

Application: 0000000014

Laura Perkins - laura.perkins@acemacon.org
FY23 Annual Monitoring

Summary

ID: 0000000014
Last submitted: Aug 30 2022 10:11 AM (EDT)

School Information Collection

Completed - Aug 11 2022

School Information Collections

General

School Name

Academy for Classical Education

School Code

0623

School Start Date

Aug 1 2022

School End Date

May 25 2023

Teacher Start Date

Jul 25 2022

Teacher End Date

May 31 2023

Operations

Student Information System

Infinite Campus

Health Insurance Provider

SHBP

System for Award Management (SAM) Number

WEUDAA863CR8

Dun & Bradstreet Number (D-U-N-S)

079321128

National Center for Education Statistics (NCES) ID

1300252

Does the school work with an education service provider (ESP)?

No

Does the school serve grades 8 or above?

Yes

Accreditation status

Received/accredited

Provide the name of the accrediting body

Cognia

Did the school require a lottery required for Fall 2022?

Yes

Number of students on waitlist

1189

Does the school received federal funds?

Yes

Select all that apply

Responses Selected:

Title I-A
Title II-A
Title IV-A
IDEA
Other

Does the school provide transportation?

No

School Contacts

The SCSC understands one person may serve multiple roles within the school.

School Administrators

	School Title	Name	Email Address	Phone Number
Highest Level Administrator	Laura	Perkins	Laura.perkins@acemacon.org	478-238-5680
Chief Financial Officer (CFO)	Pat	Kelly	Pat.kelly@acemacon.org	478-238-5689
System Test Coordinator	Lara	Relyea	Lara.relyea@acemacon.org	478-238-5686
Data Coordinator	Lara	Relyea	Lara.relyea@acemacon.org	478-238-5686
Academic Accountability Coordinator	Esterine	Stokes	Esterine.stokes@acemacon.org	478-238-5681
GaDOE Portal Security Officer	Candace	Fry	Candace.fry@acemacon.org	478-238-5766
SCSC Reimbursement Contact	Jessica	Bury	Jessica.bury@acemacon.org	478-238-5767
School's Legal Counsel	Rob	Fortson	rfortson@ghsmlaw.com	404-443-5812

Other Administrators

Use the other rows to add other administrators not already captured.

	School Title	Name	Email Address	Phone Number
Principal	Laura	Perkins	Laura.perkins@acemacon.org	478-238-5680
Assistant/Vice Principal	Lara	Relyea	Lara.relyea@acemacon.org	478-238-5686
Assistant/Vice Principal				
Testing Coordinator	Lara	Relyea	Lara.relyea@acemacon.org	478-238-5686
Business Manager/Bookkeeper	Kimberly	Turner	Kimberly.turner@acemacon.org	478-238-5682
Federal Programs Director	Jessica	Bury	Jessica.bury@acemacon.org	478-238-5767
Special Education Director	Brittany	Mulvaney	Brittany.mulvaney@acemacon.org	478-238-5693
Data Clerk	Setal	Patel	Setal.patel@acemacon.org	478-238-5695
HR Director	Laura	Perkins	Laura.perkins@acemacon.org	478-238-5680
Other				
Other				
Other				
Other				
Other				

Governing Board Members

	School Title	Name	Email Address	Phone Number
Board Chair	Governing Board Chair	Witt Gaither	Witt.gaither@acemacon.org	478-957-1454
Board Vice Chair	Governing Board Vice Chair	Lee Gillis	Lee.gillis@acemacon.org	478-238-5757
Board Treasurer	Governing Board Treasurer	George Greer	George.greer@acemacon.org	478-238-5757
Board Member	Board Member	Ember Bishop Bentley	Ember.bentley@acemacon.org	478-238-5757
Board Member	Board Member	Michael Kruger	Michael.kruger@acemacon.org	478-238-5757
Board Member	Board Member	Walter Stafford	Walter.stafford@acemacon.org	478-238-5757
Board Member	Board Member	Ryan Schnetzer	Ryan.schnetzer@acemacon.org	478-238-5757
Board Member				
Board Member				
Board Member				
Board Member				
Board Member				
Board Member				
Board Member				
Board Member				

Facility

Primary type of facility

Brick and Mortar Building

Facility ownership

Owned

Type of financing - select all that apply**Responses Selected:**

Bond

CPF Section III, Indicator 1: Educational Program Compliance

Completed - Aug 16 2022

Policy, Procedure, and Practice Review

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State charter schools are exclusively responsible for ensuring their awareness of and compliance with all applicable legal, regulatory, and contractual obligations.

Pursuant to the SCSC charter contract, state charter schools assume sole responsibility for the accurate and timely transmission of data required by the SCSC. By signing the charter contract, the school affirmed its understanding that inaccurate or untimely data may have an adverse impact on the academic, financial and operational standing of the school and further, that the SCSC does not guarantee any opportunity or ability to correct any data reporting errors made by the state charter school.

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Additional Instructions:

- All document uploads must be in a searchable PDF.

ALL DOCUMENTATION MUST BE UPLOADED BY 11:59 PM ON September 7, 2022. Documentation received after this deadline will not be evaluated and will result in a finding for not adhering to the SCSC's deadlines.

Review the FY23 Monitoring Handbook [here](#).

Measure 1 (a): Essential or Innovative Features and Mission Specific Goals

1. Is the school positioned to implement the essential and innovative features in its charter contract for the 2022-2023 school year?

Authority: SCSC Charter Contract

Yes

2. What data will the governing board review to evaluate the school’s progress in meeting all mission-specific goals included in the charter contract?

Authority: SCSC Charter Contract

Essential or Innovative Features: ACE will offer a classical educational model that emphasizes independent scholarship, critical thinking, logical analysis, and a love for learning. The curriculum shall include exposure to the Latin Language, performing arts, visual arts, dramatic arts and athletics. ACE will offer smaller class sizes for grades K-5 and provide content specialists for all upper grades.

Mission Specific Goals:

In each year of the charter term, 100% of ACE teachers will receive a full lesson observation within the first 9 weeks of school. During the 2021-2022 school year we did not meet this goal as we had one teacher out on maternity leave and several who were absent due to COVID which impacted observations.

95% of the school’s students in grades 3-8 will take at least two interim assessments using an assessment aligned to the state standards in ELA and math.

Subgroups in grades 3-5 will increase by 2% their student growth progress in areas tested by the Milestones using the progress level scores as reported on the CCRPI. While we did not have student growth model or CCRPI scores for last year our internal data shows this was met.

85% of 3rd grade students will matriculate into 4th grade reading at or above grade level in reading based on the Lexile score from the Milestones. 92.4% of 3rd graders were at or above grade level in reading based on Milestones from 2022.

85% of the graduating class will have completed one pathway by the completion of their senior year.

Measure 1 (b): State Education Requirements

1. What assessments does the school use for academic benchmarking?

ACE uses easyCBM and USA Test Prep (now called Progress Learning) for benchmarking.

2. What process or procedures are in place to ensure the school’s curriculum is aligned to state standards?

ACE requires all teachers to work as an academic team to create curriculum maps aligned to the state standards. The standards are then referenced in lesson plans posted on D2L of which all students and parents have access 24/7.

3. Does the school serves students in one or more grades from grades kindergarten through five?

Yes

3a. Does the school have policies or procedures for implementing the Early Intervention Program (EIP)

Authority: O.C.G.A. Section 20-2-2065 (and Section 20-2-153); SBOE Rule SBOE Rule 160-4-2-.17

Yes

3b. Upload the school’s policies or procedures for implementing the Early Intervention Program (EIP).

[2022-2023 ACE Early Intevention Program Guidelines .pdf](#)

Filename: 2022-2023 ACE Early Intevention Program Guidelines .pdf **Size:** 1.2 MB

[ACE K-5 EIP Entrance Letter 2022 2023.docx](#)

Filename: ACE K-5 EIP Entrance Letter 2022 2023.docx **Size:** 63.4 kB

4. Does the school serve students in one or more grades from grades six through eight?

Yes

4a. By selecting "Yes" below, I certify that the school provides students in grades sixth, seventh, and eighth, as applicable, with individualized graduation plans.

Authority: OCGA 20-2-2065 (OCGA 20-2-327)

Yes

5. Does the school serves students in one or more grades from grades nine through twelve?

Yes

5a. Upload a copy of the school's 2022-2023 graduation requirements

Authority: State Board of Education Rule 160-4-2-.48

[ACE Graduation Requirements.JPG](#)

Filename: ACE Graduation Requirements.JPG **Size:** 120.4 kB

6. Does the school serves students in one or more grades from grades eight through twelve?

Yes

6a. Upload evidence of the school's accreditation status.

Authority: SCSC Charter Contract

[ACE Accreditation.PNG](#)

Copy of the certificate of accreditation.

Filename: ACE Accreditation.PNG **Size:** 359.7 kB

7. Upload Student Longitudinal Data System (SLDS) documentation confirming that the school timely submitted its FY23 Consolidated LEA Improvement Plan (CLIP) or indicating its CLIP status.

[ACE CLIP 2022.docx](#)

Copy of the documentation for CLIP submission.

Filename: ACE CLIP 2022.docx **Size:** 158.6 kB

Measure 1 (c): Federal Education Requirements

1. Has the school designated a staff person as its liaison for homeless children and youth? If so, please identify the designated staff person by name and title.

Authority: 42 U.S.C. 11432(g)(1)(J)(ii)

Kristen Peterec, Counselor

2. Where (and how) does the school provide notice of educational rights to parents or guardians of homeless children and youths?

Authority: 42 U.S.C. 11432(g)(6)(A)(vi)

At the beginning of each year all parents receive a paper form of the McKinney Vento information and a home survey to return to the school. Ms. Peterec then reaches out to anyone who returns the survey indicating need. Parents of students entering after the school year has begun are given this same information in their enrollment paperwork to complete and return to the school.

3. Upload evidence that school personnel providing services pursuant to the McKinney Vento Homeless Assistance Act, 42 U.S.C. § 11431 et seq., have received professional development or other support in this area.

Authority: 42 U.S.C. 11432(g)(6)(A)(ix)

[ACE McKinney Vento.docx](#)

Filename: ACE McKinney Vento.docx **Size:** 568.6 kB

Measure 1 (d): Data Reporting (Reserved)

CPF Section III, Indicator 2: Financial Oversight

Completed - Aug 29 2022

Policy, Procedure, and Practice Review

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Indicator 2 (a): Adherence to GAAP Standards (Reserved)

Indicator 2 (b): Adherence to Federal Financial Requirements

1. Upload a copy of the school's 2022-2023 financial policies and procedures.

[FY23_ACE_Financial Policy Manual.pdf](#)

Filename: FY23_ACE_Financial Policy Manual.pdf **Size:** 572.2 kB

2. Upload a copy of the school's policies and procedures for purchases made with federal funds.

Authority: Uniform Grant Guidance, 2 C.F.R. § 200.318-200.327

[FY23_ACE Federal Procurement Policy Procedures.pdf](#)

Filename: FY23_ACE Federal Procurement Policy Procedures.pdf **Size:** 216.6 kB

3. Upload a copy of the school's 2022-2023 inventory policy and procedure for items purchased with federal funds.

Authority: Uniform Grant Guidance, 2. C.F.R. § 200.318-320

[FY23_Inventory Policies Procedures Federal.pdf](#)

Filename: FY23_Inventory Policies Procedures Federal.pdf **Size:** 206.9 kB

4. Upload documentation that the school maintains property records for property purchased with federal grant funds.

Authority: Uniform Grant Guidance, 2 C.F.R. 200.313(d)(1)

[Gym Divider Federally Funded Screen Shot.pdf](#)

Filename: Gym Divider Federally Funded Screen Shot.pdf **Size:** 437.4 kB

[Federally Funded Screen Shot AED Cabinet .pdf](#)

Filename: Federally Funded Screen Shot AED Cabinet .pdf **Size:** 451.6 kB

Indicator 2 (c): Adherence to Local Units of Administration Manual (LUA).

1. Upload the school's 2022-2023 financial policies and procedures.

Authority: Local Units of Administration Manual, Section IV-31-3.

[FY23_ACE Financial Policy Manual.pdf](#)

Filename: FY23_ACE_Financial Policy Manual.pdf **Size:** 572.2 kB

2. Upload the school's 2022-2023 policy for purchasing items with state funds.

Authority: Local Units of Administration Manual

[FY23 ACE Federal Procurement Policy Procedures.pdf](#)

Filename: FY23_ACE Federal Procurement Policy Procedures.pdf **Size:** 216.6 kB

3. Upload the school's 2022-2023 purchasing card policy.

Authority: Local Units of Administration Manual

[FY23 ACE Purchasing Card Policy.pdf](#)

Filename: FY23 ACE Purchasing Card Policy.pdf **Size:** 165.4 kB

4. Upload the school's 2022-2023 cash receipts policy.

Authority: Local Units of Administration Manual

[FY23 ACE Cash Receipts Policy.pdf](#)

Filename: FY23 ACE Cash Receipts Policy.pdf **Size:** 206.9 kB

5. Upload documentation from the school's 2022-2023 financial policies that reflects the school's purchasing thresholds.

Authority: Local Units of Administration Manual

[FY23 ACE Purchasing Thresholds.pdf](#)

Filename: FY23 ACE Purchasing Thresholds.pdf **Size:** 173.4 kB

6. Did the school award a construction contract over \$100,000?

Yes

6a. If the school awarded a construction contract over \$100,000, upload documentation demonstrating that the job was publicly advertised and awarded through an open and competitive process.

Authority: O.C.G.A. § 20-2-520.

[FY22_ACE Open Bid Process.pdf](#)

Filename: FY22_ACE Open Bid Process.pdf **Size:** 2.5 MB

Additional Information:

(No response)

Indicator 2 (d): Adherence to the School's Own Financial Policies and Procedures

1. Upload documentation from the school's 2022-2023 financial policies that reflects the school's purchasing thresholds.

Authority: Local Units of Administration Manual

[FY23 ACE Purchasing Thresholds.pdf](#)

Filename: FY23 ACE Purchasing Thresholds.pdf **Size:** 173.4 kB

2. Upload documentation demonstrating that the school adhered to the purchasing threshold requirements in its 2022-2023 purchasing policy with respect to two separate purchases.

[ACE Purchasing Samples.pdf](#)

Filename: ACE Purchasing Samples.pdf **Size:** 5.7 MB

Indicator 2 (e): Budget Approved in Accordance with State Law.

1. Upload documentation showing that the school's annual operating budget was approved in accordance with O.C.G.A. § 20-2-167.1.

To demonstrate compliance, the school's documentation should include, at a minimum:

- Evidence that two public hearings were advertised in the county legal organ applicable to the school. *The advertisements must meet the notice requirements of the Georgia Open Meetings Act and be advertised sufficiently in advance of the hearings to allow the public an opportunity to provide input on the school's budget.*
- Evidence that the two public hearings were held at least seven (7) days apart.
- Evidence, e.g. meeting minutes, demonstrating that the public was given an opportunity to offer input on the school's budget during each of the budget hearings.
- Evidence that the governing board (as opposed to a committee thereof) voted to approve or adopt the annual operating budget after the two budget hearings.

[ACE Public Hearing Operating Budget.pdf](#)

Filename: ACE Public Hearing Operating Budget.pdf **Size:** 1.3 MB

CPF Section III, Indicator 3: Governance and Transparency

Completed - Aug 29 2022

Policy, Procedure, and Practice Review

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Review the FY23 Monitoring Handbook [here](#).

Indicator 3 (a): General Governance

1. Upload a copy of the governing board bylaws.

Authority: SCSC Charter Contract

[Revised - Bylaws -Final.pdf](#)

Filename: Revised - Bylaws -Final.pdf **Size:** 207.8 kB

2. Upload a copy of the governing board's 2022-2023 meeting calendar.

Authority: SCSC Charter Contract

[22-23 GB Meeting Schedule.pdf](#)

Filename: 22-23 GB Meeting Schedule.pdf **Size:** 77.0 kB

3. Upload a copy of the school's conflict of interest policy as required by the school's charter contract.

Authority: O.C.G.A. § 20-2-2084(e)

[ACE GB Conflict of Interest.pdf](#)

Filename: ACE GB Conflict of Interest.pdf **Size:** 262.7 kB

[ACE Faculty Conflict of Interest Policy Form.pdf](#)

Filename: ACE_Faculty Conflict of Interest Policy_Form.pdf **Size:** 271.8 kB

Indicator 3 (b): Open Governance

1. Describe the school's process for ensuring compliance with the Georgia Open Records Act.

Authority: SCSC Charter Contract; O.C.G.A. Section 50-18-70 et seq.

The CEO and CFO work together to respond to any open records requests as per O.C.G.A. Section 50-18-70 guidelines and consult with the school attorney as needed. The school had no Open Records requests for the 2021-2022 school year.

2. Upload documentation demonstrating the school's response to a request made pursuant to the Georgia Open Records Act.

Authority: SCSC Charter Contract; O.C.G.A. Section 50-18-70 et seq.

NOTE: Documentation should include a written request for records subject to the Open Records Act and the school's written response. The time and date of the request and response must be visible.

[RE_Public Records Request.pdf](#)

Filename: RE_Public Records Request.pdf **Size:** 1.8 MB

[ACE 2018 Quote IA IA ATT 1192 - 1 of 2.pdf](#)

Filename: ACE 2018 Quote IA IA ATT 1192 - 1 of 2.pdf **Size:** 432.3 kB

[ACE 2018 Quote IA IA ATT 1192 - 2 of 2.pdf](#)

Filename: ACE 2018 Quote IA IA ATT 1192 - 2 of 2.pdf **Size:** 81.1 kB

[ACE 2018 Quote IA IA Cogent - 1 of 2.pdf](#)

Filename: ACE 2018 Quote IA IA Cogent - 1 of 2.pdf **Size:** 47.4 kB

[ACE 2018 Quote IA IA Cox.pdf](#)

Filename: ACE 2018 Quote IA IA Cox.pdf **Size:** 920.2 kB

Indicator 3 (c): Governance Training (Reserved)

1. How does the governing board ensure that its members meet annual governance training requirements?

Authority: O.C.G.A. § 20-2-2084(f) and SCSC Rule 691-2-.03(4)

The governance training requirements and dates of SCSC offered training sessions are reviewed throughout the year during regularly scheduled board meetings. School personnel as well as the Governing Board Chairman send periodic reminders via email to all Board members about the training requirements and training opportunities offered by the SCSC.

Indicator 3 (d): Transparent Governance and Communication with Stakeholders

1. How does the school ensure that its website adheres to the transparency requirements in SCSC Rule 691-2-.03 and State Board of Education (SBOE) Rule 160-4-9-.06 (2)(e)?

Authority: SCSC Rule 691-2-.03(7); State Board of Education (SBOE) Rule 160-4-9-.06 (2)(e).

We conduct regular reviews of the content on the website to ensure that all required information is included and up to date. We also ask our school attorneys to review the website annually and provide feedback to be sure we have added or updated required information.

CPF Section III, Indicator 4: Students and Employees

Completed - Aug 30 2022

Policy, Procedure, and Practice Review

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Measure 4(a): Rights of All Students

1. How does the school ensure that its code of conduct is distributed to each student upon enrollment and to the parents/guardians of students?

Authority: State Board of Education Rule (SBOE) 160-4-8-.15

Every student who enrolls at ACE is given a copy of the Student Handbook which covers polices and procedures, Code of Conduct and Uniform. The first day of school or on the first day of enrollment this document is reviewed with the student. Parents sign that they have received this Handbook. Any student who enters after the first day of school is given the Student Handbook the day they enroll and this information is reviewed with parents. Parents are also provided this information and asked to sign that they have received it.

2. Upload a copy of the school's Code of Conduct.

Authority: SBOE Rule 160-4-8-.15

[ACE Code of Conduct.pdf](#)

Filename: ACE Code of Conduct.pdf **Size:** 427.8 kB

3. Upload a copy of the school's policy or regulation to promote parental involvement in the public schools, as required by the Parents' Bill of Rights.

Authority: O.C.G.A. § 20-2-786.

[FamilyEngagementPolicyFY23.pdf](#)

Family Engagement Handbook

Filename: FamilyEngagementPolicyFY23.pdf **Size:** 1.2 MB

[ACE_Parents Rights.pdf](#)

Information regarding Parents' Bill of Rights posted on website seeking input from parents.

Filename: ACE_Parents Rights.pdf **Size:** 351.2 kB

4. Please upload a copy of the school's complaint resolution policy to address complaints alleging violations of the Protect Students First Act.

Authority: O.C.G.A. § 20-1-11.

[Policy - Protect Students First Act 20220815.pdf](#)

Protect Students First Policy-Complain resolution begins on page 2.

Filename: Policy - Protect Students First Act 20220815.pdf **Size:** 301.8 kB

5. Please provide a weblink(s) to the school's admissions application and notice of enrollment and admissions procedures.

Authority: SCSC Rule 691-2-.03

https://www.acemacon.org/apps/pages/index.jsp?uREC_ID=413106&type=d&pREC_ID=902039

6. Upload a copy of the school's student and/or family handbook.

[ACE 2022-2023 STUDENT HANDBOOK.pdf](#)

ACE Student Handbook

Filename: ACE 2022-2023 STUDENT HANDBOOK.pdf **Size:** 1.5 MB

7. Upload a copy of the school's policies and procedures for serving students who lack a fixed, regular, and adequate nighttime residence.

[ACE McKinney Vento ACE Website.PNG](#)

www.acemacon.org Academics...School Counseling

[https://www.acemacon.org/apps/pages/index.jsp?](https://www.acemacon.org/apps/pages/index.jsp?uREC_ID=413402&type=d&pREC_ID=947753)

[uREC_ID=413402&type=d&pREC_ID=947753](https://www.acemacon.org/apps/pages/index.jsp?uREC_ID=413402&type=d&pREC_ID=947753)

Filename: ACE McKinney Vento ACE Website.PNG **Size:** 113.1 kB

8. Upload documentation demonstrating that the school notifies its stakeholders that it shall not discriminate on the basis of race, color, or national origin.

Authority: 34 C.F.R. 100.6(d)

[ACE Non Discrimination Page76 Student Handbook.PNG](#)

Notice of non discrimination statement page 76 ACE Student Handbook.

Filename: ACE Non Discrimination Page76 Student Handbook.PNG **Size:** 55.8 kB

9. Upload documentation demonstrating that the school has designated and authorized at least one employee as its “Title IX Coordinator” and notified relevant parties of the Title IX Coordinator’s name or title, office address, electronic mail address, and telephone number.

Authority: 34 C.F.R. § 106.8(a) and (b)(2)

[ACE Title IX Statement.PNG](#)

Filename: ACE Title IX Statement.PNG **Size:** 83.9 kB

[ACE Title IX Coordinator Info continued.PNG](#)

Filename: ACE Title IX Coordinator Info continued.PNG **Size:** 108.1 kB

10. Provide a weblink showing the name or title, office address, electronic mail address, and telephone number of the school's Title IX Coordinator.

Authority: 34 C.F.R. § 106.8(a) and (b)(2).

<https://4.files.edl.io/ddab/08/01/22/202744-a26a01a4-7372-49f4-bde4-5788373eb71f.pdf>

Pages 51 -52

11. Upload documentation demonstrating that the school is notifying appropriate persons that the school does not discriminate on the basis of sex in its programs or activities and that it is required by Title IX not to discriminate in such a manner.

Authority: 34 C.F.R. § 106.8(b)

[ACE Non Discrimination Title IX.pdf](#)

Filename: ACE Non Discrimination Title IX.pdf **Size:** 160.9 kB

12. Upload documentation demonstrating that the school has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee Title IX complaints.

Authority: 34 C.F.R. § 106.8(c)

[ACE Grievance Procedures Title IX.pdf](#)

Filename: ACE Grievance Procedures Title IX.pdf **Size:** 160.9 kB

13. If the school has a policy requiring students to wear masks, upload the policy here.

Authority: O.C.G.A. § 20-2-59

Measure 4(b): Rights of Students with Disabilities

1. Does the school employ fifteen (15) or more employees?

Yes

1a. Upload documentation demonstrating that the school takes appropriate and ongoing efforts to notify the school community and stakeholders that it does not discriminate on the basis of disability as required by the regulation implementing Section 504 of the Rehabilitation Act of 1973 (Section 504).

Authority: 34 C.F.R. 104.8

[ACE Non Discrimination 504.PNG](#)

Filename: ACE Non Discrimination 504.PNG **Size:** 36.9 kB

1b. Upload documentation demonstrating that the school provides notice to its school community and stakeholders of the employee the school has designated to coordinate its efforts to comply with Section 504.

