from time to time that generate cash income. There will be a Fundraising Committee who will oversee all fundraising activities in separate bank accounts that will be managed by two designated individuals for each account. Whenever cash fundraising income is received, the following processes are followed:

- Fundraising activities are overseen by the Fundraising Committee, with prior approval by the Executive Director.
- At least two individuals are designated as responsible staff for the collection and reporting of cash proceeds
- Cash collected is always safeguarded by being kept in an envelope or cash box in a secure location with responsibility over the cash resting with one or two specific individuals.

## **IGG ACCOUNTING POLICIES AND PROCEDURES MANUAL**

- At the end of the day, cash is counted by one staff member while a 2nd staff member observes. The counter uses a Cash Receipts Form (obtained from the Director of Finance or Office Technician) to count and verify cash proceeds.
- When count is completed, the 2nd person recounts the deposit and signs off authorizing correctness of amount.
- The Cash Receipts form and all proceeds are delivered to the Director of Finance at the end of the day for safeguarding in a locked cabinet.
- If the fundraising activity spans across more than one day, counts should be made daily and delivered to the Director of Finance or Office Technician. If counts cannot be made daily, the funds should be placed in a sealed envelope with purpose and date indicated and delivered to the Director of Finance or Office Technician for safekeeping until proceeds can be counted.

Under NO circumstances should the following occur:

- Fundraising activities and cash proceeds received for events or program that Fundraising Committee have NOT given express permission to conduct.
- Cash collected and not delivered to the Director of Finance or Office Technician the same day (cash should NEVER be stored in a classroom or location other than the locked cabinet in the main office) Important: All money collected must be turned into the Director of Finance or Office Manager on a daily basis in a sealed envelope, with amount, date and source of money clearly marked on the outside.

### **Attendance and Student Data Reporting**

IGG will use Common Goal Systems (TeacherEase) to track student data and attendance and to compile data for required reporting to the District and State.

### **Cash Management**

At times, cash balances may get extremely low due to State cash flow deferrals and revenue cycles. Because of this, the Director of Finance will perform detailed procedures to always ensure knowledge of cash balances and forecasted cash flow needs into the future. Each week, cash balances are reviewed in conjunction with AP batch approvals and the client is informed of any impending cash flow needs in the next 60-90 days.

### **Payroll**

A personnel file will be maintained for each employee by the Director of HR and will be kept in a locked file cabinet or other secure location. Payroll will be processed for IGG via Quickbooks, a third-party payroll processing company. Payroll registers and all other required reports are maintained by IGG.

## **IGG ACCOUNTING POLICIES AND PROCEDURES MANUAL**

Pay dates may be as follows: Pay Date Pay Period Covered 5th = 16th -31st of previous month 20th = 1st – 15th of current month Salaried employees, including teachers, are paid on a 12-month cycle. Hourly employees are paid based on hours worked as submitted on recalculated and approved timecards. The Principals/Assistant Principal and/or Executive Director review & approve timecards prior to submitting for processing. All overtime should to be approved by the school's Principal or AP prior to being incurred. Timesheets are submitted each pay period in accordance with the payroll calendar delivered to IGG of each year. An Employee Handbook will outline other policies related to hours worked, vacation and sick time. For certificated employees, a log of credential expiration dates will be maintained by the Director of HR and will be monitored monthly to ensure valid status.

### **Contracts and Agreements**

Agreements entered by IGG which obligate IGG to more than \$25,000 must be approved by the Board of Directors. All other authorization rules of purchases apply to contracts.

### **Independent Contractors**

The Director of Finance understands the rules regarding independent contractors, and it will be IGG practice to obtain a completed Form W9 for all service contracts more than \$600 in any calendar year prior to releasing payment to the vendor. IGG foresees contracting with several people for various services including accounting, security, visiting artists, etc. If the cost of services is expected to exceed \$600 in any calendar year and the independent contractor is not known to be a corporation, the Director of Finance will request a completed Form W-9 before issuing the first payment. Forms 1099 for applicable service providers will be prepared and filed each year in accordance with IRS deadlines.