Authority: 34 C.F.R. § 104.7(a).

[Information Special Services.docx](#)

Filename: Information Special Services.docx **Size:** 12.5 kB

1c. Upload documentation demonstrating that the school has adopted grievance procedures for the prompt and equitable resolution of Section 504 complaints.

Authority: 34 C.F.R. § 104.7(b)

[ACE Grievance 504.pdf](#)

Filename: ACE Grievance 504.pdf **Size:** 157.6 kB

2. Please upload the school's policies and procedures for serving students with disabilities pursuant to Section 504, the Individuals with Disabilities in Education Act (IDEA), and applicable State Board of Education (SBOE) rules.

[Information Special Services.docx](#)

Filename: Information Special Services.docx **Size:** 12.5 kB

Measure 4(c): Rights of Students who are English Learners (ELs)

1. Please upload enrollment registration documentation showing the school's home language survey.

[Information Special Services.docx](#)

Filename: Information Special Services.docx **Size:** 12.5 kB

2. Upload documentation demonstrating how the school assesses the communication needs of Limited English Proficient (LEP) parents.

Authority: SBOE Rule 160-4-5-.03

[ACE Home Language Survey Communication of LEP Parents.pdf](#)

Filename: ACE Home Language Survey Communication of LEP Parents.pdf **Size:** 207.2 kB

3. In the comment box below, explain the school's process for ensuring meaningful communication with Limited English Proficient (LEP) parents.

Authority: Title VI of the Civil Rights Act of 1945

The school ensures meaningful communication with LEP parents by including a flag in the student information system to make teachers aware that an interpreter is needed. Teachers include interpreters in parent/teacher conferences and in e-mails to LEP parents. The school utilizes the GaDOE ESOL form bank for translated documents. In addition, ACE had contracted with ZAB document translation to translate school documents into the languages most frequently noted via the Home Language survey. In addition, we utilize various interpreters on a contract basis who work with us when we meet with parents who do not speak English and these individuals interpret for them in their language.

4. Upload documentation demonstrating the school's compliance with the State Board of Education (SBOE) procedures for requesting student social security numbers.

Authority: State Board of Education Rule 160-5-1-.24

[ACE Social Security Waiver.pdf](#)

Filename: ACE Social Security Waiver.pdf **Size:** 250.0 kB

5. Upload a copy of the school’s policies and procedures for identifying and serving English Learners (EL).

Authority: State Board of Education (SBOE) Rule 160-4-.02.

[Information Special Services.docx](#)

Filename: Information Special Services.docx **Size:** 12.5 kB

6. Does the school serve EL students and/or received Title III federal funds?

Yes

6a. Upload documentation demonstrating that school personnel providing services under the school’s EL program are professionally trained or otherwise qualified to provide EL instruction.

Authority: Title VI of the Civil Rights Act of 1964 NOTE: Documentation may, but is not required to, include Georgia PSC ESOL certification.

[ACE ESOL Teacher Certification.pdf](#)

Filename: ACE ESOL Teacher Certification.pdf **Size:** 142.2 kB

7. Please describe the efforts the school makes to ensure that it sufficiently staffs and supports language assistance programs for English Learner (EL) students.

Authority: Title VI of the Civil Rights Act of 1964

To provide strategic language instruction to English learners, the school employs a professional educator who holds a clear teaching certificate and an ESOL endorsement. The school provides the ESOL teacher with resources in sufficient quantities to serve ELs at appropriate English proficiencies and grade levels. These resources provide challenging academic content and align with grade-level state content standards. The ESOL teacher utilizes both the pull-out and push-in/collaborative delivery models to provide services based on the students' needs.

The ESOL teacher meets with general education teachers to discuss the needs of English learners and how best to meet those needs in the classroom. The ESOL teacher also has the opportunity to engage in professional development throughout the year to build on foundational skills and knowledge through Middle GA RESA.

Measure 4(d): Employee Qualifications, Evaluations, and Criminal Records Checks

1. Please upload a copy of the school's professional qualifications policy.

[ACE Professional Qualifications.PNG](#)

Filename: ACE Professional Qualifications.PNG **Size:** 97.7 kB

2. Upload documentation demonstrating that the school’s Chief Financial Officer meets the requirements contained in the school’s charter contract.

Authority: SCSC Charter Contract

To demonstrate compliance, the school must upload documentation (e.g., resume, curriculum vitae, etc.) demonstrating that its CFO meets the charter contract requirements.

[ACE Professional Qualifications Teacher and Paras.PNG](#)

Filename: ACE Professional Qualifications Teacher and Paras.PNG **Size:** 62.8 kB

[CFO Resume_P Kelly.pdf](#)

Filename: CFO Resume_P Kelly.pdf **Size:** 131.7 kB

3. By checking "Yes", I certify that all paraprofessionals, teachers, school administrators, and other education personnel employed by the school hold valid clearance certificates issued by the Georgia Professional Standards Commission (PSC).

Authority: O.C.G.A. § 20-2- 211.1.

Responses Selected:

Yes

Measure 4(e): Employee Rights

1. Upload a copy of the school’s Employee and/or staff handbook.

[ACE Employee Handbook 2022-2023 FINAL.pdf](#)

Filename: ACE Employee Handbook 2022-2023 FINAL.pdf **Size:** 1.5 MB

2. Upload documentation demonstrating that the school provides a notice of non-discrimination to employees and staff.

[ACE Non Discrimination Statement Employees.pdf](#)

Filename: ACE Non Discrimination Statement Employees.pdf **Size:** 36.5 kB

3. Upload documentation demonstrating that the school posts a notice explaining its obligations under the Fair Labor Standards Act (FLSA) in a conspicuous place where employees congregate.

Authority: Fair Labor Standards Act, implementing regulation at 29 CFR 516.4

[FLSA Notices Posted.pdf](#)

Employee Fair Labor Standards Act poster

Filename: FLSA Notices Posted.pdf **Size:** 319.4 kB

4. In the comment box below, please indicate where the school's FLSA notice is posted.

The FLSA Notice is posted in the ACE Employee Workroom adjacent to the Governing Board Room.

5. Upload documentation demonstrating that the school posts a notice explaining the Family Medical Leave Act (FMLA) provisions and provides information regarding the procedure for filing complaints.

Authority: Family Medical Leave Act, implementing regulation at 29 C.F.R. 825.300

[FLSA Notices Posted.pdf](#)

Filename: FLSA Notices Posted.pdf **Size:** 319.4 kB

6. In the comment box below, please indicate where the FMLA notice is posted.

The FMLA Notice is posted in the ACE Employee Workroom adjacent to the Governing Board Room.

7. If your school has employees eligible for Family Medical Leave Act (FMLA) leave, upload documentation that demonstrates that required notices are contained in the school's handbooks or other written guidance AND that the notice is distributed to new employees when hired.

Authority: Family Medical Leave Act, implementing regulation at 29 C.F.R. 825.300(a)(3)

[ACE FMLA Notice Employee Handbook pg 25.PNG](#)

Filename: ACE FMLA Notice Employee Handbook pg 25.PNG **Size:** 213.4 kB

CPF Section III, Indicator 5: School Environment

Completed - Aug 30 2022

Policy, Procedure, and Practice Review

Annually, the State Charter Schools Commission of Georgia monitors the operational performance of state charter schools to determine whether schools meet the performance measures in their charter contracts and operate in compliance with applicable laws, rules, and regulations. The SCSC's monitoring activities align with the metrics in "Section III: Operational Performance" of the Comprehensive Performance Framework (CPF).

SCSC staff will review the information provided by schools to determine operational performance. As a charter authorizer, the SCSC holds schools accountable for compliance with the provisions of their charter contracts, and applicable rules, laws, and regulations. The SCSC's operational monitoring activities are tailored to determine the overall operational health of state charter schools. These activities are not intended to be a comprehensive analysis of every policy, procedure, or practice implemented by state charter schools.

[State charter schools are exclusively responsible for ensuring their awareness of and compliance with all applicable legal, regulatory, and contractual obligations.](#)

Pursuant to the SCSC charter contract, state charter schools assume sole

responsibility for the accurate and timely transmission of data required by the SCSC. By signing the charter contract, the school affirmed its understanding that inaccurate or untimely data may have an adverse impact on the academic, financial and operational standing of the school and further, that the SCSC does not guarantee any opportunity or ability to correct any data reporting errors made by the state charter school.

Please be reminded that this policy, procedure, and practice review is one of many tools the SCSC uses to monitor operational compliance. The data points that comprise the school's CPF score in "Section III: Operational Performance" are detailed in the Appendix to the CPF.

Additional Instructions:

- All document uploads must be in a searchable PDF.

ALL DOCUMENTATION MUST BE UPLOADED BY 11:59 PM ON September 5, 2022. Documentation received after this deadline will not be evaluated and will result in a finding for not adhering to the SCSC's deadlines.

Review the FY23 Monitoring Handbook [here](#).

Measure 5(a): Facility

1. Upload confirmation from the Commissioner of Insurance and Fire Safety that the school reported a timely initial fire drill for the 2022-2023 school year.

[ACE Fire Drill Doc.pdf](#)

Filename: ACE Fire Drill Doc.pdf **Size:** 217.6 kB

2. Upload documentation that the school holds adequate insurance coverage.

[Evidence of Property Insurance.pdf](#)

Filename: Evidence of Property Insurance.pdf **Size:** 71.2 kB

3. By selecting "Yes" below, I certify that the school prepared, and maintains, a school safety plan that addresses preparedness for natural disasters, hazardous materials or radiological accidents, acts of violence, and acts of terrorism, with input from students enrolled in that school, parents or legal guardians of such students, teachers in that school, community leaders, other school employees and school district employees, and local law enforcement, juvenile court, fire service, public safety, and emergency management agencies.

Responses Selected:

Yes

Measure 5(b): Health and Safety

1. Upload a copy of any policies and procedures that govern training or eligibility requirements for school volunteers, including but not limited to child abuse and neglect (mandatory reporter) and Family Educational Rights and Privacy Act (FERPA) training or acknowledgments.

[ACE requirements for Volunteers.PNG](#)

Filename: ACE requirements for Volunteers.PNG **Size:** 67.3 kB

[22-23 ACE Volunteer Application_FINAL1.pdf](#)

Filename: 22-23_ACE Volunteer Application_FINAL1.pdf **Size:** 1.5 MB

2. Upload the school's policies and procedures for its school health nurse program.

Authority: O.C.G.A. § 20-2-771.2

[ACE School Clinic Policies and Procedures.pdf](#)

Filename: ACE School Clinic Policies and Procedures.pdf **Size:** 206.0 kB

[ACE School Nurse.PNG](#)

Filename: ACE School Nurse.PNG **Size:** 18.6 kB

3. Upload the school's infectious disease policy.

Authority: State Board of Education (SBOE) Rule 160-1-3-.03.

[ACE Infectious Disease Policy.pdf](#)

Filename: ACE_Infectious Disease Policy.pdf **Size:** 141.9 kB

4. Does the school serve students in one or more grades from grades six through twelve?

Yes

4a. Upload documentation that the school held (or has scheduled) informational sessions regarding sudden cardiac arrest.

Authority: OCGA § 20-2-324.5.

[ACE Info Meeting Cardiac Arrest and Concussion Protocol Training Dates.docx](#)

Filename: ACE Info Meeting Cardiac Arrest and Concussion Protocol Training Dates.docx **Size:** 100.9 kB

4b. Upload a copy of the information sheet on sudden cardiac arrest symptoms and warning signs the school provided (or will provide) to each student's parent or guardian.

Authority: OCGA § 20-2-324.5.

[ACECardiac Arrest Information provided to parents page 1.pdf](#)

Filename: ACECardiac Arrest Information provided to parents page 1.pdf **Size:** 90.8 kB

[ACE Cardiac Arrest information provided to parents page 2.pdf](#)

Filename: ACE Cardiac Arrest information provided to parents page 2.pdf **Size:** 94.8 kB

[ACE Concussion and Cardiac Arrest Protocol Information.pdf](#)

Filename: ACE Concussion and Cardiac Arrest Protocol Information.pdf **Size:** 134.7 kB

[ACE Cardiac Arrest and Concussion Info.PNG](#)

Filename: ACE Cardiac Arrest and Concussion Info.PNG **Size:** 16.0 kB

5. Upload documentation demonstrating that the school has adopted a suicide prevention policy.

Authority: O.C.G.A. § 20-2-779.1

[ACE Info Suicide Prevention.docx](#)

Filename: ACE Info Suicide Prevention.docx **Size:** 100.1 kB


[ACE GaDOE Model Policy for Suicide Awareness.docx](#)

Filename: ACE GaDOE Model Policy for Suicide Awareness.docx **Size:** 100.0 kB

6. Does the school serve any students with diabetes?

Yes

6a. Please list the names of at least two school employees that have received training in the care needed for students with diabetes.

The school serves at least one student with diabetes, but has not trained two school employees in the care needed for students with disabilities.	
Employee 1	Amanda Windon
Employee 2	Jennifer Ballard

7. Upload documentation demonstrating that the school has adopted and is implementing policies and procedures on the identification and reporting of child abuse.

Authority: O.C.G.A. § 19-7-5; State Board of Education Rule 160-4-8-.04.

[ACE Mandated Reporter Protocol and Procedures as of 2-8-22.docx.pdf](#)

Filename: ACE Mandated Reporter Protocol and Procedures as of 2-8-22.docx.pdf **Size:** 232.9 kB

8. Upload documentation demonstrating that all school personnel who have contact with students receive training in the identification and reporting of child abuse and neglect, with annual updates in the form of memoranda, directives, or other written information.

Authority: State Board of Education Rule 160-4-8-.04.

[ACE Mandated Reporter Protocol and Procedures as of 2-8-22.docx.pdf](#)

Filename: ACE Mandated Reporter Protocol and Procedures as of 2-8-22.docx.pdf **Size:** 232.9 kB

9. Upload documentation demonstrating that the school includes the mandated process for reporting instances of alleged inappropriate behavior by a teacher or other school personnel in student handbooks.

Authority: O.C.G.A. § 20-2-751.7

[ACE Process for Reporting Instances of Alleged Inappropriate Behavior.PNG](#)

Filename: ACE Process for Reporting Instances of Alleged Inappropriate Behavior.PNG **Size:** 98.5 kB

10. Upload documentation demonstrating that the school has developed and is implementing a comprehensive health and physical education program that includes age-appropriate sexual abuse and assault awareness prevention for students in grades kindergarten through 9.

Authority: O.C.G.A. 20-2-143 and State Board of Education Rule 160-4-2-.12.

[ACE Comprehensive Health Physical Education and Sexual Abuse.docx](#)

Filename: ACE Comprehensive Health Physical Education and Sexual Abuse.docx **Size:** 100.9 kB

[ACE GADOE Health Personal Fitness Standards.pdf](#)

Filename: ACE GADOE Health Personal Fitness Standards.pdf **Size:** 172.6 kB

[ACE GA-Child-Sexual-Abuse-and-Exploitation-Prevention-Guide-8.2.17.pdf](#)

Filename: ACE GA-Child-Sexual-Abuse-and-Exploitation-Prevention-Guide-8.2.17.pdf **Size:** 5.2 MB

Measure 5(c): Information, Data, and Communication

1. Upload a documentation demonstrating that the school notified its students and families of their rights pursuant to the Family Educational Rights and Privacy Act (FERPA) for the 2022-2023 school year.

Authority: 34 C.F.R. Part 99.7

[ACE FERPA.pdf](#)

Filename: ACE FERPA.pdf **Size:** 217.3 kB

2. If the school discloses "directory information" as defined by the Family Educational Rights and Privacy Act (FERPA), please explain how the school monitors the disclosure of directory information.

Authority: 34 C.F.R. Part 99.37

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Academy for Classical Education, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, ACE may disclose appropriately designated "directory information" without written consent, unless you have advised ACE to the contrary in accordance with ACE procedures. The primary purpose of directory information is to allow the ACE to include information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for football, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want ACE to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Esterine Stokes in writing by August 12, 2022.

CPF Section III, Indicator 6: Additional and Continuing Obligations

Policy, Procedure, and Practice Review

Annually, the State Charter Schools Commission of Georgia monitors the operational performance of state charter schools to determine whether schools meet the performance measures in their charter contracts and operate in compliance with applicable laws, rules, and regulations. The SCSC's monitoring activities align with the metrics in "Section III: Operational Performance" of the Comprehensive Performance Framework (CPF).

SCSC staff will review the information provided by schools to determine operational performance. As a charter authorizer, the SCSC holds schools accountable for compliance with the provisions of their charter contracts, and applicable rules, laws, and regulations. The SCSC's operational monitoring activities are tailored to determine the overall operational health of state charter schools. These activities are not intended to be a comprehensive analysis of every policy, procedure, or practice implemented by state charter schools.

State charter schools are exclusively responsible for ensuring their awareness of and compliance with all applicable legal, regulatory, and contractual obligations.

Pursuant to the SCSC charter contract, state charter schools assume sole responsibility for the accurate and timely transmission of data required by the SCSC. By signing the charter contract, the school affirmed its understanding that inaccurate or untimely data may have an adverse impact on the academic, financial and operational standing of the school and further, that the SCSC does not guarantee any opportunity or ability to correct any data reporting errors made by the state charter school.

Please be reminded that this policy, procedure, and practice review is one of many tools the SCSC uses to monitor operational compliance. The data points that comprise the school's CPF score in "Section III: Operational Performance" are detailed in the Appendix to the CPF.

Additional Instructions:

- All document uploads must be in a searchable PDF.

ALL DOCUMENTATION MUST BE UPLOADED BY 11:59 PM ON September 5, 2022. Documentation received after this deadline will not be evaluated and will result in a finding for not adhering to the SCSC's deadlines.

Review the FY23 Monitoring Handbook [here](#).

Measure 6(a): Additional Obligations

1. Is the school required by its SCSC charter contract to maintain a surety bond?

Yes

1a. If applicable, please upload evidence that the school maintains a current surety bond as required by its charter contract.

[ACE Surety Bond Verification.pdf](#)

Filename: ACE Surety Bond Verification.pdf **Size:** 328.0 kB

2. Does the school have a stakeholder complaint and/or grievance policy?

Authority: SCSC Charter Contract

Yes

2a. Upload a copy of the school's stakeholder complaint and/or grievance policy.

Authority: SCSC Charter Contract

[ACE Stakeholder Grievance Policy pg 34 Handbook.PNG](#)

Filename: ACE Stakeholder Grievance Policy pg 34 Handbook.PNG **Size:** 96.0 kB

3. Upload documentation, e.g., conflict of interest forms, demonstrating that the school's governing board members are in compliance with the school's conflict of interest policy.

Authority: SCSC Charter Contract

[ACE Faculty Conflict of Interest Policy Form.pdf](#)

Filename: ACE_Faculty Conflict of Interest Policy_Form.pdf **Size:** 271.8 kB

[ACE GB Conflict of Interest.pdf](#)

Filename: ACE GB Conflict of Interest.pdf **Size:** 262.7 kB

Measure 6(b): Continuing Obligations (Reserved)

Academy for Classical Education

EIP Policy and Procedures

2022-2023

Early Intervention Program (EIP) Guidelines



EARLY INTERVENTION PROGRAM GUIDELINES 2022-2023

Table of Contents

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Early Intervention Program Introduction & Overview

The Early Intervention Program (EIP), outlined in O.C.G.A. § 20-2-153 and State Board of Education Rule [160-4-2-.17](#), is designed to provide interventions for students who are at risk of not reaching or maintaining their academic grade level based on their performance on state or national assessments or performance measures in English Language Arts/Reading, Mathematics, or both in order to help them meet grade-level expectations within the shortest possible time. Early Intervention programming must include targeted, evidence-based interventions, frequent progress monitoring, and clear entrance and exit criteria based on grade level performance. It is not the intent of the program for students to be assigned to EIP on a continuing or permanent basis.

During the 2021 legislative session, the Georgia General Assembly determined EIP required certain provisions that are necessary for the implementation of effective practices. Senate Bill 59 mandates schools and systems no longer waive provisions required in O.C.G.A. § 20-2-153 and [State Board Rule 160-4-2-.17](#). Effective July 1, 2021, EIP requirements are no longer waivable. EIP requirements are mandatory for all Local Education Agencies (including systems with Charter or Strategic Waiver contracts) and locally approved charter schools. The following EIP instructional models outlined in state law and in SBOE rule are funded in FY23:

1. Self-contained
2. Pull-out
3. Class Augmentation
4. Reading Recovery
5. Innovative

Instructional models that are no longer in compliance can be locally funded using Elementary and Secondary School Emergency Relief (ESSER) I, ESSER II, and ESSER III (including learning loss) funds. ESSER funds do not have “supplement versus supplant” requirements.

Guidelines within this document have been created to aid district and school personnel responsible for supporting the students in kindergarten through grade five who are identified as needing additional assistance through EIP.

Early Intervention Program Structure

EIP services vary based on the specific needs of students identified, LEAs, and staffing capacity. The outlined program structure elements are intended to ensure effective intervention supports for EIP students and provide the flexibility necessary for districts and schools to meet the needs of each of these students.

Early Intervention Program Models

The K-5 Georgia Standards of Excellence (GSE) define what students should understand and be able to do by the end of each grade. EIP provides additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade-level performance in the shortest possible time. The EIP supplemental instruction children receive as a support must be evidencebased, delivered to small groups, targeted to the area of need, and implemented with fidelity (i.e., consistent with the way it was designed) in addition to, and different from, their general classroom instruction provided for all students.

Any combination of EIP instructional delivery models may be used within an LEA depending on the unique needs and characteristics of the students, school, and staff. Delivery models are differentiated to provide appropriate levels of intensity or prevention that include high-quality core instruction and evidence-based interventions and supports.