### **Capital Assets**

Individual assets purchased or acquired with an original cost of \$5,000 or more and a useful life exceeding one year are capitalized and reported at historical cost or estimated historical cost. This includes new or replacement items such as computers, furniture, equipment, fixtures, etc. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all assets is provided on the straight-line basis over the various estimated useful lives ranging from 3 to 39 years. Contributed assets are reported at fair market value as of the date received. A physical inventory is maintained on all capital assets and computer equipment by the IT Manager at IGG.

### **Non-Cash Donations**

All non-cash donations of equipment, books, or other supplies received by IGG shall be recorded at their fair market value at the time of donation.



## **IGG ACCOUNTING POLICIES AND PROCEDURES MANUAL**

### **Record Retention Policy**

IGG maintains a policy of retaining all accounting records for a minimum of 7 years. Accounting documents include:

- Cancelled checks (where applicable) and supporting documentation for all check requests
- Deposits
- Bank reconciliations and supporting documentation
- Journal entries
- Payroll registers and pays records, including quarterly and annual tax filings
- Capital additions schedules and supporting documentation
- Depreciation schedules
- Grants and other pertinent financial correspondence from third parties
- Year-end work papers and audit correspondence
- IRS correspondence

### **Conflicts of Interests**

Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act.

### **Fiscal Review and Budget Process**

#### **Fiscal Review Process**

A Finance Committee consisting of the Executive Director and two board members will review financial reports each month. Monthly financial reports consist of:

- Balance Sheet
- Budget vs. Actual – Year to Date - compares budget to actual activities
- Month-by-month cash flow report that is re-forecasted each month.
- Check Register for the Month
- Financial Summary highlighting key financial indicators and variances and State Budget info

## **IGG ACCOUNTING POLICIES AND PROCEDURES MANUAL**

Any material variances between budget and actual/forecasted amounts are reviewed and discussed with the Finance Committee and actions are proposed as needed to keep the school within budget overall.

### **Monthly and Year-End Financial Procedures**

At the end of each month, the following procedures are completed by the Accountant:

- Reconcile all bank and credit card accounts
- Reconcile all balance sheet accounts with activity or large balances · Review all revenue and expense activities for accuracy
- Review revenues and expenses against current year budget and research large variances
- Prepare financial statements for distribution to the Finance Committee Financial statements will be prepared and presented to the Finance Committee each month and to the Board of Directors as requested by the Board, but no less than once per year.

At the end of each fiscal year, all balance sheet accounts are reconciled. Accounts receivable is determined and accrued based on those revenues for the current year that have been apportioned but not received as of the end of the fiscal year. The Accountant communicates directly with the auditors on all financial matters affecting the audit.

## FUNDRAISING

- Cookbooks
- Read-A-Thon
- Sponsor-A-Student
- Raffles
- T-Shirt Fundraising
- Matching Gifts
- Crowdfunding

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

DEPARTMENT OF THE TREASURY

Date: **DEC 16 2015**

OKYLP OKLAHOMA YOUTH LITERACY  
PROGRAM  
11712 GWENDOLYN LANE  
OKLAHOMA CITY, OK 73131-0000

Employer Identification Number:  
47-5404317  
DLN:  
26053745001655  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170 (b) (1) (A) (vi)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
October 24, 2015  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

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

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

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

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

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://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.

Letter 5436

OKYLP OKLAHOMA YOUTH LITERACY

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey I. Cooper". The signature is stylized with a large initial "J" and a long horizontal stroke at the end.

Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements



# Oklahoma Tax Commission

www.tax.ok.gov

OKYLP OKLAHOMA YOUTH LITERACY PROGR  
PO BOX 17433  
OKLAHOMA CITY OK 73136-1433

Date Issued: June 1, 2018  
Letter ID: L1055503744  
Taxpayer ID: \*\*-\*\*\*4317

TBS

## Oklahoma Exemption Permit Youth Camps

County OKLAHOMA

Non-Transferable

YOUTH CAMPS: 68 Oklahoma Statutes 1999, Supp., Section 1356(20); Sales of tangible personal property or services to youth camps which are supported or sponsored by one or more churches, members of which serve as trustees of the organization...