Instructional Intervention Model	Description
<p>Pull-out</p>	<ul style="list-style-type: none"> • EIP students are "pulled out" of general classroom setting to receive evidence-based interventions or practices that supplement core instruction in small group setting • Fosters supportive individualized learning in small groups by reducing the teacher/pupil ratio • Interventions provided in ELA/Reading, Math, or both for one daily segment
<p>Class Augmentation</p>	<ul style="list-style-type: none"> • Incorporates EIP evidence-based interventions into the general classroom setting using co-teaching instructional practices by providing an additional teacher • Fosters individualized learning by reducing the teacher/pupil ratio while providing EIP services • Interventions provided in ELA/Reading, Math, or both
<p>Reading Recovery Program</p>	<ul style="list-style-type: none"> • EIP students are "pulled out" of general classroom setting for a minimum of 45 days to receive evidence-based interventions and intensive literacy instruction • Students served in Grade 1 only

	<ul style="list-style-type: none"> Students served in Reading Recovery may be counted for one segment of EIP instruction for the entire year
Selfcontained	<ul style="list-style-type: none"> EIP students receive evidence-based interventions within a reduced class size to allow for focused, targeted instruction for a small group of EIP students. Class may be multi-grade level provided the maximum class size is not exceeded Intensive interventions provided in ELA/ Reading, Math, or both for up to six daily segments
Innovative Innovative Model Assurance forms must be submitted annually to assure adherence to program requirements.	<p>EIP students receive evidence-based interventions and supports through an innovative model that accelerates student learning and addresses the unique needs of students, staff, and school Provides supplemental interventions and instructions beyond services provided by the state</p> <ul style="list-style-type: none"> Must meet all non-waivable requirements of Early Intervention Programming

Early Intervention Programming Instructional Delivery

Grade Levels	Maximum Individual Class Size
Regular Kindergarten	18
Regular Kindergarten with full-time professional	20
Grades 1-3	21
Grades 4-5	28

Early Intervention Program (EIP) Segments

Models	Maximum Number of Segments Funded (if student qualifies)		
	Mathematics	Reading	Both
Self-contained	6	6	6
Pull-out	1	1	2

Class Augmentation	1	1	2
Reading Recovery Program	N/A	1	N/A
Innovative	6	6	6

Self-contained Model

Grade Levels	Funding Class Size	Maximum System Avg. Size	Minimum Minutes	Maximum Segments
Kindergarten	11	14	45 minutes	6
Grades 1-3	11	14	45 minutes	6
Grades 4-5	11	14	50 minutes	6

**Self-contained classes may be multi-grade level provided the class size does not exceed the maximum size.*

Pull-out Model

Grade Levels	Funding Class Size	Maximum System Avg. Size	Minimum Minutes	Maximum Segments
Kindergarten	11	14	45 minutes	2
Grades 1-3	11	14	45 minutes	2
Grades 4-5	11	14	50 minutes	2

Class Augmentation Model

Grade Level	Funding Class Size	Maximum System Avg. Size	Minimum Minutes	Maximum Segments
Kindergarten	15	18	45 minutes	2
Kindergarten with paraprofessional	15	20	45 minutes	2

Grades 1-3	17	21	45 minutes	2
Grades 1-3 with full-time paraprofessional	17	21	45 minutes	2

** A state certified early childhood/elementary teacher will work for a minimum of one segment (45 minutes) with no more than 14 Early Intervention Program students.*

Grade Levels	Funding Class Size	Maximum System Avg. Size	Minimum Minutes	Maximum Segments
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Grades 4-5	23	30	50 minutes	2
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**A state certified early childhood/elementary teacher will work for a minimum of one segment (50 minutes) with no more than 14 Early Intervention Program students.*

Reading Recovery Program Model*

Grade Level	Funding Class Size	Maximum System Avg. Class Size	Minutes Served Per Day	Maximum Segments
Grade 1	11	14	30 minutes	1

**Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.*

Innovative Model

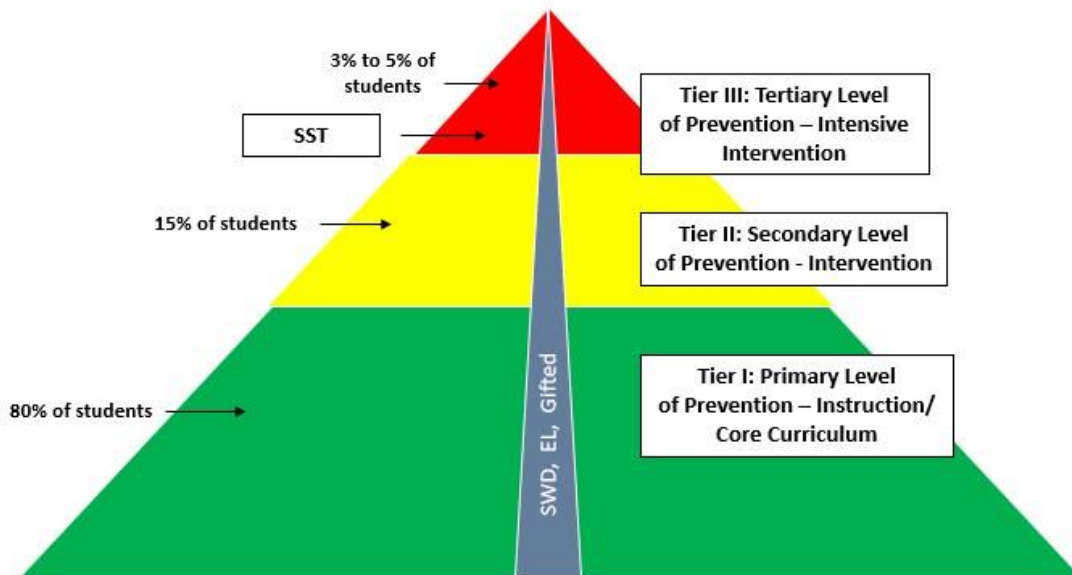
Grade Levels	Maximum Class Size	Minutes Served Per Day	Maximum Segments
Regular Kindergarten	18	45 minutes	6
Regular Kindergarten with full-time professional	20	45 minutes	6
Grades 1-3	21	45 minutes	6
Grades 4-5	28	50 minutes	6

Early Intervention Program Eligibility: Screening and Monitoring

Universal screening aligns with Georgia’s Systems of Continuous Improvement and is crucial to the school improvement process. The purpose of screening is to identify students who need enrichment or are at risk for poor learning and or poor behavior outcomes and provide an indicator of system effectiveness. Screening assessments are typically brief and administered to all students at a grade level. These assessments should be valid, reliable, and evidence-based. The data obtained from screening assessments are used with other data sources to verify decisions made about whether students are at risk or in need of intervention, acceleration, or enrichment.

Multi-Tiered System of Supports (MTSS) is a prevention framework that provides support matched to the unique needs of students in order to maximize achievement. MTSS provides students in need of additional support with evidence-based interventions and progress monitoring to determine growth toward a projected goal. EIP operates within the MTSS framework to provide academic interventions that help students meet grade-level expectations within the shortest possible time.

Universal screening is an essential component of MTSS and a critical and necessary step in making informed choices about how to meet the unique needs of students who are at risk of not reaching or maintaining academic grade level and receiving EIP services. Early Intervention Program providers foster cohesive instructional programs by aligning practices across supplementary programs. Evidence-based interventions that include universal screening, acceleration practices, and progress monitoring utilize best practices that promote more effective Early Intervention programming.



Considerations for Interpretation of Universal Screening Data

After every universal screening, school-level data are analyzed to determine if the core curriculum has sufficiently met the needs of at least 80% of students. If the school or a grade level has fewer than 80% of students achieving the desired performance level, then key questions should be considered:

- Are core instruction and the core curriculum being implemented with fidelity?
- Are all students getting access to the core curriculum?
- Is core instruction being differentiated to meet the needs of students in the classroom?
- Are professional development opportunities or supports needed for teachers regarding the core curriculum or instruction?

These factors should be carefully considered when determining eligibility for EIP at the local school system level. Eligibility is based on documented student performance that demonstrates the student performing below the normal expectation for the respective grade in ELA/Reading, Math, or both. When 20% or more of students in a grade level, school, or system fail to reach the desired outcome for Tier I performance, it is possible that problems with the implementation of, or access to,

the core instruction or curriculum may exist. While students in this instance may be eligible for EIP services, evidence-based Tier II or Tier III interventions cannot adequately support students when there are issues with the core curriculum or instruction.

Parent/Guardian Notification

Upon determining student eligibility for EIP services, parents or guardians must be notified and offered the opportunity to be involved in EIP-related decisions. Schools must provide a 10-day notice of opportunity to conference about a potential EIP student’s performance and the Early Intervention Program.

If a parent declines EIP services, that decision must be knowing and voluntary. If EIP services are declined, the student remains eligible to receive EIP services for that school year, if the parent changes their decision at a later date within the school year . The school must take affirmative steps to meet the needs of the student who have opted out of EIP by providing targeted instruction and periodic progress monitoring.

Early Intervention Entrance and Exit Requirements

It is not the intent of the program for students to be assigned to EIP on a continuing or permanent basis. The Early Intervention Program Exit Criteria are based on documented student achievement and performance in ELA/Reading, Mathematics, or both. Early intervention programming should discontinue once the student consistently meets grade level performance. Students who perform at grade level and no longer need additional intervention supports are expected to exit the program in the shortest possible time. The tables below outline the EIP eligibility and exit criteria by grade level. Student eligibility records and exit documentation must be maintained at the local school or system level and be made available for monitoring upon request.

Early Intervention Program Eligibility and Exit Criteria by Grade

Students Entering or Currently in Kindergarten
Assessment Tools

Documented achievement must include two or more of the following:

- Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check
- Local assessment or universal screener
- Student Support Team (SST) Checklist
- EIP ELA/Reading Rubric
- EIP Mathematics Rubric

Eligibility Criteria	Exit Criteria
<ul style="list-style-type: none"> • Achievement levels indicate “Not Yet Demonstrated” or “Emerging” on the majority of elements included on the ELA, Mathematics or both GKIDS • Below 30th percentile on standardized norm-referenced tests 	<ul style="list-style-type: none"> • Achievement levels indicate <i>Meets</i> or <i>Exceeds</i> on the majority of elements included on the ELA or Mathematics section of GKIDS • Documented achievement indicates <i>on or above grade level</i> by one or more assessment type or rubric

Students Entering or Currently in Grade 1

Assessment Tools

Documented achievement must include two or more of the following:

- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Local assessment or universal screener
- Standardized norm-referenced tests
- Student Support Team (SST) Checklist
- EIP ELA/Reading Rubric
- EIP Mathematics Rubric

Eligibility Criteria	Exit Criteria
<ul style="list-style-type: none"> Achievement levels indicate “Not Yet Demonstrated” or “Emerging” on the majority of elements included on the ELA, Mathematics, or both Student performs below the 30th percentile on standardized normreferenced tests 	<ul style="list-style-type: none"> Documented Achievement indicates “<i>on or above grade level</i>” as indicated by one or more assessment type or rubric

Students Entering or Currently in Grade 2
Assessment Tools

Documented achievement must include two or more of the following:

- Local assessment or universal screener
- Standardized norm-referenced tests
- Student Support Team (SST) Checklist
- EIP ELA/Reading Rubric • EIP Mathematics Rubric

Eligibility Criteria	Exit Criteria
<ul style="list-style-type: none"> • Achievement levels indicate “Not Yet Demonstrated” or “Emerging” on the majority of elements included on the ELA, Mathematics, or both • Student performs below the 30th percentile on standardized normreferenced tests 	<ul style="list-style-type: none"> • Documented Achievement indicates “<i>on or above grade level</i>” as indicated by one or more assessment type or rubric

Students Entering or Currently in Grade 3

Assessment Tools

Documented achievement must include two or more of the following:

- Local assessment or universal screener
- [DRC Beacon assessment](#)
- Standardized norm-referenced tests
- Student Support Team (SST) Checklist
- EIP ELA/Reading Rubric • EIP Mathematics Rubric

Eligibility Criteria

Exit Criteria

- Achievement levels indicate “Not Yet Demonstrated” or “Emerging” on the majority of elements included on the ELA, Mathematics, or both
- Student performs below the 30th percentile on standardized normreferenced tests

- Documented Achievement indicates “*on or above grade level*” as indicated by one or more assessment type or rubric
- Performs at or above *Proficient Learner* level on Georgia Milestone Achievement Level Descriptors

Students Entering or Currently in Grades 4-5

Assessment Tools

Documented achievement must include two or more of the following:

- Local assessment or universal screener
- [DRC Beacon assessment](#)
- Standardized norm-referenced tests
- Student Support Team (SST) Checklist
- EIP ELA/Reading Rubric
- EIP Mathematics Rubric
- Georgia Milestones Assessment System

Eligibility Criteria

- Score at the *Beginning Learner* level on the Georgia Milestones assessment in Mathematics or ELA with Reading status Below Grade Level
- Score below the 30th percentile on standardized norm-referenced tests

Exit Criteria

- Score at or above the *Proficient Learner* Level on the Georgia Milestones assessment in Reading or Mathematics
- Documented Achievement indicates *on or above grade level* by one or more assessment type or rubric



205 Jesse Hill Jr. Drive

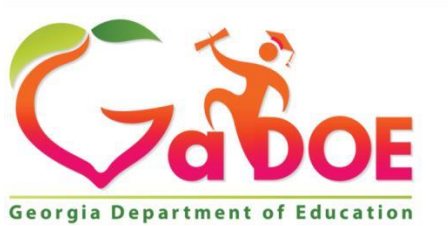
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Richard Woods, State School Superintendent

Educating Georgia's Future



2022 - 2023

Georgia's Early Intervention Program (EIP) ELA/Reading K-5 Rubrics

NOTE: The EIP eligibility criteria for student placement and exit decisions must be supported by and consistent with multiple forms of student achievement data/evidence including, teacher checklists and available assessment results.

Please continue to be prepared upon request to provide access to your placement and exit determination materials, including teacher checklists, student assessment data, and other forms of multiple criteria. These documents should be in compliance with State and local records' retention policies.

[ELA/Reading Rubric](#) – A total score of less than (<) 15 on the EIP grade level rubric, in addition to one other data source, indicates eligibility for EIP services. (See Chart Below)

Grade Level	ELA/Reading total score of less indicating eligibility for EIP services
K	15
1	15
2	15
3	15
4	15
5	15

ELA/Reading: Kindergarten Early Intervention Program (EIP) Entrance Rubric

Student _____

Age _____

Teacher _____ Date _____

These rubrics have been based on the Georgia Early Learning and Development Standards (GELDS) and are referenced to the Kindergarten ELA/Reading Standards.

The GELDS are listed in the second column. Students may qualify for EIP in ELA/Reading.

Has the student attended a Pre-K Program? **Yes No** Has the student attended a Daycare Program? **Yes No**
 Has the student been previously retained in Kindergarten? **Yes No**
 Has student ever been identified as an EL? **Yes No** In what grade? _____
 Is the student currently receiving ESOL services? **Yes No**

If yes, please list the student’s current level of English proficiency (current ACCESS test results):

Listening:_____ Speaking:_____ Reading:_____ Writing:_____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate progress for each standard with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Kindergarten Entrance Rubrics are based on GELDS. The aligned CCGPS is listed in the first column. Note: EIP eligibility is based on not meeting the previous year’s standards, which in this case are Pre-K standards.		Rating 0,1, 2, 3	Sample Assessment
Pre-K Early Reading Strand (Aligned to: ELACCKRF1a and ELACCKRF1d)	CLL8.4c - With prompting and support, tracks words from left to right, top to bottom, and page to page CLL7.4a - With prompting and support, recognizes and names some upper and lower case letters of the alphabet		Looks at books appropriately – left to right, top to bottom, turning one page at a time, front to back of book Identifies letters in their name and familiar logos Identifies 10-15 upper / lower case letters in isolation
Pre-K Early Reading Strand (Aligned to: ELACCKRF2a)	CLL6.4b - Identifies and produces rhyming words (ELACCKRF2a)		Recognizes that words such as “cat and fat” rhyme Can provide a rhyming word when listening to a story or poem that rhymes
Pre-K Early Reading Strand (Aligned to: ELACCKRF2b)	CLL6.4e - Segments words into syllables (ELACCKRF2b) CLL6.4f - Manipulates and blends sounds (phonemes) with adult guidance (ELACCKRF2b)		Claps hands for syllables in names or other familiar words
Pre-K Early Reading Strand (Aligned to: ELACCKRF3a)	CLL6.4a - Listens and differentiates between sounds that are the same and different		Identifies the sounds for 10 consonants
Pre-K Early Reading Strand (Aligned to: ELACCKRL3)	CLL5.4c - Discusses books or stories read aloud and can identify characters and setting in a story		Responds appropriately to questions during read alouds and other reading settings; Tells stories related to stories read aloud
Pre-K Receptive and Expressive Language Strands (Aligned to: ELACCKSL1a and ELACCKSL2)	CLL1.4a - Listens and responds on topic to conversations and group discussions for an extended period (ELACCKSL1a) CLL1.4c - Extends/expands thoughts or ideas expressed CLL1.4b - Listens to and follows multi-step directions		Engages in a conversation, taking turns to speak and listening to others Responds appropriately to questions during casual conversation

Pre-K Receptive Language Strand (Aligned to: ELACCKL6)	CLL2.4a - Demonstrates understanding of more complex vocabulary through everyday conversations		After discussing community helpers, child says, "I want to be a veterinarian and take care of animals." Creates a story for a wordless picture book.
	CLL2.4b - Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations		
TOTAL SCORE:			< 15 indicates eligibility for EIP services

Pre-K - Georgia Early Learning and Development Standards (GELDS) <http://gelds.decal.ga.gov/>

ELA/Reading: First Grade Early Intervention Program (EIP) Entrance Rubric

Student _____

Age _____

Teacher _____ Date _____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained? Yes No In what grade?

Has the student been previously enrolled in EIP? Yes No In what grade? _____
 Has the student ever been identified as an EL? Yes No In what grade? _____

Is the student currently receiving ESOL services? Yes No

If yes, please list the student's current level of English proficiency (current ACCESS test results): Listening: _____
 Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Previous year G-KIDS results: Reading _____ Math _____

Rate the progress for each standard with one of the following: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

First Grade ELA Standards		Rating	Sample Assessment
Note: EIP eligibility is based on not meeting the previous year's standards.		0, 1, 2, 3	
Reading Foundational (RF) <i>Concepts of Print</i>	ELAGSEKRF1d – Recognize and name all upper- and lowercase letters of the alphabet		Identifies all letters, randomly presented
Reading Foundational (RF) <i>Phonological Awareness</i>	ELAGSEKRF2e – Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words		Makes a new word by substituting the beginning sound such as cat – rat; man - fan
Reading Foundational (RF) <i>Phonics and Word Recognition</i>	ELAGSEKRF3a – Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant.		Matches all consonant sounds to the appropriate letter
Reading Foundational (RF) <i>Phonics and Word Recognition</i>	ELAGSEKRF3b – Demonstrate basic knowledge of long and short sounds for the five major vowels.		Matches all vowel (short and/or long) sounds to the appropriate letter
Reading Foundational (RF) <i>Fluency</i>	ELAGSEKRF4 – Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent reader texts with purpose and understanding.		Reads emergent text with 90%-100% accuracy with appropriate speed and phrasing
Reading Literacy (RL) / Reading Informational (RI) <i>Key Ideas and Details</i>	ELAGSEKRL1 / ELAGSEKRI1 – With prompting and support, ask and answer questions about key details in a text		Teacher reads with the student short portions of a text, stopping regularly to ask the student questions regarding the key details of the text (e.g., what pictures are you creating in your head?)

Reading Literacy (RL) <i>Key Ideas and Details</i>	ELAGSEKRL3 – With prompting and support, identify characters, settings, and major events in a story		Orally identifies characters, settings, and major events of a story read aloud; draws a picture of a particular character in the story as the story progresses
Speaking and Listening (SL) <i>Presentation of Knowledge and Ideas</i>	ELAGSEKSL4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		Describes an event using descriptive words about a person, place, and/or an event using complete sentences and a clear voice.
Language (L) <i>Conventions of Standard English</i>	ELAGSEKL1a – Print many upper- and lowercase letters		Prints all letters, upper- and lowercase
TOTAL SCORE:			< 15 indicates eligibility for EIP services

ELA/Reading: Second Grade Early Intervention Program (EIP) Entrance Rubric

Student _____ Age _____ Teacher _____ Date _____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained? Yes No In what grade? _____
 Has the student been previously enrolled in EIP? Yes No In what grade? _____
 Has the student ever been identified as an EL? Yes No In what grade? _____
 Is the student currently receiving ESOL services? Yes No

If yes, please list the student's current level of English proficiency (current ACCESS test results): Listening: _____
 Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate the progress for each standard with one of the following: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Second Grade ELA Standards		Rating	Sample Assessment
Note: EIP eligibility is based on not meeting the previous year's standards.		0, 1, 2, 3	
Reading Foundational (RF) <i>Phonological Awareness</i>	ELAGSE1RF2b – Orally produce single-syllable words by blending sounds (phonemes), including consonant blends		Blends 3-4 letter words (c/v/c words) such as <i>glad, jump, sit, dog</i>
Reading Foundational (RF) <i>Phonological Awareness</i>	ELAGSE1RF2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		Provides the individual letter sounds when given a single-syllable word – CAT – /C/ /A/ /T/
Reading Foundational (RF) <i>Phonics and Word Recognition</i>	ELAGSE1RF3e – Decode two-syllable words following basic patterns by breaking the words into syllables.		Reads a list of two-syllable words such as <i>kit-ten; pea-nut</i>
Reading Foundational (RF) <i>Fluency</i>	ELAGSE1RF4b – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Reads on-level text and scoring appropriately on a fluency assessment or rubric
Reading Literacy (RL) / Reading Informational (RI) Key <i>Ideas and Details</i>	ELAGSE1RL1 – Ask and answer questions about key details in a text		Responds correctly to key details of a story Student creates a question / answer document about a text read
Reading Literacy (RL) Key <i>Ideas and Details</i>	ELAGSE1RL3 – Describe characters, settings, and major events in a story, using key details		Draws a picture with clear details or writes a description of a favorite character, the setting, or a major event in the book
Reading Informational (RI) Key <i>Ideas and Details</i>	ELAGSE1RI2 – Identify the main topic and retell key details of a text.		Completes a graphic organizer that shows the main topic and several key details

Speaking and Listening (SL) <i>Presentation of Knowledge and Ideas</i>	ELAGSE1SL4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		Speaks in a clear voice, using complete sentences to describe a favorite book
Language (L) <i>Vocabulary Acquisition and Use</i>	ELAGSE1L5a – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent		Sorts a list of words into the correct category and can explain why the words were sorted that way
TOTAL SCORE:			< 15 indicates eligibility for EIP services

ELA/Reading: Third Grade Early Intervention Program (EIP) Entrance Rubric

Student _____ Age _____ Teacher _____ Date _____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained? Yes No In what grade? _____
 Has the student been previously enrolled in EIP? Yes No In what grade? _____
 Has the student ever been identified as an EL? Yes No In what grade? _____
 Is the student currently receiving ESOL services? Yes No

If yes, please list the student's current level of English proficiency (current ACCESS test results): Listening: _____
 Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate the progress for each standard with one of the following: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

ELA Standards		Rating	Sample Assessment
Note: EIP eligibility is based on not meeting the previous year's standards.		0, 1, 2, 3	
Reading Foundational (RF) <i>Phonics and Word Recognition</i>	ELAGSE2RF3c – Decode regularly spelled two-syllable words with long vowels.		Reads a list of regularly spelled 2-syllable words with long vowels such as <i>hotel, spider, table, mailbox</i>
Reading Foundational (RF) <i>Phonics and Word Recognition</i>	ELAGSE2RF3f – Recognize and read grade-appropriate irregularly spelled words.		Reads from a list of high-frequency sight words with 95% accuracy
Reading Foundational (RF) <i>Fluency</i>	ELAGSE2RF4b – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Reads with 95% accuracy, appropriate speed, and correct intonation an on-level 2 nd grade text
Reading Literacy (RL) / Reading Informational (RI) <i>Key Ideas and Details</i>	ELAGSE2RL1 / RI1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		Use a question cube with questions on each side for who, what, where, when, why, and how. Roll the cube and answer the question about the text. Roll until all questions are answered
Reading Literacy (RL) <i>Key Ideas and Details</i>	ELAGSE2RL3 – Describe how characters in a story respond to major events and challenges.		Describes how the character responded to a major event in the story.
Reading Informational (RI) <i>Key Ideas and Details</i>	ELAGSE2RI2 – Identify the main topic of a multi-paragraph text as the focus of specific paragraphs within the text.		Completes a graphic organizer showing the main idea and key details about the story.

Speaking and Listening (SL) <i>Presentation of Knowledge and Ideas</i>	ELAGSE2SL4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		Speaks in a clear voice, using complete sentences to describe a favorite book; use a rubric to ensure all components are included in the recounting of a story
Language (L) Vocabulary	ELAGSE2L4a – Use sentence-level context as a clue to the meaning of a word or phrase		Provides meaning of underlined words from the text
	ELAGSE2L5a – Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)		Completes a Frayer model graphic organizer with key words from a recent story
TOTAL SCORE:			< 15 indicates eligibility for EIP services

ELA/Reading: Fourth Grade Early Intervention Program (EIP) Entrance Rubric

Student _____

Age _____

Teacher _____ Date _____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained?	Yes	No	In what grade? _____
Has the student been previously enrolled in EIP?	Yes	No	In what grade? _____
Has the student ever been identified as an EL?	Yes	No	In what grade? _____
Is the student currently receiving ESOL services?	Yes	No	

If yes, please list the student's current level of English proficiency (current ACCESS test results): Listening: _____

Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate the progress for each standard with one of the following: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

ELA Standards		Rating	Sample Assessment
Note: EIP eligibility is based on not meeting the previous year's standards.		0, 1, 2, 3	
Reading Foundational (RF) <i>Phonics and Word Recognition</i>	ELAGSE3RF3 – Know and apply grade-level phonics and word analysis skills in decoding words (common prefixes and suffixes, common Latin suffixes, multi-syllable words, grade-appropriate irregularly spelled words)		Reads a list of appropriate words that requires the student to use decoding skills
Reading Foundational (RF) <i>Fluency</i>	EL ^{ord} AGSE ^S 3RF4 a, b, c, d – Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary; Read grade-appropriate irregularly spelled words.		Reads with 95% accuracy, appropriate speed, and correct intonation an on-level 3rd grade text
Reading Literacy (RL) Key <i>Ideas and Details</i>	ELAGSE3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Answers questions about text, referring to specific pages and/or passages to support the answer
Reading Literacy (RL) <i>Integration of Knowledge and Ideas</i>	ELAGSE3RL9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)		Completes a graphic organizer (Venn Diagram) that compares and contrasts a theme, setting, and/or plot of a story.
Reading Informational (RI) Key <i>Ideas and Details</i>	ELAGSE3RI2 – Determine the main idea of a text; recount the key details and explain how they support the main idea		Provides the main idea of a text and the key details that support it
Speaking and Listening (SL) <i>Comprehension and Collaboration</i>	ELAGSE3SL2 –Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally		Summarizes a passage from a read aloud, information from the Internet, or speaker, etc.; Use a rubric to determine all components are addressed

Language (L) <i>Conventions of Standard English</i>	ELAGSE3L1i – Produces simple, compound, and complex sentences (when writing or speaking)		Writes and speaks in simple, compound, and complex sentences
Language (L) <i>Vocabulary Acquisition and Use</i>	ELAGSE3L4a – Use sentence-level context as a clue to the meaning of a word or phrase.		Completes a cloze passage
	ELAGSE3L5b – Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)		Completes a graphic organizer using words to describe an event in a story
TOTAL SCORE:			< 15 indicates eligibility for EIP services

ELA/Reading: Fifth Grade Early Intervention Program (EIP) Entrance Rubric

Student _____ Age _____ Teacher _____ Date _____

These rubrics have been referenced to the ELA/Reading Standards. Students may qualify for EIP in ELA/Reading.

Has the student been previously retained? Yes No In what grade? _____
 Has the student been previously enrolled in EIP? Yes No In what grade? _____
 Has the student ever been identified as an EL? Yes No In what grade? _____
 Is the student currently receiving ESOL services? Yes No

If yes, please list the student's current level of English proficiency (current ACCESS test results): Listening: _____

Speaking: _____ Reading: _____ Writing: _____

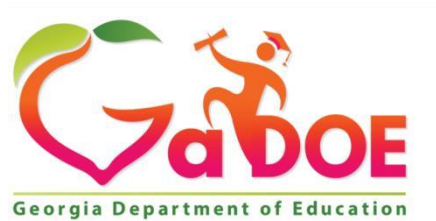
Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate the progress for each standard with one of the following: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

ELA Standards		Rating	Sample Assessment
Note: EIP eligibility is based on not meeting the previous year's standards.		0, 1, 2, 3	
Reading Foundational (RF) <i>Phonics and Word Recognition</i>	ELAGSE4RF3 – Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.		Reads a list of appropriate words that requires the student to use decoding skills
Reading Foundational (RF) <i>Fluency</i>	ELAGSE4RF4c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Reads a passage with unfamiliar words, self-correcting when necessary
Reading Literacy (RL) Key <i>Ideas and Details</i>	ELAGSE4RL3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)		Describes a character, setting, or event and supports with specific details from the story
Reading Informational (RI) Key <i>Ideas and Details</i>	ELAGSE4RI1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		Answers questions regarding details of a text
Reading Informational (RI) Key <i>Ideas and Details</i>	ELAGSE4RI2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text		Provides the main idea of a text and supports with key details
Speaking and Listening (SL) <i>Comprehension and Collaboration</i>	ELAGSE4SL1c – Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.		Takes part in a conversation with the teachers and/or students
	ELAGSE4SL2 – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Using complete sentences and descriptive words, summarizes information presented

Language (L) Vocabulary	ELAGSE4L4a – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase	Completes a Cloze Passage
	ELAGSE4L5c – Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)	Completes a Frayer Model graphic organizer
TOTAL SCORE:		< 15 indicates eligibility for EIP services



2022-2023

Georgia's Early Intervention Program (EIP) Mathematics K-5 Rubrics

NOTE: The EIP eligibility criteria for student placement and exit decisions must be supported by and consistent with multiple forms of student achievement data/evidence, including teacher checklists and available assessment results.

Please continue to be prepared upon request to provide access to your placement and exit determination materials, including teacher checklists, student assessment data, and other forms of multiple criteria. These documents should be in compliance with State and local records' retention policies.

Mathematics Rubric – The rubric score varies by grade level, e.g., a total score of less than (<) 14 on the EIP Kindergarten rubric, in addition to one other data source, indicates eligibility for EIP services. (See Chart Below)

Grade Level	Mathematics total score of less indicating eligibility for EIP services
K	14
1	15
2	17
3	14
4	17
5	23

Mathematics: Kindergarten Early Intervention Program (EIP) Entrance Rubric

Student _____ Age _____ Teacher _____ Date _____

These rubrics have been based on the Georgia Early Learning and Development Standards (GELDS) and are referenced to the Kindergarten Mathematics Standards. Specific standards/domains were selected based on critical areas of focus (CAF) in kindergarten mathematics. Students may qualify for EIP in math.

Has the student attended a Pre-K Program? Yes No Has the student attended a Daycare Program? Yes No
 the student been previously retained in Kindergarten? Yes No
 Has student ever been identified as an EL? Yes No In what grade? _____
 Is the student currently receiving ESOL services? Yes No

If yes, please list the student's current level of English proficiency (current ACCESS test results):

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Kindergarten Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0,1, 2, 3	Sample Assessment
CAF K#1 Representing, relating, and operating on whole numbers, initially with sets of objects.	CD-MA1.4a Recites numbers up to 20 in a sequence		<input type="checkbox"/> Please count to 25 for me starting at 1. <input type="checkbox"/> Please start counting backwards for me like this: 11, 10, 9,8,.. I will tell you when to stop. (Stop at zero.) Please start counting forward for me like this.. 9,10, 11, ..., I will tell you when to stop. (Stop at 21.) <i>Look for confusion between "teen" and "ty" numbers.</i> <i>Ability to count forward and backwards is closely related to ability to compose and decompose number.</i>
	CD-MA1.4f Tells numbers that come before and after a given number up to 10		
CAF K#1	CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same		<input type="checkbox"/> Can you count out the same number of counters as you see here? (show a dot card with any quantity below 10)

CAF K#1	CD-MA2.4b Counts at least 10 objects using one-to-one correspondence		<input type="checkbox"/> Please count these for me (10 counters in a line) and touch each one as you count. <i>(one correct number per object)</i>
CAF K#1	CD-MA1.4d Describes sets as having more, less, same as/equal		<input type="checkbox"/> Are there (more, less, the same number) of counters here? (two sets of objects, each set a quantity under 10)
CAF K#1	CD-MA1.4c Matches numerals to sets of objects with the same number, 1-10		<input type="checkbox"/> Present student with a pile of counters. Say, "Please get 8 counters for me." <input type="checkbox"/> How many dots do you see? Show dot cards, zero to 10. <i>This is an opportunity to watch for ability to subitize quantities shown on dot cards.</i>
CAF K#1	CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity		<input type="checkbox"/> Show number cards (any 1-20) one at a time, and ask, "What is this number?"
CAF K#2 Describing shapes and space	CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes		<input type="checkbox"/> Show me a (circle, rectangle, triangle) in our room. <input type="checkbox"/> How many sides does the (triangle, rectangle) have?
CAF K#2	CD-MA6.4b Combines simple shapes to form new shapes		<input type="checkbox"/> Can you make rectangle with these triangles?
CAF K#2	CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order		<input type="checkbox"/> Can you put the circle (above, below, beside) the (square, triangle, rectangle)?
Total Score:			Total score of < 14 indicates eligibility for EIP services

Critical Area of Focus (CAF): There are two critical areas of focus in Kindergarten. (See Mathematics, Kindergarten Critical Areas of Focus) Pre-K – Georgia Early Learning and Development Standards (GELDS) <http://gelds.decal.ga.gov/>

Mathematics: First Grade Early Intervention Program (EIP) Entrance Rubric

Student _____ Age _____ Teacher _____ Date _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in First Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? Yes No In what grade? _____
 Has the student been previously enrolled in EIP? Yes No In what grade? _____
 Has the student ever been identified as an EL? Yes No In what grade? _____
 Is the student currently receiving ESOL services? Yes No
 If yes, please list the student's current level of English proficiency (current ACCESS test results):
 Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

First Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0,1, 2, 3	Sample Assessment
CAF 1#1-Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.	MGSEK.OA.2 Solve addition and subtraction word problems, and add and subtract within 10.		<input type="checkbox"/> Here are 3 counters (place in hand) Here are 4 more (place in other hand) How many do you have altogether? <input type="checkbox"/> Show the number sentences one at a time and say, "What is (read number sentence)?" Allow student to use counters if necessary. 5+4, 2+8, 3+3, 7+3, 10-5 Listen for use of various strategies. If student's only strategy is counting all (either fingers or counters) to determine the answer, rate as a 1.
CAF 1#1	MGSEK.OA.3 Decompose numbers less than or equal to 10 into pairs more than one way. (drawings need not include an equation)		<input type="checkbox"/> When I show you these numbers, please tell me the number before it, that is, the number that is one less: 4, 9, 6, 8. <input type="checkbox"/> What two numbers can I add together to make (show any number cards 3-10)? Can you think of another way?

CAF 1#1	MGSEK.OA.4 For any number one to 9, find the number that makes 10 when added to the given number		<input type="checkbox"/> Show number or dot cards (up to 9), or ten frames filled with quantities from 0-9, and ask, "How many more to make 10?"
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CAF 1#1	MGSEK.OA.5 Fluently add and subtract within 5.		<input type="checkbox"/> Show the number sentences (below) one at a time and say, "What is (read number sentence)?" 2+3, 1+4, 5+0, or other combinations to 5. <i>Student should respond quickly without counting on fingers or bobbing head (indicates internal counting). As a guideline allow 3-5 seconds (count 1001, 1002, 1003...) for each answer.</i>
CAF 1#2- Developing understanding of whole number relationships and place value, including grouping tens and ones.	MGSEK.CC.1 Count to 100 by ones and by tens.		<input type="checkbox"/> Please start counting for me like this: 1,2,3,4,..I will tell you when to stop. Stop student at 42. <input type="checkbox"/> Please skip count for me in tens, starting at 10. I will tell you when to stop. Stop student at 50.

Georgia Department of Education

First Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0,1, 2, 3	Sample Assessment
CAF 1#2	MGSEK.CC.2 – Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		<input type="checkbox"/> When I show you the number, please tell me the number after it, that is, the number that is one more: 9, 3, 7, 13, 11, 19.
CAF 1#2	MGSEK.NBT.1 - Compose and decompose numbers from 11-19 into ten ones and further ones.		<input type="checkbox"/> Place a full ten frame horizontally in front of student. Say, "Here are ten dots." Next, place a full five frame horizontally in front of student. Say, "Here are five more dots. How many are there altogether?" <i>(If student counts all dots to find how many, they are not using an understanding of ten and some more)</i>
CAF1#3 Developing understanding of linear measurement and measuring lengths as iterating length units.	MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which has "more of"/ "less of" the attribute and describe the difference.		<input type="checkbox"/> Here are two trains (two different lengths of snapped together unifix cubes or similar connected items, such as same sized paper clips). Say, "Can you tell me which train is longer? How many cubes/clips longer?"

Georgia Department of Education

CAF 1#4 Reasoning about attributes of, and composing and decomposing geometric shapes.	MGSEK.G.4 Analyze and compare two and three dimensional shapes, in different sizes and orientations.		<input type="checkbox"/> Give student a set of attribute blocks. Say, “These blocks are all mixed up. Can you sort them into groups? Tell me about your groups and how you have sorted them. How is this shape different from this one?” <i>If student is able to sort, listen for mathematical language describing groups. If student sorts by color, ask if they can sort another way in order to elicit mathematical language.</i>
CAF 1#4	MGSEK.G.6 Compose simple shapes to form larger shapes.		<input type="checkbox"/> Can you make a rectangle (for example) using these shapes? (give an assortment of pattern or attribute blocks or 3-D shapes)
Total Score:			Total score of < 15 indicates eligibility for EIP

Critical Area of Focus (CAF): There are four critical areas of focus in First Grade. (See Mathematics, First Grade Critical Areas of Focus)

Mathematics: Second Grade Early Intervention Program (EIP) Entrance Rubric

Student _____ Age _____ Teacher _____ Date _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in Second Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? Yes No In what grade? _____
 Has the student been previously enrolled in EIP? Yes No In what grade? _____
 Has the student ever been identified as an EL? Yes No In what grade? _____
 Is the student currently receiving ESOL services? Yes No
 If yes, please list the student's current level of English proficiency (current ACCESS test results):
 Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Second Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0,1, 2, 3	Sample Assessment
CAF 2#1 Extending understanding of base-ten notation	MGSE1.NBT.1 Count to 120, starting at any number less than 120.		<input type="checkbox"/> When I show you the number, please tell me the number after it, that is, the number that is one more: 9, 3, 7, 13, 11, 19. <input type="checkbox"/> Please start counting for me like this: 86, 87, 88, ... I will tell you when to stop. Stop student at 112.
CAF 2#1	MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.		<input type="checkbox"/> How many tens in this number? (show a card with any two-digit number over 30, with 1-9 in the ones place)
CAF 2#1	MGSE1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10 e.g., 24+9, 13+10, 27+40), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		<input type="checkbox"/> Show student the following (or similar) written on an index card and read aloud: <i>There are 40 cubes in one bucket, and 36 cubes in another bucket. How many cubes are there altogether?</i> Have the student explain aloud how they are working this out. If the student attempts to count all, stop, and score as a 1. Listen for place value strategy (counting on in tens), additive strategy (40+30=70, 70+6=76), or quick recall.

CAF 2#1	MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used		<input type="checkbox"/> Place a full five frame horizontally in front of student. Say, "Here are five dots." Next, place a full ten frame horizontally in front of student. Say, "Here are ten more dots. How many are there altogether?" Continue adding ten frames, (up to 6, total) and asking, "How many now?" (If student counts all dots to find how many, they are not using an understanding of ten and some more. Student should say, 15, 25, 35, ...65)
CAF 2#1	MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g., 7030, 30-10, 60-60)		<input type="checkbox"/> Place six full ten frames in front of student. Say, "Here are 60 dots." Next, remove one ten frame and say, "How many now?" Continue to remove ten frames one at a time and ask, "How many now?" for as long as student is able to answer without counting the dots.

Second Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0, 1, 2, 3	Sample Assessment
CAF 2#2 Building fluency with addition and subtraction	MGSE1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		<input type="checkbox"/> Place 14 counters under an index card, on top of which is written and showing, $14-5=\underline{\quad}$. Remove 5, but hide them in your hand. Say, "There are 14 counters under this card. I am taking away 5 counters. How many are left under the card?" If student is unable to solve and cannot count back to solve (simplest strategy), or asks to see counters to solve, rate as a 1.
CAF 2#2	MGSE1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)		<input type="checkbox"/> For each number I show you, please tell me the number that is two numbers before that, that is the number that is two less. (show number cards such as 9, 6, 13, 11, 20, 30)
CAF 2#2	MGSE1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.		<input type="checkbox"/> Show the number sentences (below) one at a time and say, "What is (read number sentence)?" $2+3$, $2+4$, $5+3$, or other combinations to 10. Student should respond quickly without counting on fingers or bobbing head (indicates internal counting). As a guideline allow 3-5 seconds (count 1001, 1002, 1003...) for each answer.
CAF 2#2	MGSE1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.		<input type="checkbox"/> Ask student what number makes the equation true in each of the equations: $8 + ? = 11$, $5 = - 3 - 6 + 6 = \underline{\quad}$ as the equations (or similar equations) are shown on index cards. Have student explain their thinking.

CAF 2#3 Using standard units of measure	MGSE1.MD.2 – Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.		<input type="checkbox"/> Give student a strip of construction paper (premeasured to ensure it is measurable in whole length units) and a pile of cubes, inch tiles, or same-sized paper clips, and ask, “Please use the (cubes, tiles, paper clips) to tell me how long this strip is in (cubes, tiles, paper clips).
CAF 2#4 Describing and analyzing shapes	MGSE1.G.1 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes		<input type="checkbox"/> Give student a set of attribute blocks. Say, “These blocks are all mixed up. Can you sort them into groups? Tell me about your groups and how you have sorted them. How is this shape different from this one?” (If student is able to sort, listen for mathematical language describing groups. If student sorts by color or size, ask if they can sort another way in order to elicit mathematical language/defining attributes) <input type="checkbox"/> Ask student to draw a shape that has only 3 straight sides (or similar question using defining attributes).
Total Score:			Total score of < 17 indicates eligibility for EIP

Critical Area of Focus (CAF): There are four critical areas of focus in Second Grade. (See Mathematics, **ser SecVicoends** Grade Critical Areas of Focus)

Mathematics: Third Grade Early Intervention Program (EIP) Entrance Rubric

Student _____ Age _____ Teacher _____ Date _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in Third Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? Yes No In what grade? _____

Has the student been previously enrolled in EIP? Yes No In what grade? _____

Has the student ever been identified as an EL? Yes No In what grade? _____

Is the student currently receiving ESOL services? Yes No

If yes, please list the student’s current level of English proficiency (current ACCESS test results):

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Third Grade Mathematics Critical Areas of Focus (CAF) Note: EIP eligibility is based on not meeting the previous year's standards.		Rating 0, 1, 2, 3	Sample Assessment
CAF 3#1 Developing understanding of multiplication and division and strategies for multiplication and division within 100	MGSE2.OA.2 –Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, <i>know from memory all sums of two one-digit numbers.</i>		<input type="checkbox"/> Show the number sentences (below) one at a time and say, "What is (read number sentence)?" 2+3, 2+4, 5+3, 9+7, 8+8, or other combinations of two one-digit numbers. <i>Student should respond quickly without counting on fingers or bobbing head (indicates internal counting). As a guideline allow 3-5 seconds (count 1001, 1002, 1003...) for each answer.</i>
CAF 3#1	MGSE2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.		<input type="checkbox"/> Give student a pile of (12, 7, 15, 18) counters, and a piece of paper with a line down the center. Ask, "Is this an even number of counters, or an odd number of counters? You can use the paper and counters to figure this out." Once they have done so with an even number, have them write an equation to represent the two groups and the total. (6+6=12, 9+9=18)
CAF 3#1	MGSE2.NBT.1 – Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: A) 100 can be thought of as a bundle of ten tens – called a "hundred." B) The numbers 100, ...900 refer to one, two, three,...or nine hundreds (0 tens and 0 ones).		<input type="checkbox"/> Ask, "How many (hundreds, tens, ones) in the number 706? How many hundreds in 400?" How many tens in 100? How many tens in 200?"
CAF 3#1	MGSE2.NBT.2 - Count within 1000; skip-count by 5's, 10's, and 100s.		<input type="checkbox"/> Please skip count for me by (5s, 10s, 100s) starting with (45, 70, 200) I will tell you when to stop. Stop counting (5s at 105, 10s at 210, 100s at 900)
CAF 3#2 Developing understanding of fractions, especially unit fractions (fractions with a numerator 1)	MGSE2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words, halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		<input type="checkbox"/> Show student a picture of a (circle, rectangle). Say, "Can you draw lines on this (circle, rectangle) to make equal shares for (2, 3, 4) ?" Point to one share, and ask, "What is this amount called? How many (halves, thirds, fourths) in the whole (circle, rectangle)?"

Third Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0, 1, 2, 3	Sample Assessment
CAF 3#2	MGSE2.MD.2 Measure the length of an object twice, using length units of different lengths for the two different measurements; describe how the two measurements relate to the size of the unit chosen.		<input type="checkbox"/> Give student a strip of construction paper (premeasured to ensure it is measurable in whole length units) and separate piles of unifix cubes, color tiles, and/or same-sized paper clips, and ask, "Please use the (unifix cubes, tiles, paper clips) to tell me how long this strip is in (cubes, tiles, paper clips). Repeat with a different unit, and ask student why the measures are different for different units of measure.
CAF 3#3 Developing understanding of the structure of rectangular arrays and area	MGSE2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to 5 columns; write an equation to express the total as a sum of equal addends.		<input type="checkbox"/> Show student a set of 4 full 5 frames aligned into an array. Ask, "How many dots in all?" If student counts all to find total, rate as 1. <i>Listen for strategies such as skip counting (4,8,...or 5, 10, ...) , additive strategies (5+5=10, 10+10+20, so 20 in all) or 4x5 as a known fact. These indicate development of understanding of array relationship.</i>
CAF 3#3	MGSE2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		<input type="checkbox"/> Give a student a geoboard and rubber bands. Say, "Make a rectangle using the rubber bands. Now, use rubber bands to divide the rectangle into equal squares. How many of these small squares are in the whole rectangle?" If no geoboard is available, use grid paper to draw and partition or give student a square piece of paper (cut index card), ask them to fold it to make small squares, and count to find how many small squares in all.
CAF 3#4 Describing and analyzing two-dimensional shapes	MGSE2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		<input type="checkbox"/> Ask student to draw a shape that has only 3 angles/sides (or similar question using defining attributes). <input type="checkbox"/> Show triangle, quadrilateral, pentagon, hexagon, and cube, one at a time, and ask student to name.

Total Score:	Total score < 14 indicates eligibility for EIP
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Critical Area of Focus (CAF): There are four critical areas of focus in Third Grade. (See Mathematics, Tshirdervic Greasde Critical Areas of Focus)

Mathematics: Fourth Grade Early Intervention Program (EIP) Entrance Rubric

Student _____ Age _____ Teacher _____ Date _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in Fourth Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? Yes No In what grade? _____

Has the student been previously enrolled in EIP? Yes No In what grade? _____

Has the student ever been identified as an EL? Yes No In what grade? _____

Is the student currently receiving ESOL services? Yes No

If yes, please list the student's current level of English proficiency (current ACCESS test results):

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Fourth Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0, 1, 2, 3	Sample Assessment
CAF 4#1 Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.	MGSE3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		<input type="checkbox"/> Show student an array made of 8 full five frames. (40 total dots: 5 per row, 8 rows) Say and show on index card the following: "Here is a carton of bike wheels. There are 5 wheels in each row, and there are 8 rows. How many wheels are in the carton altogether?" If I added 15 more wheels, how many rows of 5 would I then have altogether?" If student counts all dots to find the total, score as 1. <i>Look for use of additive strategies (5+5+5+5+5+5+5), skip counting, or known fact.</i>
CAF 4#1	<p>MGSE3.OA.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. For example, determine the unknown number that makes equation true in each of the equations, $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.</p> <p>MGSE3.OA.5 Apply properties of operations as strategies to multiply and divide.</p>		<input type="checkbox"/> Say and show on index card the following: "At the car factory, they need 4 wheels to make each car. How many cars can they make with 48 wheels?" (Allow use of drawings or manipulatives.) Require student to explain how they figured it out. If student counts all (using fingers or drawings of wheels) to find the total, score as 1. <i>Look for strategies such as: skip counting; "I know 4×10 is 40, and 4×2 is 8, so 4×12 is 48 because 48 is 40 and 8 more; I know 20 is made of 5 groups of 4, so 40 must be made of 10 groups of 4. Two more groups of 4 makes 48, 10 groups and 2 groups make 12 groups, so the answer is 12."</i>
CAF 4#1	MGSE3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. <i>By the end of Grade 3, know from memory all products of two one-digit numbers.</i>		<input type="checkbox"/> Show the number sentences (below) one at a time and say, "What is (read number sentence)?" 2×3 , 2×4 , 5×3 , 9×7 , 8×8 , or other combinations of two one-digit numbers. <i>Student should respond quickly without counting on fingers or bobbing head (indicates internal counting). As a guideline allow 3-5 seconds (count 1001, 1002, 1003...) for each answer.</i>

Fourth Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0,1, 2, 3	Sample Assessment
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CAF 4#1	MGSE3.NBT.3 - Multiply one-digit whole numbers by multiples of 10 in the range 10-90. (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.		<input type="checkbox"/> Show the number sentences (below) one at a time and say, "What is (read number sentence)? And what is (read next sentence)? 2×3 , 2×30 2×4 , 2×40 3×7 , 3×70 or other combinations of two one-digit numbers, followed by the same pair with one factor made a multiple of ten.
CAF 4#2 Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers	MGSE3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. For example, $3/4$ means there are three $1/4$ parts, so $3/4 = 1/4 + 1/4 + 1/4$.		<input type="checkbox"/> Show student (circle, square, rectangle, triangle) partitioned into (2,3,4,6,8) parts. Ask student to show ($1/2$, $1/3$, $1/4$, $1/6$, $1/8$). Ask how many of the part they just touched would be in ($2/2$, $2/3$, $2/4$, $2/6$, $2/8$). <i>Please bear in mind to use respective numbers together when assessing- halves with halves, sixths with sixths, etc.)</i>
CAF 4#2	MGSE3.NF.2a Represent a non-unit fraction a/b on a number line diagram by marking off a lengths of $1/b$ (unit fractions) from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line.		<input type="checkbox"/> Give student a construction paper strip. Say, "Please show me where ($1/4$, $1/8$) would be on this strip. You may fold the strip, and use a pencil to make marks if you wish." Ask how large each part is after student has marked strip into ($1/4$, $1/8$) sized parts. <i>Please bear in mind to use respective numbers together when assessing- halves with halves, sixths with sixths, etc.)</i>
CAF 4#2	MGSE3.NF.2b Represent a fraction a/b on the number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		<input type="checkbox"/> Using strip created for previous assessment (above), ask where ($3/4$, $5/8$, for example) can be found on the number line/fraction strip. <i>Please bear in mind to use respective numbers together when assessing- halves with halves, sixths with sixths, etc.)</i>
CAF 4#2	MGSE3.NF.3a - Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		<input type="checkbox"/> Using same strip as in previous assessment, ask where $2/4$ is. Ask where $4/8$ would be found on the same number line. Ask why they are found in the same place. <i>Please bear in mind to use respective numbers together when assessing- halves with halves, sixths with sixths, etc.)</i>

CAF 4#2	MGSE3NF.3c - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form of $3 = 6/2$ (3 wholes is equal to six halves); recognize that $3/1 = 3$; locate $4/4$ and 1 at the same point of on a number line diagram.	<input type="checkbox"/> Show number line divided into (halves, thirds, fourths, sixths, eighths). Ask student to point to the number that shows (2 halves, 3 thirds, 4 fourths, 6 sixths, 8 eighths).
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Fourth Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0, 1, 2, 3	Sample Assessment
CAF 4#2	MGSE3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.		<input type="checkbox"/> Give a pre-drawn (square, rectangle, circle, triangle) to student. Say, "Please partition the (square, rectangle, circle, triangle) into (2, 3, 4) parts with equal areas." Point to one part ($1/2$, $1/3$, $1/4$) and say, "What part of this is of the total area?"
CAF 4#3 Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry	MGSE3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		<ul style="list-style-type: none"> Give students an assortment of quadrilaterals and triangles, and ask them to sort them into groups. If student is able to sort, ask them how they sorted the shapes. <i>Listen for mathematical language, such as, "I sorted the rectangle, square, and rhombus into this group because they all have 4 sides. I put the triangles in a different group because they have 3 sides."</i> If student sorts by size or color, ask them to sort in another way, in order to elicit mathematical language. Ask which group is made up of quadrilaterals. Ask what makes them quadrilaterals.
Total Score:			Total score < 17 indicates eligibility for EIP

Critical Area of Focus (CAF): There are three critical areas of focus in Fourth Grade. (See Mathematics, Fourth Grade Critical Areas of Focus)

Mathematics: Fifth Grade Early Intervention Program (EIP) Entrance Rubric

Student _____ Age _____ Teacher _____ Date _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in Fifth Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? Yes No In what grade? _____
 Has the student been previously enrolled in EIP? Yes No In what grade? _____
 Has the student ever been identified as an EL? Yes No In what grade? _____
 Is the student currently receiving ESOL services? Yes No
 If yes, please list the student's current level of English proficiency (current ACCESS test results):
 Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Fifth Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0, 1, 2, 3	Sample Assessment
CAF 5#11 Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)	MGSE4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.		<input type="checkbox"/> Show a (rectangle, square, circle) divided equally into 8 parts, with 5 shaded) and say, "How many ways can you write number sentences that add to 5/8?" Look for at least 3 ways, similar to $1/8+1/8+1/8+1/8+1/8$; $3/8 + 2/8$; $2/8+2/8+1/8$.