Permit Number

EXM-14633101-03

Business Location	Industry Code	City Code	Permit Effective	Permit Expires
OKYLP OKLAHOMA YOUTH LITERACY PROGRAM INC. 3663 N.LOTTIE AVE OKLAHOMA CITY OK 73111-4517	721214	5521	June 01, 2018	NON-EXPIRING

Steve Burrage, Chair  
Clark Jolley, Vice-Chair  
Thomas Kemp Jr., Secretary-Member

**OKYLP OKLAHOMA YOUTH LITERACY PROGRAM INC.**

**DUNS: 080119425 CAGE Code: 7LJS3**

**Status: Active**

**Expiration Date: 09/09/2021**

**Purpose of Registration: All Awards**

7000 Crossroad Blvd Ste 1068

Oklahoma City, OK, 73149-3231,

UNITED STATES

Entity Overview

### Entity Registration Summary

**DUNS: 080119425**

**Name: OKYLP OKLAHOMA YOUTH LITERACY PROGRAM  
INC.**

**Business Type: Business or Organization**

**Last Updated By: Gina Darby**

**Registration Status: Active**

**Activation Date: 09/09/2020**

**Expiration Date: 09/09/2021**

### Exclusion Summary

**Active Exclusion Records? No**

## **CURRICULUM**

### **Course Offerings**

- Reading
- Mathematics
- Language Arts
- English
- Science
- Social Studies
- History
- Government
- Foreign Language

### **Textbooks/Virtual Program**

- Spectrum
- Fountas and Pinnell
- Harcourt
- Flash Kid
- Sonlight
- Spalding
- Marshall Cavendish
- School Zone
- Sesame Street
- Scott Foresman
- MacMillan-McGraw Hill
- Curriculum Associates
- McDougal Littell

In addition to textbooks, Infinity Generation Generals will provide students with the technological aids, as deemed necessary, to supplement the educational program. Technological Aids include computers and software. We also stress that some curriculum resources give a more in-depth explanation, illustration and instruction than others.

Infinity Generation Generals does not endorse any company's curriculum. We use the above as part of IGG's Plan.



# **CURRICULUM**

## **Teaching Methods**

- Direct Instruction
- Auditory Learning
- Kinesthetic Learning
- Differentiated Instruction
- Inquiry-based Learning
- Personalized Learning
- Game-based Learning

## **Grade Level Competencies**

Infinity Generation Generals competencies are the Oklahoma State standards and above the state standards. They are specific, measurable and meet the expected requirements that students attain as they make progress toward the standards.

## **Benchmarks**

Infinity Generation Generals uses two of the most recognized benchmark reading programs in the nation. The Dibels 8<sup>th</sup> edition benchmark testing, which is a series of short tests that assess Kindergarten through eight grade and Fountas and Pinnell which focus on comprehension testing. In Mathematics the benchmark is easyCBM math which is a benchmark screening and progress monitoring program.

## **Student Progress**

Infinity Generation Generals student progress is based on teach, test, re-teach and final test.

## **Monitoring**

Infinity Generation Generals work with its students to ensure that progress is made. Each student has an individual learning plan that is based on the student's needs.

## **Assessment**

Infinity Generation Generals assesses students whether the students meet academic goals through the use of norm-referenced or criterion-centered achievement tests.

## **CURRICULUM**

### **Extracurricular Activities**

Infinity Generation Generals offer the following extracurricular activities:

Chapel            Vertical Gardening

Tennis            Technology

Golf                Chess

### **Other Services Provided**

Infinity Generation Generals provides an afterschool program from 3:30pm-5:30pm called Eat, Read and Recreation.

We will also provide an Advanced Placement class, a gifted and talented program, and three foreign languages.

## **STUDENTS**

### **Admission Policies**

Infinity Generation General's students are admitted through the completion of an application, waivers of liability, student health information, permission forms for medication, student pick up, photo release, media, field trips, chapel, prevention classes, the code of conduct and the dress code. After the completion of the application, the parents will be notified within seventy-two hours if their student is accepted as an Infinity Generation General.

### **Enrollment procedure**

Infinity Generation Generals offers a statewide open parent meeting to discuss the school's vision, goals, expectations and levels of greatness. After the informational meeting, parents are given an opportunity to become a part of Infinity Generation Generals by enrolling their student.