CAF 5#1	MGSE4.NF.3c Add and subtract mixed numbers with like denominators., e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.		<input type="checkbox"/> Show on an index card, and read aloud: Aaron and Phil get honey from beehives. One week, Aaron got $3\frac{3}{6}$ jars of honey, and Phil got $4\frac{5}{6}$ jars of honey. How many jars of honey do they have altogether? How much more honey do they need to make 11 jars of honey in all? Students may draw visual models, or use number line.
CAF 5#1	MGSE4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.		<input type="checkbox"/> Show on an index card, and read aloud: Julie and Jake buy a pizza. Jake eats $\frac{4}{8}$ of a pizza, and Julie eats $\frac{3}{8}$ of a pizza. How much pizza is left over? Students may draw visual models, or use number line.
CAF 5#1	MGSE4.NF.4b Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times \frac{2}{5}$ as $6 \times \frac{1}{5}$, recognizing this product as $\frac{6}{5}$. (in general, $n \times \frac{a}{b} = \frac{n \times a}{b}$.)		<input type="checkbox"/> Give student a construction paper strip. Say, "Please show me where $\frac{1}{4}$, $\frac{1}{8}$ would be on this strip. You may fold the strip, and use a pencil to make marks if you wish." Ask how large each part is after student has marked strip into $\frac{1}{4}$, $\frac{1}{8}$ sized parts. Ask where 3 times $\frac{1}{4}$, $\frac{1}{8}$ would be on the strip.

Fifth Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i>		Rating 0, 1, 2, 3	Sample Assessment
CAF 5#1	MGSE4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.		<input type="checkbox"/> If I put $\frac{1}{4}$ of a cup of frosting on 1 cupcake, how much frosting will I put on 5 cupcakes? Allow student to draw or use models. <i>Accept either $\frac{5}{4}$ or $1\frac{1}{4}$ as correct.</i>

<p>CAF 5#2 Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations</p>	<p>MGSE4.NBT.1. Recognize that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right.</p>		<p><input type="checkbox"/> A cell phone costs \$220. If you had 20 ten dollar bills, would that be enough to pay for the phone? How many hundreds are in \$220? How many \$10 in all of \$220?</p>
<p>CAF 5#2</p>	<p>MGSE4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, $<$ symbols to record the results of comparisons.</p>		<p><input type="checkbox"/> Please put these numbers (show on index card) in order, starting with the least here (point to student's left) 120, 94, 7, 89, 13, 403, 1. Please choose two numbers and use $>$, $=$, $<$, to compare them. Give student paper and pencil with which to record comparison.</p>
<p>CAF 5#2</p>	<p>MGSE4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>		<p><input type="checkbox"/> Say, and show on index card the following: $\begin{array}{r} 394 \\ +79 \\ \hline \end{array}$</p> <p>• Say, please solve this. Look for use of standard algorithm. If student counts on fingers to solve, record as 1.</p>
<p>CAF 5#2</p>	<p>MGSE4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>		<p><input type="checkbox"/> Say, and show on index card the following: "I have 6 baskets. There are 24 blocks in each basket. How many blocks are there altogether? (Allow use of drawings or manipulatives.) Require student to explain how they figured it out. If student counts all (using fingers or drawings of blocks) to find the total, score as 1. Look for strategies such as: skip counting; place value: $6 \times 20 = 120$, $6 \times 4 = 24$, $120 + 24 = 144$; rectangular arrays: 24 rows of 6, or 6 rows of 24; friendly numbers: $6 \times 25 = 150$, $150 - 6 = 144$; proportional reasoning: $6 \times 24 = 12 \times 12 = 144$ (doubling first factor, halving second factor)</p>

<p>Fifth Grade Mathematics Critical Areas of Focus (CAF) <i>Note: EIP eligibility is based on not meeting the previous year's standards.</i></p>	<p>Rating 0, 1, 2, 3</p>	
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		Sample Assessment
CAF 5#2	MGSE4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place-value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	<input type="checkbox"/> Say, and show on index card the following: ‘At the skateboard factory, they need 8 wheels to make each skateboard. How many skateboards can they make if they have 144 wheels?’ (Allow use of drawings or manipulatives.) Require student to explain how they figured it out. If student counts all (using fingers or drawings of wheels) to find the total, score as 1. Look for strategies such as: drawing arrays, skip counting; properties of operations: “I know 8×9 is 72, and 2×72 is 144, so 8×18 is 144;
CAF 5#2	MGSE4.NF.5 Express a fraction with a denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	<input type="checkbox"/> Show card with the number: $7/10$, and say, “How many hundredths are there in all of this number?” If student answers correctly, show on an index card, and read aloud, “I have $2/10$ of a dollar, and $40/100$ of a dollar. How much money do I have altogether?”
CAF 5#2	MGSE4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	<input type="checkbox"/> How can I write $73/100$ using a decimal?
CAF 5#2	MGSE4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results with the symbols $>$, $=$, $<$, and justify the conclusions, e.g., by using a visual model.	<input type="checkbox"/> Show on index card, and read aloud, “My friend has .6 of a dollar. I have .60. He says he has more. I think I have more.” Say, “Is either person correct? Why or why not? Please write a number sentence showing what you think is correct. You may use $>$, $<$, $=$.”
CAF 5#3 Developing understanding of volume	MGSE4.MD.2 Use the four operations to solve word problems involving...liquid volume... including problems that require expressing measurements given in a larger unit in terms of a smaller unit.	• Show on index card, and read aloud. It takes 10 gallons of water to fill an aquarium. If I can carry 4 quarts of water at a time, how many trips will it take to fill up the aquarium? Allow student to use visual representations to solve the problem.
CAF 5#3	MGSE4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	• Show on index card, and read aloud to student. The area of my rectangular back garden is 200 square feet. It is 20 feet long. How wide is it?
Total Score:		Total score of < 23 indicates eligibility for EIP services

Critical Area of Focus (CAF): There are three critical areas of focus in Fifth Grade. (See Mathematics, Fifth Grade Critical Areas of Focus)

AP - Purchase Request Form

Date	Funding Source	
<input type="text" value="08/11/2022"/>	<input type="text" value="GF01"/>	
REQ #	PO #	School Budget
<input type="text" value="5096"/>	<input type="text" value="3325"/>	<input type="text" value="Yes"/>

Billing/Shipping Information

School:	<input type="text" value="Academy for Classical Education - 0627"/>		
School ID:	<input type="text"/>		
Address 1:	<input type="text" value="Kimberly.Turner@acemacon.org"/>		
Address 2:	<input type="text" value="5665 New Forsyth Rd."/>		
City:	<input type="text" value="Macon"/>		
State:	<input type="text" value="GA"/>	Zip:	<input type="text" value="31210"/>
ATTN:	<input type="text"/>		
Contact:	<input type="text" value="Karen Carter"/>		

Vendor Information

Name:	<input type="text" value="Southeastern Laundry Equipment"/>		
Vendor Number:	<input type="text" value="001208"/>		
Address 1:	<input type="text" value="1105 Shana Court"/>		
Address 2:	<input type="text" value="Suite I"/>		
City:	<input type="text" value="Marietta"/>		
State:	<input type="text" value="GA"/>	Country:	<input type="text"/>
		Zip:	<input type="text" value="30066"/>
ATTN:	<input type="text"/>		
Contact:	<input type="text"/>		
Phone:	<input type="text" value="(800)522-9274"/>	Fax:	<input type="text"/>
Email:	<input type="text" value="jake@selaundry.com"/>		

Order Description

Description (include school activities and/or departments):

Product Information

Qty	Unit	Item # / Description	Unit Price	Total Amt
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1	EA	▼	Electric Dryer	2350.00	2350.00
1	EA	▼	Freight	760.00	760.00
1	EA	▼	Installation	1235.00	1235.00
<input type="button" value="Add Item"/> <input type="button" value="Remove Item"/>			Total:	4345.00	

Account Information

BE SURE TO KEY THE ENTIRE LEDGER ACCOUNT NUMBER(S): XX-XXX-X-XXXX-XXXX-XXXXX-XXXX-X-XXXXXX

Acct No:

Total:



SOUTHEASTERN

LAUNDRY EQUIPMENT SALES

1105 Shana Court, Suite I, Marietta, GA 30066 Phone (800) 522-9274 Fax (800) 867-6073

www.selaundry.com

404 272 5985 (c)

Sales Rep Jake Freeman
 Quote # SELQ35473-04
 Dated 8/5/2022
 **Expires 8/28/2022

**Quote Valid for 30 Days Unless Otherwise Noted

Purchase And Security Agreement


Sold To:

Acct # 36787/38574
 Amanda Windon
 ACE Academy for Classical Education
 5665 New Forsyth Rd
 MACON
 Macon, GA 31210
 United States
 Phone: (478) 238-5757
 Email: amanda.windon@acemacon.org

Ship To:

Acct # 36787/38574
 Amanda Windon
 ACE Academy for Classical Education
 5665 New Forsyth Rd
 MACON
 Macon, GA 31210
 United States
 Phone: (478) 238-5757
 Email: amanda.windon@acemacon.org

Thank you for the opportunity to quote your new commercial laundry equipment. I believe the quote includes everything you have requested. If not, please let me know so I can revise the quote to meet your needs. We look forward to working for you.

Mfg. & Model#	Description	Qty.	Unit Price	Ext. Price
 UniMac USGMNAGS113TW01 Stack Gas Dryer ELECTRIC 18lbs Capacity Front Controls 7.0 Cubic Foot Cylinder Pockets 120/240/60/1		1	\$2,350.00	\$2,350.00
	Estimated Factory Freight FAC FRT EST	1	\$760.00	\$760.00
	To our warehouse Installation INST	1	\$1,235.00	\$1,235.00

See Terms & Special Conditions/Provisions Listed Below

***Total \$4,345.00**

Initialed

ACE Academy for Classical Education
 SELQ35473-04

Page 1 of 3

Terms of Sale

COD ACCOUNT

- Signed sales agreement returned to Marietta, GA with deposit required.
- Balance due at installation/delivery in full.
- Purchaser agrees to pay interest at the rate of 1.5% per month on amounts not paid when due.
- Pricing shown is for cash sale only.
- Credit Card payments will be subject to a minimum transaction fee of 3% or the credit card company's transaction fee, which ever is greater.
- Financing Available: Subject to credit approval by lenders other than Southeastern.

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Acceptance Agreement

Purchaser agrees not to withhold payment under the terms of this contract when delivery, installation and/or start-up are delayed at the request of the Purchaser no matter the cause or reason. Purchaser further agrees to pay any and all storage charges, including additional freight and delivery fees accrued due to the Purchaser's inability to accept equipment which has been shipped when requested below.

Special Conditions/Provisions of Delivery & Installation

LINE ITEMS

- 1- Adequate access (ingress/egress) and all mechanicals/utilities provided by others. Entry to laundry room is based on ground level access, doors wide enough and no steps, any other means can be billable for the use of extra labor and equipment such as forklift or crane etc.
- 2- Removal and Disposal: removal of old equipment is inclusive (if required). If existing equipment must be cut up to remove from laundry room and building an added cost will apply. If the existing washers are sunk into the concrete extra labor would be needed and the possibility the concrete pad will need to be replaced at an added cost.
- 3- New Construction or Renovation: all final connections to mechanicals, venting & utilities by contractors or other trades for laundry or ancillary equipment delivered to job site and not by Southeastern Laundry Equipment Sales, Inc.
- 4- New Construction or Renovation: all laundry or ancillary equipment shall be placed into laundry room, washer will be leveled, grouted and bolt down as required. OPL dryers or ironers will be set in place and leveled, small chassis equipment shall remain in their boxes.
- 5- New Construction or Renovation: delivery & rigging pricing is based on one trip to complete work. Any additional trips will be billable.
- 6- Replacement Equipment: installation includes receiving, delivery to job site, rig in place. Bolt, level, and grout as required.
- 7- Replacement Equipment: final connections to existing mechanicals/utilities within 5 feet at time of delivery only.
- 8- Replacement Equipment: connect to existing venting within 5 feet of dryers.
- 9- This quote is based on satisfactory concrete to support equipment. If concrete is unsatisfactory or the integrity of concrete has been compromised by other conditions at time of installation it is the responsibility of owner or corporation to provide adequate concrete for equipment specifications.
- 10- Seller is not responsible for unknown/unseen utilities located under concrete, in walls & ceilings.
- 11- NO MODIFICATIONS TO EXISTING UTILITIES ARE INCLUDED.
- 12- Labor Warranty: 90 days. This limited labor warranty covers any defects in parts, material, or workmanship under normal use during the labor warranty period. This limited labor warranty does not cover any problem that is caused by conditions, malfunctions, or damage not resulting from defects in parts, material, or workmanship.
- 13- Manufacturers prices, taxes, and ship time subject to change without notice
- 14- Lead time given on proposal, verbally, and/or e-mails are estimates only.
- 15- SELES, Inc. cannot control any delay by manufactures or weather conditions.
- 16- SELES, Inc. reserves the right to correct any sales tax or clerical errors in this proposal.
- 17- Please note special ordered electric heat dryer cannot be returned, electric heat commercial dryers are voltage specific, wire size, and breaker. Before ordering, please check to see if your mechanicals meet the electric heat dryer.
- 18- If an order is Cancelled or Returned: Southeastern Laundry Equipment Sales, Inc reserves the right to impose charges at 20% restocking fee to cover reasonable cost and expenses incurred in connection with such order prior to receipt of notice of cancellation as well as any other damages suffered because of such cancellation.
- 19- Image Disclaimer Images shown may depict a product feature or design without fully reflecting the product overall. Please refer to product details and specifications when making a final selection for purchase.

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Initialed



ACE Academy for Classical Education

Page 2 of 3

SELQ35473-04

Purchaser hereby grants Southeastern Laundry Equipment (Seller) a first priority purchase money security interest and lien in and to all of the equipment and parts purchased as referred to above pursuant to this proposal. Purchaser hereby authorizes Southeastern Laundry Equipment to file any and all UCC financing statements and other instruments without the signature of purchaser as Southeastern Laundry Equipment deems necessary to perfect and maintain a first priority security interest in and to the purchased equipment. This instrument shall be deemed a security agreement under the UCC. No UCC will be filed if the equipment is paid according to the terms on the contract. Any UCC filings are released once equipment has been paid in full.

Respectfully,



Jake Freeman

Regional Sales Manager

1105 Shana Court
Marietta, GA 30066

Phone 770-928-0080

Fax 770-928-3263

EMail jake@selaundry.com

Please acknowledge your agreement with the above terms and conditions by executing where indicated below. You may return the executed copy by mail, email or fax. (Fax # 800-867-6073)

X 
Purchaser's Signature:

X P. S. KELLY
Print Name:

X Academy for Classical Education
Business Legal Name

X 8/5/2022
Date

X ASAP
Requested Delivery Date

Initialed _____

ACE Academy for Classical Education

Page 3 of 3

SELQ35473-04

Free Delivery on Orders Over \$99



Home > Appliances > Washers and Dryers > Dryers > Electric Dryers > PDR908HPWH



Miele PDR908HPWH

Little Giants Series 24 Inch Smart Ventless Condensing Electric Dryer with 18 lbs. Capacity, Wi-Fi Enabled, Energy Star Certified, WiFiConn@ct, Honeycomb Dryer Drum, Short Program Cycles, PerfectDry System, Low Consumption Values, M Touch Flex Controls, Easy to Understand, Even Drying Results, Delay Start, Countdown Indicator, Drum Lighting, Low-Maintenance, Patented Condensate Drainage, Programmable Controls, Wrinkle-free, SoftLift Drum Ribs, Practical Fluff Filter, Gentle Tumble Function in Lotus White

★★★★★ (1) Compare

Quick Specs [View More](#)

- Series: [Little Giants](#)
- Width: 23.8"
- Height: 33.5"
- Depth: 28.25"
- Type: Front Load
- Fuel Type: Electric
- Capacity: 18 lbs.
- Stackable: Yes
- Venting Type: Ventless
- Control Type: Digital
- Energy Star: Yes
- WiFiConn@ct
- Honeycomb Dryer Drum
- Short Program Cycles
- PerfectDry System
- Low Consumption Values
- M Touch Flex Controls
- Easy to Understand
- Even Drying Results
- Delay Start
- Countdown Indicator
- Drum Lighting
- Low-Maintenance
- Patented Condensate Drainage
- Programmable Controls
- Wrinkle-free
- SoftLift Drum Ribs
- Practical Fluff Filter
- Gentle Tumble Function
- Up to 2 Year Warranty*

CLOSEOUT

240 4 WIRE



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Our Price: **\$4,175.00**
SHIPPING: **FREE**

We Match & Beat Any Price

1

In Stock

Only 2 available

Ships between 8/3 - 8/4

Shipping To: Macon, GA 31294 [Edit](#)

Protect Your Investment:

Decline Protection

3 Year Service Plan \$199.00 [Description](#)

5 Year Service Plan \$239.00 [Description](#)

Select Installation and Haul Away

Removal Of 1 Appliance ~~\$39.99~~ \$1.00 [Description](#) (Must be disconnected by owner if Install is not purchased)

Pedestals Installation \$49.99 [Description](#)

Installation of Dryer ~~\$89.99~~ [Description](#) (Connection to existing lines only, No Modifications)

Dryer Install Kits

No Installation Parts Required

5304517895 4 ft. 4-Prong Dryer Cord, 2 x 4&qu... \$29.00 [More info](#)

EARN 4175 REWARD POINTS

Frequently Bought Packages

Select Appliance

Sort By



Package History

Date	User	Action
8/11/2022 9:20:28 AM	Karen Carter	Submitted 'Purchase Request'
8/11/2022 9:20:53 AM	Flow - Business Manager	Received
8/12/2022 10:35:16 AM	Kimberly Turner	Decision Approved
8/12/2022 10:35:22 AM	Flow - Financial Coordinator	Received
8/12/2022 11:11:33 AM	Candace Fry	Decision Approved
8/12/2022 11:11:56 AM	Flow - CFO	Received
8/12/2022 11:29:59 AM	Palmes Kelly	Decision Approved
8/12/2022 11:30:23 AM	Flow - Business Manager	Received
8/15/2022 10:36:50 AM	Kimberly Turner	Decision Approved
8/15/2022 10:37:01 AM		Workflow Ended

AP - Purchase Request Form

Date	Funding Source	
<input type="text" value="08/11/2022"/>	<input type="text" value="GF01"/>	
REQ #	PO #	School Budget
<input type="text" value="5095"/>	<input type="text" value="3326"/>	<input type="text" value="Yes"/>

Billing/Shipping Information

School:	<input type="text" value="Academy for Classical Education - 0627"/>		
School ID:	<input type="text"/>		
Address 1:	<input type="text" value="Kimberly.Turner@acemacon.org"/>		
Address 2:	<input type="text" value="5665 New Forsyth Rd."/>		
City:	<input type="text" value="Macon"/>		
State:	<input type="text" value="GA"/>	Zip:	<input type="text" value="31210"/>
ATTN:	<input type="text"/>		
Contact:	<input type="text" value="Karen Carter"/>		

Vendor Information

Name:	<input type="text" value="Southeastern Laundry Equipment"/>		
Vendor Number:	<input type="text" value="001208"/>		
Address 1:	<input type="text" value="1105 Shana Court"/>		
Address 2:	<input type="text" value="Suite I"/>		
City:	<input type="text" value="Marietta"/>		
State:	<input type="text" value="GA"/>	Country:	<input type="text"/>
		Zip:	<input type="text" value="30066"/>
ATTN:	<input type="text"/>		
Contact:	<input type="text"/>		
Phone:	<input type="text" value="(800)522-9274"/>	Fax:	<input type="text"/>
Email:	<input type="text" value="jake@selaundry.com"/>		

Order Description

Description (include school activities and/or departments):

Product Information

Qty	Unit	Item # / Description	Unit Price	Total Amt
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1	EA	▼	Washing Machine	8350.00	8350.00
1	EA	▼	Steel Base	275.00	275.00
Add Item			Remove Item	Total:	8625.00

Account Information

BE SURE TO KEY THE ENTIRE LEDGER ACCOUNT NUMBER(S): XX-XXX-X-XXXX-XXXX-XXXXX-XXXX-X-XXXXXX

Acct No:	22-300-0-9990-4000-72000-0623-0-000000	8625.00
<input type="text" value="+"/> +	<input type="text" value="-"/> -	Total: 8625.00



SOUTHEASTERN

LAUNDRY EQUIPMENT SALES

1105 Shana Court, Suite I, Marietta, GA 30066 Phone (800) 522-9274 Fax (800) 867-6073

www.selaundry.com

Sales Rep *Jake Freeman*
 Quote # *SELQ35473-03*
 Dated *8/5/2022*
 **Expires *8/28/2022*

**Quote Valid for 30 Days Unless Otherwise Noted

Purchase And Security Agreement



Sold To:

Acct # 36787/38574
 Amanda Windon
 ACE Academy for Classical Education
 5665 New Forsyth Rd
 MACON
 Macon, GA 31210
 United States
 Phone: (478) 238-5757
 Email: amanda.windon@acemacon.org

Ship To:

Acct # 36787/38574
 Amanda Windon
 ACE Academy for Classical Education
 5665 New Forsyth Rd
 MACON
 Macon, GA 31210
 United States
 Phone: (478) 238-5757
 Email: amanda.windon@acemacon.org

Thank you for the opportunity to quote your new commercial laundry equipment. I believe the quote includes everything you have requested. If not, please let me know so I can revise the quote to meet your needs. We look forward to working for you.

Mfg. & Model#	Description	Qty.	Unit Price	Ext. Price
 UniMac UCT030QN0FBU7MB000 Cabinet Washer-Extractor	<ul style="list-style-type: none"> -Thirty Pound (30#) Cabinet Style -Extra Large 4.2 C.F Cylinder -Efficient 100 G-Force Extraction -Simple, User Friendly M9 Micro Control -Programmable Wash Cycles -3 Programmable Water Levels -Program Manually or With PC or PDA -Eight Max Fill Segments -Auto Leak Detection -Limited Diagnostic Capabilities -Automatic Chemical Injection With 4 Supply Signals -Dry Supply Dispenser With 4 Flushing Compartments -Electrical Service 120/60/1Ph -Pump Drain 	1	\$8,350.00	\$8,350.00
 Unimac ACBF30X6X110002 Steel Base(s)	<ul style="list-style-type: none"> *6" High Steel Base for UC30 *Single Unit *Black Color 	1	\$275.00	\$275.00
			*Total	\$8,625.00

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ACE Academy for Classical Education
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Terms of Sale

COD ACCOUNT

- Signed sales agreement returned to Marietta, GA with deposit required.
- Balance due at installation/delivery in full.
- Purchaser agrees to pay interest at the rate of 1.5% per month on amounts not paid when due.
- Pricing shown is for cash sale only.
- Credit Card payments will be subject to a minimum transaction fee of 3% or the credit card company's transaction fee, which ever is greater.
- Financing Available: Subject to credit approval by lenders other than Southeastern.

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Acceptance Agreement

Purchaser agrees not to withhold payment under the terms of this contract when delivery, installation and/or start-up are delayed at the request of the Purchaser no matter the cause or reason. Purchaser further agrees to pay any and all storage charges, including additional freight and delivery fees accrued due to the Purchaser's inability to accept equipment which has been shipped when requested below.

Special Conditions/Provisions of Delivery & Installation

LINE ITEMS

- 1- Adequate access (ingress/egress) and all mechanicals/utilities provided by others. Entry to laundry room is based on ground level access, doors wide enough and no steps, any other means can be billable for the use of extra labor and equipment such as forklift or crane etc.
- 2- Removal and Disposal: removal of old equipment is inclusive (if required). If existing equipment must be cut up to remove from laundry room and building an added cost will apply. If the existing washers are sunk into the concrete extra labor would be needed and the possibility the concrete pad will need to be replaced at an added cost.
- 3- New Construction or Renovation: all final connections to mechanicals, venting & utilities by contractors or other trades for laundry or ancillary equipment delivered to job site and not by Southeastern Laundry Equipment Sales, Inc.
- 4- New Construction or Renovation: all laundry or ancillary equipment shall be placed into laundry room, washer will be leveled, grouted and bolt down as required. OPL dryers or ironers will be set in place and leveled, small chassis equipment shall remain in their boxes.
- 5- New Construction or Renovation: delivery & rigging pricing is based on one trip to complete work. Any additional trips will be billable.
- 6- Replacement Equipment: installation includes receiving, delivery to job site, rig in place. Bolt, level, and grout as required.
- 7- Replacement Equipment: final connections to existing mechanicals/utilities within 5 feet at time of delivery only.
- 8- Replacement Equipment: connect to existing venting within 5 feet of dryers.
- 9- This quote is based on satisfactory concrete to support equipment. If concrete is unsatisfactory or the integrity of concrete has been compromised by other conditions at time of installation it is the responsibility of owner or corporation to provide adequate concrete for equipment specifications.
- 10- Seller is not responsible for unknown/unseen utilities located under concrete, in walls & ceilings.
- 11- NO MODIFICATIONS TO EXISTING UTILITIES ARE INCLUDED.
- 12- Labor Warranty: 90 days. This limited labor warranty covers any defects in parts, material, or workmanship under normal use during the labor warranty period. This limited labor warranty does not cover any problem that is caused by conditions, malfunctions, or damage not resulting from defects in parts, material, or workmanship.
- 13- Manufacturers prices, taxes, and ship time subject to change without notice
- 14- Lead time given on proposal, verbally, and/or e-mails are estimates only.
- 15- SELES, Inc. cannot control any delay by manufactures or weather conditions.
- 16- SELES, Inc. reserves the right to correct any sales tax or clerical errors in this proposal.
- 17- Please note special ordered electric heat dryer cannot be returned, electric heat commercial dryers are voltage specific, wire size, and breaker. Before ordering, please check to see if your mechanicals meet the electric heat dryer.
- 18- If an order is Cancelled or Returned: Southeastern Laundry Equipment Sales, Inc reserves the right to impose charges at 20% restocking fee to cover reasonable cost and expenses incurred in connection with such order prior to receipt of notice of cancellation as well as any other damages suffered because of such cancellation.
- 19- Image Disclaimer Images shown may depict a product feature or design without fully reflecting the product overall. Please refer to product details and specifications when making a final selection for purchase.

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ACE Academy for Classical Education

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Purchaser hereby grants Southeastern Laundry Equipment (Seller) a first priority purchase money security interest and lien in and to all of the equipment and parts purchased as referred to above pursuant to this proposal. Purchaser hereby authorizes Southeastern Laundry Equipment to file any and all UCC financing statements and other instruments without the signature of purchaser as Southeastern Laundry Equipment deems necessary to perfect and maintain a first priority security interest in and to the purchased equipment. This instrument shall be deemed a security agreement under the UCC. No UCC will be filed if the equipment is paid according to the terms on the contract. Any UCC filings are released once equipment has been paid in full.

Respectfully,



Jake Freeman

Regional Sales Manager

1105 Shana Court
Marietta, GA 30066

Phone 770-928-0080

Fax 770-928-3263

EMail jake@selaudry.com

Please acknowledge your agreement with the above terms and conditions by executing where indicated below. You may return the executed copy by mail, email or fax. (Fax # 800-867-6073)

X P. S. Kelly Jr
Purchaser's Signature:

X P. S. Kelly Jr
Print Name:

X Academy for Classical Education
Business Legal Name

X 8/5/2022
Date

X ASAP
Requested Delivery Date

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ACE Academy for Classical Education

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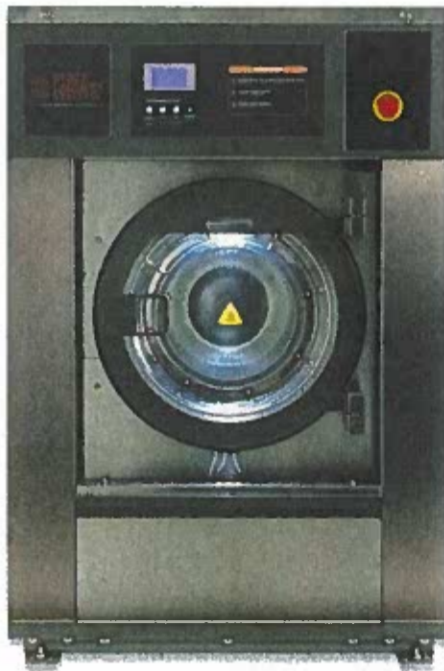


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UNITY LAUNDRY SYSTEMS UTS40B COMMERCIAL WASHER



\$7,495.00



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UNITY LAUNDRY SYSTEMS UTS40B COMMERCIAL WASHER

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\$7,495.00

Financing as lows as **\$152/month**

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Breakthrough performance and price in our most advanced washing machine — featuring an innovative internal suspension system for effortless "drop-and-go" installation. Unity Laundry commercial washers are perfect for hospitals, nursing homes, hotels, and other small businesses.

Every Unity washer includes a 30-day money-back guarantee, 10-year warranty, and free shipping. Need a different capacity washer or matching dryer? Just chat or give us a call, we have them available. *Financing Available*

[Download Specifications](#)

Features and details



Warranty and return policy



1

ADD TO CART

Package History

Date	User	Action
8/11/2022 9:17:01 AM	Karen Carter	Submitted 'Purchase Request'
8/11/2022 9:17:23 AM	Flow - Business Manager	Received
8/12/2022 10:35:34 AM	Kimberly Turner	Decision Approved
8/12/2022 10:35:52 AM	Flow - Financial Coordinator	Received
8/12/2022 11:11:48 AM	Candace Fry	Decision Approved
8/12/2022 11:11:56 AM	Flow - CFO	Received
8/12/2022 11:29:56 AM	Palmes Kelly	Decision Approved
8/12/2022 11:30:23 AM	Flow - Business Manager	Received
8/15/2022 10:37:19 AM	Kimberly Turner	Decision Approved
8/15/2022 10:37:38 AM		Workflow Ended

to all potential vendors. The names, addresses, and/or telephone numbers of the vendors and persons contacted, and the date and amount of each quotation shall be recorded and maintained as a public record.

- f) Purchases, Contracts or Leases over \$100,000. The Finance Committee and Board approval requirements of (d) above apply to initiate the process for such. In addition, the following additional requirements apply.
- i. Conditions for Use. Purchases, Contracts or Leases that exceed \$100,000 shall be awarded based on competitive sealed bidding if the following conditions are present:
 - A complete, adequate, and realistic specification or purchase description is available;
 - Two or more responsible bidders are willing and able to compete effectively for the work;
 - The procurement lends itself to a firm fixed price contract;
 - The selection of the successful bidder can be made principally on the basis of cost.
 - Procurements that exceed \$100,000 will be advertised on the state-wide procurement website - DOAS and the ACE website.
 - Sealed bids will be opened at meeting open to the public.
 - ii. Solicitation and Receipt of Bids. An invitation for bids shall be issued including specifications and all contractual terms and conditions applicable to the procurement, including a statement that the award will be made to the lowest and best responsible and responsive bidder whose bid meets the requirements of the invitation for bids. The invitation for bids shall state the time and place for both the receipt of bids and the public bid opening. All bids received shall be time-stamped but not opened and shall be stored in a secure place until bid opening. A bid may be withdrawn at any time prior to bid opening.
 - iii. Bid Opening and Award. Bids shall be opened publicly, with an abstract of bids recorded. All bids shall be available for public inspection. If equal low bids are received from responsible bidders, the award shall be made by requesting the low bidders to lower their bids and then selecting the lowest and best, unless otherwise provided in State or local law and stated in the invitation for bids. If only one responsive bid is received from a bidder, an award shall not be made unless a cost or price analysis verifies the reasonableness of the price.
 - iv. Mistakes in Bids. Where appropriate, the correction or withdrawal of inadvertently erroneous bids may be permitted before bid opening by written or electronic notice to the office designated in the invitation for bids prior to the time set for bid opening. After bid opening, corrections to bids may be permitted only if the bidder can show by clear and convincing evidence that a mistake of a nonjudgmental character was made, the nature of the mistake, and the bid price actually intended.

Section L – Inventory Management

1. Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as technology related
Adopted 8/20/19 Page 17

items costing less than \$1,000.00 limited to pilfer able items such as computers, laptops, projectors, tablet devices, printers, etcetera.

Supplies – any non-consumable items valued at over \$100 not defined as equipment including, but not limited to, items such as books, tools, athletic equipment (helmets, shoulder pads, weights), science lab equipment (microscopes), etcetera.

2. Policy:

ACE shall, in accordance with 2 C.F.R. Part 200 Subpart D 200.313-320, maintain and adhere to the required guidelines for the management of the schools equipment and supplies.

3. Procedures:

1. ACE shall identify and maintain inventory of its equipment and supplies.
2. The CFO will hire/select an Inventory Specialist. The Inventory Specialist will report to the CFO.
3. The Inventory Specialist shall properly label all equipment and supplies.
4. Federally funded equipment must be identified with pre-numbered labels in order to reconcile the item with the purchasing program’s inventory records.
5. The Inventory Specialist shall maintain accurate records on all equipment and supplies as follows:
 - a. A description of the item,
 - b. A serial number or other number of identification (when applicable),
 - c. The cost of the item,
 - d. The acquisition date of the item,
 - e. Where the item is located, its condition, and the date this information was recorded, and
 - f. Inventory check dates

Additionally for Federally funded equipment and supplies:

- g. The date received (if the item was furnished directly by the Federal Government).
 - h. The source of funding for the item (including the FAIN),
 - i. Whether the title of the item vest with ACE, or the Federal Government,
 - j. Information from which one can calculate the percentage of Federal participation in the cost of the item,
 - k. The allowable use of the item,
 - l. Any ultimate disposition data including the date of disposal and sale price of the item.
6. All equipment and supplies records shall be kept in a secured location and access shall be limited to the Principal, CAO, CFO, Dean of Compliance, and the Inventory Specialist.
7. The Inventory Specialist, will annually make careful inspection and take physical inventory of randomly selected classrooms and reconcile the results with the inventory records in a timely fashion. He/she must also make a random spot check of federally funded equipment mid-year.
8. Personnel will annually make careful inspection and take physical inventory of the furniture and equipment issued to them and submit the results to the Inventory Specialist during post planning. The Inventory Specialist must reconcile the submitted inventory reports with the inventory records in a timely fashion.
9. ACE shall make every effort to ensure that Federally funded equipment is used only for the allowable purposes of the project during the period of performance, or until the property is no longer needed or functional for the purpose/program for which it was purchased. As such, ACE must ensure proper communication with personnel on:
10. The legal requirement of “allowable” use only, and

11. What the allowable uses are for the federally funded items they will be using.
12. ACE shall ensure that all equipment requiring routine maintenance is appropriately maintained so as to keep the property in good condition.
13. ACE shall provide safeguards for preventing the loss, damage, or theft of the school's equipment and supplies. Examples of such safeguards include, but are not limited to, the following:
14. Lock and Key Storage to designated personnel
15. Surveillance Cameras, and
16. Check-out Procedures.
17. Any suspected theft, loss, or damage of equipment or supplies shall be immediately reported to the CFO, and must be investigated by the CFO and/or his/her designee. Should his/her investigation reveal any suggestion of theft or purposeful damage in relation to the school's equipment or supplies he/she must immediately notify the local police authorities. If federally funded equipment or supplies are involved the Dean of Compliance must also immediately notify the awarding agency.
18. Personnel shall be held responsible for all equipment/supplies assigned to their room.
19. Personnel and students shall be held responsible for equipment/supplies that have been issued to them for their use.

Section M – Disposition of Equipment

Purpose:

The purpose of this policy is to provide guidelines for school officials when it becomes necessary to dispose of equipment.

Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as equipment or technology related items costing less than \$1,000.00 (but limited to pilferable items such as microscopes, computers, laptops, projectors, iPads, etcetera).

Policy Statement:

ACE shall maintain and adhere to the required guidelines for the disposition of:

1. Equipment purchased with general funds, and
2. Both original and replacement equipment, purchased in whole or in part under a Federal award, which is no longer needed or functional for the original project/program for which it was purchased or for other activities supported by the Federal awarding agency.

***** The following guidelines apply to all items of equipment except where specified*****

Guidelines:

The Program Administrator or other designated personnel must bring any disposition request for equipment purchased to the CFO. The CFO must then do one of the following:

1. Request disposition approval and instructions from the Federal awarding agency -

If the equipment was purchased with Federal funds and the terms or conditions of the Federal award require a request for disposition approval and instructions from the awarding agency the CFO must request disposition approval and take disposition actions in accordance with the Federal awarding agency's instructions.

2. Approve or deny the disposition request -

If the equipment was purchased with general funds or if the equipment was purchased with Federal funds and the terms or conditions of the Federal award allow the CFO authority to approve or deny

received, the procedures in Section D will be followed.

6. Reimbursement Request Procedures

- a) All reimbursement requests must be made online via SoftDocs, prior to the purchase. Using SoftDocs, the requestor should submit a Purchase Requisition form for the estimated amount of the reimbursement. Once a PO has been issued for the purchase requisition the requestor may proceed with the purchase.
- b) The reimbursement request form must be completed in full by the requestor with supporting documentation submitted for approval using the SoftDocs AP Approval Form and the corresponding Purchase Order.
- c) The reimbursement request will be reviewed by the Business Manager and Financial Review Coordinator to verify budget availability and proper fund and account coding.
- d) If the reimbursement request is accurate, the request is forwarded to the CFO for approval. If the request requires additional information, the request is returned to the requestor.
- e) Reimbursement requests made by the CFO must be approved by the CEO, CAO, or Board Chairman. Reimbursement requests made by the CEO must be approved by the CFO, CAO, or Board Chairman. Reimbursement requests made by the CAO must be approved by the CEO, CFO, or Board Chairman.

7. Purchases, Contracts and Leases

- a) Any Purchase Order, Contract or Lease with an annualized value not exceeding \$30,000 may be made in accordance with the category procedures as referenced in Section K-5. Purchase Orders, Contract requirements or Leases shall not be artificially divided so as to constitute purchases under the categories above.
- b) Category purchases between \$1,000-\$5,000. For purchases in excess of \$1,000 but not exceeding \$5,000 no less than two vendors shall be solicited to submit price quotations, which may be obtained orally, by telephone, or in writing. Quotes will be submitted as part of the requisition/purchase process. The lowest and/or most advantageous quote will be used for purchasing.
- c) Category purchases between \$5,000 - \$30,000. For purchases in excess of \$5,000 but not exceeding \$30,000 no less than two vendors shall be solicited to submit price quotations, which must be obtained in writing.
- d) Purchases, Contracts or Leases over \$30,000. For purchases in excess of \$30,000 but not exceeding \$300,000, the CFO must present the purchase request with 2 written quotes to the Finance Committee for review, unless the purchase is already in the approved operating budget. The solicitation and other notification requirements of (c) above apply and shall be part of the presentation to the Finance Committee. The Finance Committee will make recommendation to the Governing Board. Governing Board approval is required prior to issuing a Purchase Order or binding ACE with a Contract or Lease.
- e) If factors other than price are used (for example, technical qualifications), they shall be disclosed

to all potential vendors. The names, addresses, and/or telephone numbers of the vendors and persons contacted, and the date and amount of each quotation shall be recorded and maintained as a public record.

- f) Purchases, Contracts or Leases over \$100,000. The Finance Committee and Board approval requirements of (d) above apply to initiate the process for such. In addition, the following additional requirements apply.
- i. Conditions for Use. Purchases, Contracts or Leases that exceed \$100,000 shall be awarded based on competitive sealed bidding if the following conditions are present:
 - A complete, adequate, and realistic specification or purchase description is available;
 - Two or more responsible bidders are willing and able to compete effectively for the work;
 - The procurement lends itself to a firm fixed price contract;
 - The selection of the successful bidder can be made principally on the basis of cost.
 - Procurements that exceed \$100,000 will be advertised on the state-wide procurement website - DOAS and the ACE website.
 - Sealed bids will be opened at meeting open to the public.
 - ii. Solicitation and Receipt of Bids. An invitation for bids shall be issued including specifications and all contractual terms and conditions applicable to the procurement, including a statement that the award will be made to the lowest and best responsible and responsive bidder whose bid meets the requirements of the invitation for bids. The invitation for bids shall state the time and place for both the receipt of bids and the public bid opening. All bids received shall be time-stamped but not opened and shall be stored in a secure place until bid opening. A bid may be withdrawn at any time prior to bid opening.
 - iii. Bid Opening and Award. Bids shall be opened publicly, with an abstract of bids recorded. All bids shall be available for public inspection. If equal low bids are received from responsible bidders, the award shall be made by requesting the low bidders to lower their bids and then selecting the lowest and best, unless otherwise provided in State or local law and stated in the invitation for bids. If only one responsive bid is received from a bidder, an award shall not be made unless a cost or price analysis verifies the reasonableness of the price.
 - iv. Mistakes in Bids. Where appropriate, the correction or withdrawal of inadvertently erroneous bids may be permitted before bid opening by written or electronic notice to the office designated in the invitation for bids prior to the time set for bid opening. After bid opening, corrections to bids may be permitted only if the bidder can show by clear and convincing evidence that a mistake of a nonjudgmental character was made, the nature of the mistake, and the bid price actually intended.

Section L – Inventory Management

1. Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as technology related
Adopted 8/20/19 Page 17

Section K – Procurement and Purchasing Policies and Procedures

1. Procurement Policies

- a) All procurement transactions shall be conducted in a manner to provide open and free competition and secure the items at the lowest and best price *as set forth in this section Article 7 "Purchases, Contracts and Leases."*
- b) Awards shall be made to the supplier whose bid or offer is responsive to the solicitation and is most advantageous to ACE, when price, quality and other factors are considered.
- c) This policy applies to all general purchases made by ACE, including contracts for services.
- d) Purchases made using federal funds must be made according to the procurement policy as proscribed by the federal government (2 CFR 200.317-200.322; 200.322; 200.324-325; 200.327). ACE has established a lower threshold than the suggested Federal procurement guidelines with regards to Informal Procurement Methods (micro- purchase and small purchase) as well as Formal Procurement Methods (Competitive Sealed Bids).

2. Procurement Code of Conduct Policy

- a) General. ACE shall adhere to the following code of conduct. Any employee, officer or agent of ACE found to be in violation of the following code of conduct shall be subject to dismissal as outlined in ACE's personnel policies.
- b) Conflict Of Interest. ACE shall not knowingly permit any employee, officer or agent to participate directly or indirectly in the selection or in the award or administration of any contract if a conflict, real or apparent, would be involved. When ACE has knowledge of a potential or actual conflict, ACE will take such steps as to isolate, remove, or otherwise neutralize the contact and influence of any particular employee, officer, or agent, when they have such potential conflict from participating in the selection, award, or administration of such procurement. Such conflict would arise when a financial or other interest in a firm selected for award is held by:
 - An employee, officer or agent involved in making the award.
 - His/her relative (including but not limited to father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister);
 - His/her partner; a major business client/customer (greater than \$10,000 per year); board ties; stockholder/other business ownership interests (greater than 10%); or,
 - An organization which employs, is negotiating to employ, or has an arrangement concerning prospective employment of any of the above.
- c) See Section II of the Board Member Code of Ethics for the Conflict of Interest policy relating to our governing Board.
- d) Gratuities, Kickbacks, and Use of Confidential Information. ACE employees shall not personally solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to subcontracts, and shall not knowingly use confidential information for actual or anticipated personal gain.

3. Procurement General Roles & Responsibilities Policy

- a) **CFO Responsibility:** The CFO, in conjunction with the Finance Committee, will ensure that:
- Procurement requirements are efficient and economical.
 - A contract award is made to the responsive and responsible bidder offering the lowest and best price; or is made to the bidder whose proposal offers the greatest value to ACE, considering price, technical, and other factors as specified in the solicitation.
 - To the greatest extent practicable, ACE must provide a preference for the purchase of goods and materials produced in the U.S. (2 CFR 200.322)
 - Work is inspected before payment, and payment is made in accordance with terms for contract work performed and accepted.
 - CFO has authorization to negotiate with bidder after bids are announced.
- b) **Contractor Responsibility:** Procurement shall be conducted only with responsible contractors and ACE shall make inquiry and will not knowingly contract with those who do not have technical and financial competence and who do not have a satisfactory record of integrity and performance.

4. Vendor Accounts Policy

- a) ACE will endeavor to establish and maintain accounts with key vendors (e.g., Staples Advantage, Ace Hardware, etc.) to streamline the ordering process.
- b) All vendor accounts will be set up such that ACE does not pay sales tax. The CEO and CFO maintain current documentation from the taxing authorities.

5. Purchase Order Procedures

- a) All purchase requisitions must be made online via SoftDocs. The Purchase Requisition form must be completed in full by the requester with supporting documentation submitted for approval.
- b) The Purchase Requisition will be reviewed by the Business Manager and Financial Review Coordinator to verify budget availability and proper fund and account coding.
- c) If the purchase requisition is accurate, the Purchase Requisition is forwarded to the CFO for approval. The CFO has the authority to forward the request to the CEO for verification. If the purchase requisition requires additional information, the requisition is returned to the requestor.
- d) The CFO has the authority to approve Purchase Order requests for all budgeted items and all unbudgeted items up to \$10,000. Any requests that exceed \$10,000 - \$20,000 must have the approval of the Board Chairman or Board Treasurer. Any requests that exceed \$20,000 must have the approval of the Governing Board.
- e) Upon Purchase Requisition approval, a Purchase Order is generated within SoftDocs. The Business Manager will work with the Requestor to complete the order. The Business Manager will ensure the most favorable terms are obtained and establish an ACE account with the chosen vendor as needed.
- f) When the order has been fulfilled and the packing slip submitted to SoftDocs, and an invoice has been

received, the procedures in Section D will be followed.