### **Timelines**

Infinity Generation Generals are open year-round from August to May with an option to participate in additional learning from June to July. The hours of operation are from 8:30 a.m. arrival to 3:30 p.m. dismissal.

### **Geographic Boundaries**

Infinity Generation Generals does not have any boundaries. The school serves all students who choose to attend the school.

### **Target Students Population**

Infinity Generation Generals serves all students who choose to attend the school.

### **Interview/Tuition/ Fees**

Infinity Generation Generals holds parent orientation at the time of enrollment. Tuition options are paid in full, monthly or bi-weekly. Fees include an application fee, a student school supply fee and fees for various field trips.

### **Uniforms**

Infinity Generation Generals is a uniform school, and all students and teachers are required to wear a uniform.

### **Class Size**

Infinity Generation Generals class ratio for student to teacher is one teacher to ten students. Ratio-10:1.

## **STUDENTS**

### **Behavior and Discipline Procedures**

Infinity Generation Generals has five levels of discipline. The five levels of discipline consist of verbal, written and conference with parents, in house suspension, counseling and out of school suspension. The student will be furnished an out of school education plan as required by the Oklahoma State Law. To assist in the student's behavior, Infinity Generation Generals focuses on what is right with the student and not what is wrong with the student.

## **MISSION STATEMENT**

The mission of the organization is the commitment to creating excellence in the lives of children as it relates to making a direct impact on their life skills through personal guidance, education, literacy programs, charity and team building athletics.

## **STATEMENT OF PURPOSE**

The commitment to creating excellence in the lives of children as it relates to making a direct impact on their life skills through personal guidance, education, literacy programs and team building athletics.

## **VISION STATEMENT**

The achievement of 100% literacy in our youth, which guides their actions, motives, and goals as an organization day in and day out.

## **PHILOSOPHY OF EDUCATION**

Our philosophy of education is that each of our students are unique and need to be taught by dedicated caring teachers. Our desire is to provide a child centered environment where all students are nurtured and encouraged to grow spiritually, mentally, socially, emotionally and spiritually. Our goal is to equip students to be life-long learners, continually reaching towards their fullest potential. Schools need to be safe places. Students who have experienced failures or are subjected to low expectations will be encouraged to try new things and will be supported when needed to begin their journey towards success. We feel that curriculum should provide opportunities for children with different learning styles to succeed. Proven systematic and sequential teaching methods should be used to help students avoid learning difficulties, and reteaching is preferable to labels and excuses. Most of all, we feel that academic content should be relevant to the students' lives and that positive moral and spiritual guidance will propel each child toward greatness.



## STATEMENT OF FAITH

### IGG Creed

I am a child of God.

I can do All things through Christ who strengthens me.

I will not be a complete failure, because I am the head and not the tail.

I will survive because I am a part of the infinity generation and I am a general in this army.

I know my worth and all that has been promised to me.

I will work hard to be great even if I fail at times, because I know it is only temporary, success comes soon.

I am greater than who some people say I am because God already knew me before I existed here on earth.

I will make it, I will survive, my work will not be in vain-I am a part of the Infinity Generation!

## **COMMUNITY SUPPORT**

Charitable nonprofits embody the best of Oklahoma. This institution provides a way for people to work together for the common good, transforming shared beliefs and hopes into action. We help give shape to our community's boldest dreams, highest ideals, and noblest causes.

This institution will be able to feed, educate, inspire, enlighten, and nurture students regardless of race or socioeconomic status from county to county, city to city and beyond. This institution is fostering engagement in literacy, taking the initiative in economic growth while strengthening the fabric of our community. Every single day.

## Facilities

### Leasing

Location: 3663 North Lottie Ave., Oklahoma City, Oklahoma 73111

Building Description: Approximately 5800 Square Feet

Front office open area

3 individual cubicles

7-8 Classrooms

Kitchen Area

Large Kitchen w/commercial kitchen

Large Storage

3 Restrooms

Back Yard: Playground and Basketball

Libraries w/in most classrooms

Computer Lab: Multiple Computers and Laptops

Utilities: Cox, AT&T, OG&E, ONG and Oklahoma City Utilities