6. Reimbursement Request Procedures

- a) All reimbursement requests must be made online via SoftDocs, prior to the purchase. Using SoftDocs, the requestor should submit a Purchase Requisition form for the estimated amount of the reimbursement. Once a PO has been issued for the purchase requisition the requestor may proceed with the purchase.
- b) The reimbursement request form must be completed in full by the requestor with supporting documentation submitted for approval using the SoftDocs AP Approval Form and the corresponding Purchase Order.
- c) The reimbursement request will be reviewed by the Business Manager and Financial Review Coordinator to verify budget availability and proper fund and account coding.
- d) If the reimbursement request is accurate, the request is forwarded to the CFO for approval. If the request requires additional information, the request is returned to the requestor.
- e) Reimbursement requests made by the CFO must be approved by the CEO, CAO, or Board Chairman. Reimbursement requests made by the CEO must be approved by the CFO, CAO, or Board Chairman. Reimbursement requests made by the CAO must be approved by the CEO, CFO, or Board Chairman.

7. Purchases, Contracts and Leases

- a) Any Purchase Order, Contract or Lease with an annualized value not exceeding \$30,000 may be made in accordance with the category procedures as referenced in Section K-5. Purchase Orders, Contract requirements or Leases shall not be artificially divided so as to constitute purchases under the categories above.
- b) Category purchases between \$1,000-\$5,000. For purchases in excess of \$1,000 but not exceeding \$5,000 no less than two vendors shall be solicited to submit price quotations, which may be obtained orally, by telephone, or in writing. Quotes will be submitted as part of the requisition/purchase process. The lowest and/or most advantageous quote will be used for purchasing.
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- d) Purchases, Contracts or Leases over \$30,000. For purchases in excess of \$30,000 but not exceeding \$300,000, the CFO must present the purchase request with 2 written quotes to the Finance Committee for review, unless the purchase is already in the approved operating budget. The solicitation and other notification requirements of (c) above apply and shall be part of the presentation to the Finance Committee. The Finance Committee will make recommendation to the Governing Board. Governing Board approval is required prior to issuing a Purchase Order or binding ACE with a Contract or Lease.
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to all potential vendors. The names, addresses, and/or telephone numbers of the vendors and persons contacted, and the date and amount of each quotation shall be recorded and maintained as a public record.

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 - iv. Mistakes in Bids. Where appropriate, the correction or withdrawal of inadvertently erroneous bids may be permitted before bid opening by written or electronic notice to the office designated in the invitation for bids prior to the time set for bid opening. After bid opening, corrections to bids may be permitted only if the bidder can show by clear and convincing evidence that a mistake of a nonjudgmental character was made, the nature of the mistake, and the bid price actually intended.

Section L – Inventory Management

1. Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as technology related
Adopted 8/20/19 Page 17

within board designated parameters. The CFO also has the authority to make spending decisions on unbudgeted items up to \$10,000.

- d) The CEO has the authority to determine salary levels of academic operations personnel, *contingent on the Governing Board approval of the fiscal year budget* (with the exception of their own), make decisions regarding the duties/accountabilities of academic personnel, and create and amend academic operating procedures/controls.

2. Finance Committee Reviews

- a) The Finance Committee will meet with the CFO, CEO, and CAO upon request.
- b) The CFO will present the following unaudited monthly financial statements to the Finance Committee during regularly scheduled meeting.

- Statement of Net Assets
- Statement of Cash Flow
- Balance Sheet
- Budget to Actuals Comparison
- Debt Service Ratio Calculation
- Cash on Hand Calculation
- Federal Grant Expenditures
- Open PO's/Encumbrances

- c) Any special requests for information from the Finance Committee will be sent to the CFO at least 5 business days prior to the Finance Committee meeting,

3. General Separation of Duties

- a) No authorized check signer may write checks or perform bookkeeping tasks.
- b) Bank statements must be reconciled by someone other than the check signer.
- c) Purchase orders or reimbursement requests must be signed by the CFO as final approval. The Board Chair will approve reimbursement requests from the CFO.
- d) Checks must be approved by CFO, prior to check signing by authorized check signer.

Section D - Procedures for Receipts and Pledges

1. Deposits – Check & Cash

A copy of all receipts should be made and maintained in the deposit account file. All checks should be stamped "Deposit only" before being deposited in the bank account. A cash receipt should be completed and given to the payer immediately if requested or if cash received is \$100 or more. All funds collected will be receipted and deposited into PC Genesis by the Business Manager, or other member of finance office, and will be verified by the CFO.

a) Fundraising/Miscellaneous Receipts

- Cash and Checks collected will first be counted by the ACE Faculty and Staff member who receives the cash or checks "Collector" who will log the amount collected and with whom it was collected from on an ACE provided Money Collection Form. The Money Collection Form must be completed using a

computer, no handwritten forms will be accepted.

- Collector will then turn over funds collected and corresponding Money Collection Form to another ACE employee for verification of money collection forms accuracy. Money Collection Form will also identify the payee of those funds collected.
- The “collector” and “verifier” will sign the money collection form.
- The Business Manager will verify the money collection form is accurate and will “approve” the form. A copy of the approved Money Collection Form will be sent to the “collector” as a receipt.
- The Business Manager will complete deposit slips for the Fundraising receipts. The CFO will verify deposit amount and deposit slips before taking them to the bank. Once the CFO has returned the deposit receipt, the Business Manager will enter the deposited amount into PCGenesis.

- b) All donations are acknowledged in writing and recorded in a donor database. All revenue, including donations, will be recorded in a financial accounting system.

2. Stock Gifts

Donors desiring to donate stock are referred to ACE’s Governing Board approved broker. ACE provides the donor with ACE’s account number and the Depository Trust Company (DTC) code on a template that can be emailed or faxed to the donor to facilitate the transfer. The broker sells the stock and transfers the net proceeds to the ACE operating account.

3. Pledges

- a) The Financial Operations Coordinator or Financial Review Coordinator records pledges in the donor database.
- b) Outstanding pledges are reviewed periodically by the CFO to determine if they are collectable.

4. Grant Drawdown/Claiming Procedures:

Cited: 2 CFR 200.302(b)(6); 2 CFR 200.305

Funds are made available for federal grants on a reimbursement basis. Claims for funds are processed by the CFO or his/her designee after approval by the Director of Compliance/Federal Programs.

a) Grant Drawdown Procedures:

- i) Grant drawdowns will be done on a monthly basis to reimburse grant expenses incurred from date of previous drawdown.
- ii) Drawdowns will occur once funds are made available in the GAORS system. Until funds are available, ACE will forward the funds for the grants to be reimbursed at a later date.
- iii) The Financial Review Coordinator or Financial Operations/Grants Coordinator will use PCGenesis to pull an Expenditure Detail report to determine the detail and total of the month’s expenses in the program/grant.
 - (a) For Consolidation of Funds grants (Title IA, Title IIA, Title IV, and IDEA) drawdown amounts will be based on current budgeted allocation percentages to expenditures year-to-date. Appropriate documentation will be kept on file of the actual expenditures incurred for the drawdown period and the amount allocated based on the budgeted allocation percentages applied at the time.
 - (b) For transferred grant allocations (Title II and Title IV into Title IA) funds will be drawdown from the originating program grant first.
- iv) The Financial Operations/Grant Coordinator will use the Expenditure Detail reports to complete the Federal Programs Drawdown request form and obtain required signatures. Drawdown authorization approval is as follows:

- (1) IDEA – Special Education –Compliance/Federal Programs Director and Special Education Director
- (2) Title I – A – Compliance/Federal Programs Director
- (3) Title II A – Compliance/Federal Programs Director
- (4) Title IV A – Compliance/Federal Programs Director
- (5) ESSER-CRRSA Grants – Compliance/Federal Programs Director and Chief Financial Officer
- v) Upon approval, the drawdown will be submitted into the GAORS system by the Financial Operations/Grants Coordinator.
- vi) If software or account coding errors are found and require a reclassification, the appropriate journal entry will be reflected in the latest month and the effect captured in the next drawdown.

5. Evaluation of Cash Collection Procedures

- a) ACE Finance department members will review and evaluate cash collection procedures on annual basis.
- b) ACE Finance department members will review and train all ACE faculty and staff on cash collection procedures annually during faculty preplanning week, which typically occurs in late July. Training documents will include copy of written procedures and sample cash collection forms.
- c) ACE Governing Board will review and reaffirm all ACE Finance policies and procedures, including Cash Collection procedures, annually during its June meeting.

Section E - Obligations / Disbursements Procedures

1. Recording of Contracts

The CFO will maintain hard copies and/or electronic copies of all ACE contracts.

2. General Disbursements

- a) All invoices will be approved through the SoftDocs process and a check will be generated within 5 business days of when they are due. Payments will be verified according to the Purchase Order that has been pre-approved by the CFO when applicable (See Section J).
- b) All checks should be pre-numbered and accounted for monthly. Blank checks will be stored in a locked enclosure.
- c) No checks may be written to “cash”. Voided checks must be defaced and retained.
- d) Check stubs should be retained, along with supporting documentation. Supporting documentation should be filed and retained according to the Records Retention Policy.
- e) All checks over \$10,000, for items not reflected in the current budget, require the approval of either the Board Chairman or the Board Treasurer. Email is an acceptable means of approval.
- f) All checks over \$20,000, not reflected in the current budget, require approval of the Governing Board in either a regularly scheduled or called meeting.
- g) The CEO may not act as an authorized check signer for checks made payable to the CEO. The CAO will approve reimbursement requests and sign checks for the CEO.
- h) All disbursements will be recorded as general journal entries in PC Genesis by the Business Manager and will be verified by the CFO.

FINANCIAL POLICIES & PROCEDURES



Academy for Classical Education Macon, Georgia

Adopted August 20, 2019

Amended at 6/20/2022 GB MEETING

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Section A - Background Information

1. Tax Status and Purpose

- a) Academy for Classical Education Inc., d/b/a Academy for Classical Education (“ACE”) is a nonprofit organization incorporated as a 501 (c) (3) organization. ACE is registered with the Secretary of State in Georgia and is organized pursuant to the provisions of the Georgia Non Profit Corporation Code.
- b) In accordance with IRS Code Section 501 (c) (3), ACE is organized and operates exclusively for the exempt purpose as described in Form 1023, the application for exemption. In compliance with the restrictions on organizations qualifying under the 501 (c) (3) code, no part of the net earnings of the Corporation shall inure to the benefit of or be distributed to its members, trustees, officers or other private persons.

Section B - Accounting Principles and Policies

1. Financial Policy Statement

a) The Academy for Classical Education, INC (ACE) is committed to responsible financial management. The entire organization, including the Governing Board, administrators and staff will work together to ensure that all financial matters of the school are addressed with the utmost care and integrity, and in a way that promotes the best interest of ACE. The policy and procedural guidelines contained in this handbook are designed to:

- Protect the assets of the corporation.
- Ensure the maintenance of accurate financial records.
- Provide a framework for operating standards and expected behaviors
- Ensure compliance with federal, state and local authorities.

The Chief Financial Officer (CFO) of ACE has the responsibility of administering these policies and ensuring compliance with procedures approved by the Governing Board. Policy review will be conducted annually by the Finance Committee. The Financial Policies and Procedures may be amended at any time and requires a majority vote of the Governing Board. The Governing Board is required to review and reaffirm the Financial Policies and Procedures each year during its June meeting. All board members, along with any administrators/staff members with financial related responsibilities, should be familiar with and operate within the parameters set forth by these policies.

2. General Accounting Policies

- a) The accounting principles of ACE will be consistent with all applicable laws and regulations. These include: Generally Accepted Accounting Principles (GAAP), GaDOE Local Units of Administration Manual (LUA), Governmental Accounting Standards Board (GASB), Statements of Financial Accounting Standards (FASB) as appropriate including numbers 116 and 117, Standard Operating Procedures (SOP) as appropriate, including 87-2 on Joint Costs, 94-2 on applicability of the accounting rules to non-profits and 98-2 on accounting for federal awards.

3. Revenue Recognition Policy

- a) Public funds from federal, state and local entities will be recognized as revenue in the accounting period in which they become measurable.
- b) Fundraising contributions will be recorded as revenue in the period received. Fundraising pledges are not recorded on the school's financial statements.
- c) Stock donations as well as credit card donations will be recognized as revenue in the amount of sale less commission and/or fees.
- d) Public funds from grants will be recognized as revenue when the grant money is received. Each restricted grant will be set up as a separate fund to allow for accurate accounting of income and expenses.

4. Matching of Revenues and Expenses

- a) In order to present accurate and consistent financial statements, the revenues and expenses attributable to each period will be reflected in that period.
- b) ACE records transactions on the modified accrual basis of accounting.

5. Fund Balance Policy

ACE recognizes that the maintenance of a fund balance is essential to the preservation of the financial integrity of the school. ACE will maintain a positive fund balance that may be utilized to mitigate financial risk that can occur from unforeseen revenue fluctuations, unanticipated expenditures, and similar circumstances.

6. Capital Assets and Depreciation –

Capital assets purchased, including capital outlay cost, are recorded as expenditures in the fund financial statements at the time of purchase (including ancillary charges). On the government-wide financial statements, all purchased capital assets are valued at cost. Donated capital assets are recorded at fair market value as defined in GASB statement No. 72. Disposals are deleted at depreciated recorded cost. The cost of normal maintenance and repairs that does not add to the value of assets or materially extend the useful lives of the assets is not capitalized. Depreciation is computed using the straight-line method. Depreciation is used to allocate the actual or estimated historical cost of all capital assets over estimated useful lives.

The capitalization threshold for most classes of assets is \$5,000 or more per unit, with a life expectancy of more than a year. The capitalization threshold for significant bulk purchases is \$100,000 or more for items with a life expectancy of more than a year. Projects that include bulk purchases spread out over several years and/or multiple invoices may be capitalized if deemed significant by the CFO.

The estimated useful lives of capital assets reported in the government-wide statements are as follows:

	<u>Estimated Useful Life</u>
Land	N/A
Building/Land Improvements	20 Years

Buildings	40 Years
Equipment	3-8 Years

7. Collateralization of Deposits

Official Code of Georgia Annotated (OCGA §45-8-12) provides that there shall not be on deposit at any time in any depository for a time longer than ten days a sum of money which has not been secured by surety bond and the market value of securities pledged shall be equal to not less than 110% of the public funds being secured after the deduction of the amount of deposit insurance. If a depository elects the pooled method (OCGA §45-8-13-.1), the aggregate of the market value of the securities pledged to secure a pool of public funds shall be not less than 110% of the daily pool balance.

Custodial Credit Risk. Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, the Academy will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. State statutes require all deposits and investments (other than Federal or State government instruments) to be collateralized by depository insurance, obligations of the U.S government, or bonds of public authorities, counties, or municipalities.

8. Donated Goods and Services

- a) Property or services donated to ACE will be recorded as in-kind donations if their fair market values at the time of receipt is \$600 or more.
- b) In accordance with FAS 116, certain services may be recorded as revenues and expenses. Such services would be those professional services for which ACE would have ordinarily paid; for example, legal or accounting services.

Section C – Financial Controls and Operations

1. Management and Oversight

- a) The Governing Board has the authority and responsibility to establish any policy deemed to be in the best interest of ACE within the guidelines of the Bylaws and any applicable federal, state, and local laws. In addition, the Governing Board approved annual budget, will be managed by the CFO in a responsible manner. Any single item or service purchase of \$10,000 or more that is not included in the approved budget, will require approval from the Chairman or the Treasurer of the Governing Board. E-mail is an acceptable communication platform for approval.
- b) The Finance Committee is responsible for providing oversight concerning all financial procedures and transactions. The committee will also be responsible for annual budget development, selecting an independent auditor and accountant for tax purposes, and for determining the allocation of investment deposits. The Board Treasurer serves as the Chairperson of the Finance Committee.
- c) The CFO has the authority to make spending decisions within the parameters of the approved budget and are consistent with Board policies, oversee the receipt and disbursement of funds, determine salary levels for finance office personnel *contingent on the Governing Board approval of the fiscal year budget* (with the exception of their own), create and amend finance and operating procedures/controls, make decisions regarding the duties/accountabilities of finance office personnel, and enter into contractual agreements

within board designated parameters. The CFO also has the authority to make spending decisions on unbudgeted items up to \$10,000.

- d) The CEO has the authority to determine salary levels of academic operations personnel, *contingent on the Governing Board approval of the fiscal year budget* (with the exception of their own), make decisions regarding the duties/accountabilities of academic personnel, and create and amend academic operating procedures/controls.

2. Finance Committee Reviews

- a) The Finance Committee will meet with the CFO, CEO, and CAO upon request.
- b) The CFO will present the following unaudited monthly financial statements to the Finance Committee during regularly scheduled meeting.

- Statement of Net Assets
- Statement of Cash Flow
- Balance Sheet
- Budget to Actuals Comparison
- Debt Service Ratio Calculation
- Cash on Hand Calculation
- Federal Grant Expenditures
- Open PO's/Encumbrances

- c) Any special requests for information from the Finance Committee will be sent to the CFO at least 5 business days prior to the Finance Committee meeting,

3. General Separation of Duties

- a) No authorized check signer may write checks or perform bookkeeping tasks.
- b) Bank statements must be reconciled by someone other than the check signer.
- c) Purchase orders or reimbursement requests must be signed by the CFO as final approval. The Board Chair will approve reimbursement requests from the CFO.
- d) Checks must be approved by CFO, prior to check signing by authorized check signer.

Section D - Procedures for Receipts and Pledges

1. Deposits – Check & Cash

A copy of all receipts should be made and maintained in the deposit account file. All checks should be stamped "Deposit only" before being deposited in the bank account. A cash receipt should be completed and given to the payer immediately if requested or if cash received is \$100 or more. All funds collected will be receipted and deposited into PC Genesis by the Business Manager, or other member of finance office, and will be verified by the CFO.

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- Cash and Checks collected will first be counted by the ACE Faculty and Staff member who receives the cash or checks "Collector" who will log the amount collected and with whom it was collected from on an ACE provided Money Collection Form. The Money Collection Form must be completed using a

computer, no handwritten forms will be accepted.

- Collector will then turn over funds collected and corresponding Money Collection Form to another ACE employee for verification of money collection forms accuracy. Money Collection Form will also identify the payee of those funds collected.
- The “collector” and “verifier” will sign the money collection form.
- The Business Manager will verify the money collection form is accurate and will “approve” the form. A copy of the approved Money Collection Form will be sent to the “collector” as a receipt.
- The Business Manager will complete deposit slips for the Fundraising receipts. The CFO will verify deposit amount and deposit slips before taking them to the bank. Once the CFO has returned the deposit receipt, the Business Manager will enter the deposited amount into PCGenesis.

- b) All donations are acknowledged in writing and recorded in a donor database. All revenue, including donations, will be recorded in a financial accounting system.

2. Stock Gifts

Donors desiring to donate stock are referred to ACE’s Governing Board approved broker. ACE provides the donor with ACE’s account number and the Depository Trust Company (DTC) code on a template that can be emailed or faxed to the donor to facilitate the transfer. The broker sells the stock and transfers the net proceeds to the ACE operating account.

3. Pledges

- a) The Financial Operations Coordinator or Financial Review Coordinator records pledges in the donor database.
- b) Outstanding pledges are reviewed periodically by the CFO to determine if they are collectable.

4. Grant Drawdown/Claiming Procedures:

Cited: 2 CFR 200.302(b)(6); 2 CFR 200.305

Funds are made available for federal grants on a reimbursement basis. Claims for funds are processed by the CFO or his/her designee after approval by the Director of Compliance/Federal Programs.

a) Grant Drawdown Procedures:

- i) Grant drawdowns will be done on a monthly basis to reimburse grant expenses incurred from date of previous drawdown.
- ii) Drawdowns will occur once funds are made available in the GAORS system. Until funds are available, ACE will forward the funds for the grants to be reimbursed at a later date.
- iii) The Financial Review Coordinator or Financial Operations/Grants Coordinator will use PCGenesis to pull an Expenditure Detail report to determine the detail and total of the month’s expenses in the program/grant.
 - (a) For Consolidation of Funds grants (Title IA, Title IIA, Title IV, and IDEA) drawdown amounts will be based on current budgeted allocation percentages to expenditures year-to-date. Appropriate documentation will be kept on file of the actual expenditures incurred for the drawdown period and the amount allocated based on the budgeted allocation percentages applied at the time.
 - (b) For transferred grant allocations (Title II and Title IV into Title IA) funds will be drawdown from the originating program grant first.
- iv) The Financial Operations/Grant Coordinator will use the Expenditure Detail reports to complete the Federal Programs Drawdown request form and obtain required signatures. Drawdown authorization approval is as follows:

- (1) IDEA – Special Education –Compliance/Federal Programs Director and Special Education Director
- (2) Title I – A – Compliance/Federal Programs Director
- (3) Title II A – Compliance/Federal Programs Director
- (4) Title IV A – Compliance/Federal Programs Director
- (5) ESSER-CRRSA Grants – Compliance/Federal Programs Director and Chief Financial Officer
- v) Upon approval, the drawdown will be submitted into the GAORS system by the Financial Operations/Grants Coordinator.
- vi) If software or account coding errors are found and require a reclassification, the appropriate journal entry will be reflected in the latest month and the effect captured in the next drawdown.

5. Evaluation of Cash Collection Procedures

- a) ACE Finance department members will review and evaluate cash collection procedures on annual basis.
- b) ACE Finance department members will review and train all ACE faculty and staff on cash collection procedures annually during faculty preplanning week, which typically occurs in late July. Training documents will include copy of written procedures and sample cash collection forms.
- c) ACE Governing Board will review and reaffirm all ACE Finance policies and procedures, including Cash Collection procedures, annually during its June meeting.

Section E - Obligations / Disbursements Procedures

1. Recording of Contracts

The CFO will maintain hard copies and/or electronic copies of all ACE contracts.

2. General Disbursements

- a) All invoices will be approved through the SoftDocs process and a check will be generated within 5 business days of when they are due. Payments will be verified according to the Purchase Order that has been pre-approved by the CFO when applicable (See Section J).
- b) All checks should be pre-numbered and accounted for monthly. Blank checks will be stored in a locked enclosure.
- c) No checks may be written to “cash”. Voided checks must be defaced and retained.
- d) Check stubs should be retained, along with supporting documentation. Supporting documentation should be filed and retained according to the Records Retention Policy.
- e) All checks over \$10,000, for items not reflected in the current budget, require the approval of either the Board Chairman or the Board Treasurer. Email is an acceptable means of approval.
- f) All checks over \$20,000, not reflected in the current budget, require approval of the Governing Board in either a regularly scheduled or called meeting.
- g) The CEO may not act as an authorized check signer for checks made payable to the CEO. The CAO will approve reimbursement requests and sign checks for the CEO.
- h) All disbursements will be recorded as general journal entries in PC Genesis by the Business Manager and will be verified by the CFO.

- i) The CFO will provide check register of all issued checks on a monthly basis for review by the Finance Committee.
- j) The CFO will provide copies of all bank reconciliations, wire transfers, and check registers to the Finance Committee on a monthly basis for their review.

3. Wire Transfers and Electronic Payments

- a) The following circumstances are established as pre-approved for wire transfer or electronic payment:
 - Bond Debt Service payments via ACH payment as required by the bond agreement.
 - Payroll, payroll taxes and payroll processing fees via electronic payment.
 - Georgia Teacher Retirement System payments via electronic payment.
 - Other deferred comp payments via electronic payment.
 - Utility service payments such as, Macon Water Authority, and Georgia Power via electronic payment
- b) Payments via wire transfer or electronic payment for circumstance other than those listed in a) above require approval of the CFO.

4. Payments with Credit Card

Credit Card Policy

- a) ACE has one credit card for business purposes only. The CFO is the ACE credit card administrator and is authorized to make payments using the ACE credit card. The ACE credit card is located in the safe. The credit card administrator and the cardholder must sign an ACE Credit Card Agreement Form before using the card. See attachment B for a copy of the Agreement Form.
- b) The CFO may designate authorized users to make a payment using the credit card. Authorized users must sign out the credit card from the CFO. The user must indicate, on the sign out form the use for the card and obtain a signature from the CFO. In the event the CFO needs to use the credit card, the CFO must obtain an approval signature from the CEO on the credit card sign out form.
- c) The ACE credit card is not intended for purchases that can otherwise be paid for using corporate checks. The ACE credit card can be used to make travel reservations, for emergency purchases, and in some cases POS purchases. Purchases on the credit card must not exceed \$5,000 per transaction, without Board Chairman or Treasurer prior approval. Approval by email is acceptable.
- d) The ACE credit card cannot be used for cash advances, personal or non-business related purchases.
- e) Receipts need to be turned in to the finance department no later than 72 hours after purchase.
- f) The Business Manager will reconcile the ACE credit card statement each month.
- g) Employees that violate the credit card policy will receive a written reprimand that will be placed in their personnel file. Subsequent violations of the credit card policy may result in termination of employment.
- h) Employees are prohibited from applying for credit on behalf of ACE. If a new line of credit is deemed necessary for financial operations, only the CFO can apply for credit. The CFO will seek approval from the Governing Board Finance Committee before submitting any credit applications. Approval by email is acceptable.

5. Reimbursement Procedures & Forms

- a) Reimbursements are authorized only when an Approver (see Section K – Procurement) approves a purchase that cannot be purchased from an ACE vendor on terms. Reimbursements should be limited to emergency circumstances or time- urgent requests.
- b) After following the appropriate procurement procedures in Section K below, the Requester is authorized to make the purchase using a personal means (credit card, debit card, check or cash). ACE does not reimburse Sales Tax. Upon receipt of a completed and approved Reimbursement Form (Exhibit 1) and the receipt, the Business Manager will process the reimbursement request similar to all other invoices received from vendors and in a timely manner.

Section F – Banking

1. Account Management Policy

- a) New bank accounts may be opened or closed with the approval of the Finance Committee.
- b) Check signing authority is granted to the CEO, CAO, Governing Board Chairman, and the Board Treasurer. Bank wire approval is granted to the CFO.

2. Bank Statement Reconciliation Procedures

- a) The CFO will open the bank statements and submit to the Finance Office Personnel. The Finance Office Personnel will reconcile the bank statements with the journal entries in the accounting system.
- b) In the event of a discrepancy, the Business Manager will resolve the issue with the assistance of the CFO and the bank, if necessary.
- c) On a monthly basis, bank statements will be reconciled and initialed by the Business Manager and CFO and a hard copy of the reconciliation report will be filed with the bank statement. Finance Committee will review bank reconciliations during their regularly scheduled meetings.
- d) Outstanding checks that have not cleared the bank within 60 days will be investigated. If the check does not clear the bank within 120 days, the check will be voided. All documentation of the event will be kept.

Section G – Budget Adoption Policy

1. Budget Adoption

- a) The budget is prepared annually. The fiscal year ends on June 30th.
- b) The budget is prepared in accordance with provisions of the Quality Basic Education Act, OCGA §20-2-167.
- c) Budgetary Control – the budget is adopted with all funds combined and presented at the function level.
- d) The Governing Board will hold two (2) advertised public hearings no less than seven (7) calendar days apart for the purposes of providing an opportunity for public input on the proposed budget. The budget can be adopted any time after the second public hearing is concluded.

- e) The CFO is responsible for preparing an annual budget during the spring of each year in collaboration with designated providers/third-parties. The CFO will submit the draft budget to the Finance Committee for review.
- f) The Governing Board must approve the operating budget by a majority vote.

Section H – Audit Policy and Procedures

1) Annual Audit Policy

- a) The Finance Committee is responsible for contracting with an auditing firm chosen from the approved SCSC list.
- b) An independent accounting firm will conduct an annual financial audit.
- c) An independent accounting firm will prepare the IRS form 990. (Non Profit Reporting)
- d) An Independent accounting firm will prepare IRS form 5500. (401K Audit)

2) Audit Procedures

i) Finance Committee Review & Board Approval

- a) The CFO works with the Board Treasurer and the CEO while completing the draft for the audited financial statements prior to finalizing with the auditor.
- b) After completion, the CFO will coordinate with the auditor to finalize the audited financial statements.
- c) The auditor will present the Financial Statement to the Governing Board during a regularly scheduled meeting.

ii) Distribution & Publication of Audit & Tax Forms

- a) The final report of the audit and IRS 990 are presented to the Board.
- b) The Accounting Firm provides copies of the audit and IRS 990 to appropriate entities upon request.
- c) The Accounting Firm will complete and send the 1099 forms. The Business Manager will distribute the 1099 forms.

Section I – Insurance Policy and Procedures

1. Policy

- a) ACE shall procure and keep in force appropriate insurance coverage.
 - Insurance coverage should include, at a minimum:
 - Medical
 - General liability
 - Property
 - Umbrella

- Director's and Officers' coverage
- Worker's compensation

b) Finance Committee approval is required to bind any insurance policy for ACE.

2. Sourcing Annual Insurance Procedures

- Insurance brokerage firms will be used to source annual insurance policies to meet the needs of ACE.
- The CFO is responsible for setting the timetable to review insurance needs and recommend any changes to specific policies, carriers, and brokers used.
- Requests for Proposal for selecting the brokerage firms should align with the charter renewal.

3. Finance Committee Insurance Review Procedures

- The CFO will provide updates to the Finance Committee for all insurance policies: expiration date, process to ensure continuity of insurance, etc. as needed.

Section J – Payroll

1. Payroll Processing Procedures

- All employee's payroll is processed on a monthly basis.
- The Office Manager will enter payroll information into PCGenesis to prepare monthly payroll trial registers. The Financial Review Coordinator will review and approve payroll trial register. Upon approval, Office Manager will finalize and process payroll direct deposit NACHA files. The Financial Operations Coordinator will upload the direct deposit NACHA file to the bank and create the payroll batch file. The CFO will review the payroll batch file and release (approve) the file to be processed by the bank.

2. Payroll Taxes

The ACE Finance team processes and files W-2s and employer W-3s. State and federal payroll taxes are paid at the time of payroll via electronic deposit. Quarterly forms will be submitted in a timely manner by the Financial Review Coordinator. Copies of the reports are kept on file.

3. Independent Contractors

- If cumulative payments to an independent contractor exceed \$599 during a calendar year, an IRS Form 1099 filing may be required. The filing is required when the contractor is other than a corporation. The one exception are those payments to an attorney.
- The Business Manager will require all contractors to complete a Form W-9. If the contractor is an individual, as opposed to a corporation, and the cumulative payment criterion of \$599 has been met, a 1099 will need to be issued to the contractor.

Section K – Procurement and Purchasing Policies and Procedures

1. Procurement Policies

- a) All procurement transactions shall be conducted in a manner to provide open and free competition and secure the items at the lowest and best price *as set forth in this section Article 7 "Purchases, Contracts and Leases."*
- b) Awards shall be made to the supplier whose bid or offer is responsive to the solicitation and is most advantageous to ACE, when price, quality and other factors are considered.
- c) This policy applies to all general purchases made by ACE, including contracts for services.
- d) Purchases made using federal funds must be made according to the procurement policy as proscribed by the federal government (2 CFR 200.317-200.322; 200.322; 200.324-325; 200.327). ACE has established a lower threshold than the suggested Federal procurement guidelines with regards to Informal Procurement Methods (micro- purchase and small purchase) as well as Formal Procurement Methods (Competitive Sealed Bids).

2. Procurement Code of Conduct Policy

- a) General. ACE shall adhere to the following code of conduct. Any employee, officer or agent of ACE found to be in violation of the following code of conduct shall be subject to dismissal as outlined in ACE's personnel policies.
- b) Conflict Of Interest. ACE shall not knowingly permit any employee, officer or agent to participate directly or indirectly in the selection or in the award or administration of any contract if a conflict, real or apparent, would be involved. When ACE has knowledge of a potential or actual conflict, ACE will take such steps as to isolate, remove, or otherwise neutralize the contact and influence of any particular employee, officer, or agent, when they have such potential conflict from participating in the selection, award, or administration of such procurement. Such conflict would arise when a financial or other interest in a firm selected for award is held by:
 - An employee, officer or agent involved in making the award.
 - His/her relative (including but not limited to father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister);
 - His/her partner; a major business client/customer (greater than \$10,000 per year); board ties; stockholder/other business ownership interests (greater than 10%); or,
 - An organization which employs, is negotiating to employ, or has an arrangement concerning prospective employment of any of the above.
- c) See Section II of the Board Member Code of Ethics for the Conflict of Interest policy relating to our governing Board.
- d) Gratuities, Kickbacks, and Use of Confidential Information. ACE employees shall not personally solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to subcontracts, and shall not knowingly use confidential information for actual or anticipated personal gain.

3. Procurement General Roles & Responsibilities Policy

- a) **CFO Responsibility:** The CFO, in conjunction with the Finance Committee, will ensure that:
- Procurement requirements are efficient and economical.
 - A contract award is made to the responsive and responsible bidder offering the lowest and best price; or is made to the bidder whose proposal offers the greatest value to ACE, considering price, technical, and other factors as specified in the solicitation.
 - To the greatest extent practicable, ACE must provide a preference for the purchase of goods and materials produced in the U.S. (2 CFR 200.322)
 - Work is inspected before payment, and payment is made in accordance with terms for contract work performed and accepted.
 - CFO has authorization to negotiate with bidder after bids are announced.
- b) **Contractor Responsibility:** Procurement shall be conducted only with responsible contractors and ACE shall make inquiry and will not knowingly contract with those who do not have technical and financial competence and who do not have a satisfactory record of integrity and performance.

4. Vendor Accounts Policy

- a) ACE will endeavor to establish and maintain accounts with key vendors (e.g., Staples Advantage, Ace Hardware, etc.) to streamline the ordering process.
- b) All vendor accounts will be set up such that ACE does not pay sales tax. The CEO and CFO maintain current documentation from the taxing authorities.

5. Purchase Order Procedures

- a) All purchase requisitions must be made online via SoftDocs. The Purchase Requisition form must be completed in full by the requester with supporting documentation submitted for approval.
- b) The Purchase Requisition will be reviewed by the Business Manager and Financial Review Coordinator to verify budget availability and proper fund and account coding.
- c) If the purchase requisition is accurate, the Purchase Requisition is forwarded to the CFO for approval. The CFO has the authority to forward the request to the CEO for verification. If the purchase requisition requires additional information, the requisition is returned to the requestor.
- d) The CFO has the authority to approve Purchase Order requests for all budgeted items and all unbudgeted items up to \$10,000. Any requests that exceed \$10,000 - \$20,000 must have the approval of the Board Chairman or Board Treasurer. Any requests that exceed \$20,000 must have the approval of the Governing Board.
- e) Upon Purchase Requisition approval, a Purchase Order is generated within SoftDocs. The Business Manager will work with the Requestor to complete the order. The Business Manager will ensure the most favorable terms are obtained and establish an ACE account with the chosen vendor as needed.
- f) When the order has been fulfilled and the packing slip submitted to SoftDocs, and an invoice has been

received, the procedures in Section D will be followed.

6. Reimbursement Request Procedures

- a) All reimbursement requests must be made online via SoftDocs, prior to the purchase. Using SoftDocs, the requestor should submit a Purchase Requisition form for the estimated amount of the reimbursement. Once a PO has been issued for the purchase requisition the requestor may proceed with the purchase.
- b) The reimbursement request form must be completed in full by the requestor with supporting documentation submitted for approval using the SoftDocs AP Approval Form and the corresponding Purchase Order.
- c) The reimbursement request will be reviewed by the Business Manager and Financial Review Coordinator to verify budget availability and proper fund and account coding.
- d) If the reimbursement request is accurate, the request is forwarded to the CFO for approval. If the request requires additional information, the request is returned to the requestor.
- e) Reimbursement requests made by the CFO must be approved by the CEO, CAO, or Board Chairman. Reimbursement requests made by the CEO must be approved by the CFO, CAO, or Board Chairman. Reimbursement requests made by the CAO must be approved by the CEO, CFO, or Board Chairman.

7. Purchases, Contracts and Leases

- a) Any Purchase Order, Contract or Lease with an annualized value not exceeding \$30,000 may be made in accordance with the category procedures as referenced in Section K-5. Purchase Orders, Contract requirements or Leases shall not be artificially divided so as to constitute purchases under the categories above.
- b) Category purchases between \$1,000-\$5,000. For purchases in excess of \$1,000 but not exceeding \$5,000 no less than two vendors shall be solicited to submit price quotations, which may be obtained orally, by telephone, or in writing. Quotes will be submitted as part of the requisition/purchase process. The lowest and/or most advantageous quote will be used for purchasing.
- c) Category purchases between \$5,000 - \$30,000. For purchases in excess of \$5,000 but not exceeding \$30,000 no less than two vendors shall be solicited to submit price quotations, which must be obtained in writing.
- d) Purchases, Contracts or Leases over \$30,000. For purchases in excess of \$30,000 but not exceeding \$300,000, the CFO must present the purchase request with 2 written quotes to the Finance Committee for review, unless the purchase is already in the approved operating budget. The solicitation and other notification requirements of (c) above apply and shall be part of the presentation to the Finance Committee. The Finance Committee will make recommendation to the Governing Board. Governing Board approval is required prior to issuing a Purchase Order or binding ACE with a Contract or Lease.
- e) If factors other than price are used (for example, technical qualifications), they shall be disclosed

to all potential vendors. The names, addresses, and/or telephone numbers of the vendors and persons contacted, and the date and amount of each quotation shall be recorded and maintained as a public record.

- f) Purchases, Contracts or Leases over \$100,000. The Finance Committee and Board approval requirements of (d) above apply to initiate the process for such. In addition, the following additional requirements apply.
- i. Conditions for Use. Purchases, Contracts or Leases that exceed \$100,000 shall be awarded based on competitive sealed bidding if the following conditions are present:
 - A complete, adequate, and realistic specification or purchase description is available;
 - Two or more responsible bidders are willing and able to compete effectively for the work;
 - The procurement lends itself to a firm fixed price contract;
 - The selection of the successful bidder can be made principally on the basis of cost.
 - Procurements that exceed \$100,000 will be advertised on the state-wide procurement website - DOAS and the ACE website.
 - Sealed bids will be opened at meeting open to the public.
 - ii. Solicitation and Receipt of Bids. An invitation for bids shall be issued including specifications and all contractual terms and conditions applicable to the procurement, including a statement that the award will be made to the lowest and best responsible and responsive bidder whose bid meets the requirements of the invitation for bids. The invitation for bids shall state the time and place for both the receipt of bids and the public bid opening. All bids received shall be time-stamped but not opened and shall be stored in a secure place until bid opening. A bid may be withdrawn at any time prior to bid opening.
 - iii. Bid Opening and Award. Bids shall be opened publicly, with an abstract of bids recorded. All bids shall be available for public inspection. If equal low bids are received from responsible bidders, the award shall be made by requesting the low bidders to lower their bids and then selecting the lowest and best, unless otherwise provided in State or local law and stated in the invitation for bids. If only one responsive bid is received from a bidder, an award shall not be made unless a cost or price analysis verifies the reasonableness of the price.
 - iv. Mistakes in Bids. Where appropriate, the correction or withdrawal of inadvertently erroneous bids may be permitted before bid opening by written or electronic notice to the office designated in the invitation for bids prior to the time set for bid opening. After bid opening, corrections to bids may be permitted only if the bidder can show by clear and convincing evidence that a mistake of a nonjudgmental character was made, the nature of the mistake, and the bid price actually intended.

Section L – Inventory Management

1. Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as technology related
Adopted 8/20/19 Page 17

items costing less than \$1,000.00 limited to pilfer able items such as computers, laptops, projectors, tablet devices, printers, etcetera.

Supplies – any non-consumable items valued at over \$100 not defined as equipment including, but not limited to, items such as books, tools, athletic equipment (helmets, shoulder pads, weights), science lab equipment (microscopes), etcetera.

2. Policy:

ACE shall, in accordance with 2 C.F.R. Part 200 Subpart D 200.313-320, maintain and adhere to the required guidelines for the management of the schools equipment and supplies.

3. Procedures:

1. ACE shall identify and maintain inventory of its equipment and supplies.
2. The CFO will hire/select an Inventory Specialist. The Inventory Specialist will report to the CFO.
3. The Inventory Specialist shall properly label all equipment and supplies.
4. Federally funded equipment must be identified with pre-numbered labels in order to reconcile the item with the purchasing program’s inventory records.
5. The Inventory Specialist shall maintain accurate records on all equipment and supplies as follows:
 - a. A description of the item,
 - b. A serial number or other number of identification (when applicable),
 - c. The cost of the item,
 - d. The acquisition date of the item,
 - e. Where the item is located, its condition, and the date this information was recorded, and
 - f. Inventory check dates

Additionally for Federally funded equipment and supplies:

- g. The date received (if the item was furnished directly by the Federal Government).
 - h. The source of funding for the item (including the FAIN),
 - i. Whether the title of the item vest with ACE, or the Federal Government,
 - j. Information from which one can calculate the percentage of Federal participation in the cost of the item,
 - k. The allowable use of the item,
 - l. Any ultimate disposition data including the date of disposal and sale price of the item.
6. All equipment and supplies records shall be kept in a secured location and access shall be limited to the Principal, CAO, CFO, Dean of Compliance, and the Inventory Specialist.
 7. The Inventory Specialist, will annually make careful inspection and take physical inventory of randomly selected classrooms and reconcile the results with the inventory records in a timely fashion. He/she must also make a random spot check of federally funded equipment mid-year.
 8. Personnel will annually make careful inspection and take physical inventory of the furniture and equipment issued to them and submit the results to the Inventory Specialist during post planning. The Inventory Specialist must reconcile the submitted inventory reports with the inventory records in a timely fashion.
 9. ACE shall make every effort to ensure that Federally funded equipment is used only for the allowable purposes of the project during the period of performance, or until the property is no longer needed or functional for the purpose/program for which it was purchased. As such, ACE must ensure proper communication with personnel on:
 10. The legal requirement of “allowable” use only, and

11. What the allowable uses are for the federally funded items they will be using.
12. ACE shall ensure that all equipment requiring routine maintenance is appropriately maintained so as to keep the property in good condition.
13. ACE shall provide safeguards for preventing the loss, damage, or theft of the school's equipment and supplies. Examples of such safeguards include, but are not limited to, the following:
14. Lock and Key Storage to designated personnel
15. Surveillance Cameras, and
16. Check-out Procedures.
17. Any suspected theft, loss, or damage of equipment or supplies shall be immediately reported to the CFO, and must be investigated by the CFO and/or his/her designee. Should his/her investigation reveal any suggestion of theft or purposeful damage in relation to the school's equipment or supplies he/she must immediately notify the local police authorities. If federally funded equipment or supplies are involved the Dean of Compliance must also immediately notify the awarding agency.
18. Personnel shall be held responsible for all equipment/supplies assigned to their room.
19. Personnel and students shall be held responsible for equipment/supplies that have been issued to them for their use.

Section M – Disposition of Equipment

Purpose:

The purpose of this policy is to provide guidelines for school officials when it becomes necessary to dispose of equipment.

Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as equipment or technology related items costing less than \$1,000.00 (but limited to pilferable items such as microscopes, computers, laptops, projectors, iPads, etcetera).

Policy Statement:

ACE shall maintain and adhere to the required guidelines for the disposition of:

1. Equipment purchased with general funds, and
2. Both original and replacement equipment, purchased in whole or in part under a Federal award, which is no longer needed or functional for the original project/program for which it was purchased or for other activities supported by the Federal awarding agency.

***** The following guidelines apply to all items of equipment except where specified*****

Guidelines:

The Program Administrator or other designated personnel must bring any disposition request for equipment purchased to the CFO. The CFO must then do one of the following:

1. Request disposition approval and instructions from the Federal awarding agency -

If the equipment was purchased with Federal funds and the terms or conditions of the Federal award require a request for disposition approval and instructions from the awarding agency the CFO must request disposition approval and take disposition actions in accordance with the Federal awarding agency's instructions.

2. Approve or deny the disposition request -

If the equipment was purchased with general funds or if the equipment was purchased with Federal funds and the terms or conditions of the Federal award allow the CFO authority to approve or deny

the disposition request and he approves the request, or if the Federal awarding agency fails to provide instructions within 120 days, the CFO shall:

- A. Determine his recommendation for the best method of disposition based on the following approved disposition options:
 1. Transfer, along with title, to another program,
 2. Donation to the family of a student residing in the district whose total family income meets the Federal definition of poverty,
 3. Dismantled for salvageable scrap material,
 4. Deemed waste and handle accordingly, or
 5. Sold at auction to the highest bidder.
- B. Determine final approval according to the following:
 1. If the depreciated value of the item to be disposed of is a single item is less than \$1,000 or a collection of the same item with a depreciated value of less than \$5,000, the CFO shall have final approval, or
 2. If the depreciated value of the item to be disposed of is a single item is more than \$1,000 or a collection of the same items with a depreciated value of \$5,000 or more, the CFO shall present the request approval along with his recommendation for the method of disposition to the Governing Board for final approval.
- C. Take disposition actions in accordance with the approved method and with regard to the following considerations:
 - a) Any hard drive that is sold, donated, or disposed of must have a Government Wipe applied to it to ensure all confidential information is deleted prior to its disposition,
 - b) Equipment purchased with Federal funds determined to have a current value \$5000 or less can be disposed of with no further obligation to the Federal awarding agency, and
 - c) Equipment purchased with Federal funds determined to have a current value of more than \$5000, regardless of the method of disposition, the Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from the sale based on their percentage of participation in the cost of the original purpose. If the equipment is sold, the awarding agency may permit the school to deduct and retain from their share \$500.00 or 10% of the proceeds, whichever is less.

Section N - Journal Entries

1. Policy

Journal entries are completed, as needed, to adjust accounts. Supporting documentation will be present/noted for each adjustment made.

2. Journal Entry General Procedures

- a) Journal entries are completed by a member (other than the CFO) of the Finance Office Team and approved by the CFO. CFO's initials will be required on all JE's.
- b) Journal entries are kept in the Business Office.

Section O - Record Retention Policy and Procedures

1. Record Retention General Policy

- a) ACE will retain records and documents according to the schedule outlined in this

policy.

- b) This policy applies to all such documents in both written and electronic formats.
- c) Electronic documents covered under this policy include those received via e-mail.

2. Record Retention Procedures

- a) Written records maintained in file cabinets are secured as mandated by confidentiality requirements (i.e., employee and financial records).
- b) All electronic documents that are covered under this policy must be saved and backed up on a daily basis.
- c) Archived records are maintained according to the schedule below; with the retention period usually beginning at the end of the relevant period (i.e., termination of contract, end of fiscal year, the settlement of claims, disposal of assets, etc.)
- d) Records past their retention date are destroyed in a secure manner. Specifically, employee and financial records are shredded.

3. Record Retention Schedule

See attachment A.

Section P - Grant Management & Accounting

ACE will follow the rules and guidelines of any grant awarded to ACE. Each grant will be accounted for as separate from other grants and non-grant operations of ACE.

END OF DOCUMENT

**ACADEMY FOR CLASSICAL EDUCATION (ACE)
PUBLIC CHARTER SCHOOL
REQUEST FOR PROPOSAL (RFP)
CONSTRUCTION PROJECT – Computer Labs/Coaching Offices and Weight Room
APRIL 27, 2021**

I. INTRODUCTION

The Board of Directors of Academy for Classical Education (ACE) seeks responses to this Request for Proposal ("RFP") for the renovation of School Classrooms.

No legal obligation will exist between the Board and the Respondent(s) to this RFP until a written contract has been negotiated and fully executed between the Board and the successful Respondent.

II. BACKGROUND

The Academy for Classical Education is a public charter school authorized by State Charter Schools Commission of Georgia. ACE is in its seventh year of operation and has an enrollment of 1,800 students in grades K-12. ACE is located at **5665 New Forsyth Road, Macon, Georgia, 31210.**

III. SCOPE OF PROGRAM

Bidding Documents may be obtained at the office of the Design Professional, Dunwody/Beeland, Architects, Inc., Contact Spud Fordham at sfordham@dunwodybeeland.com or by phone at 478-742-5321 for access to PDF digital files. Access to PDF digital files of the Construction Documents will be available to General Contractor's at no cost. If a hard copy is desired, please contact ARC Document Solutions, 152 A Spring St, Macon, GA 31201, 478-746-3331.

Bidders are cautioned that acquisition of Bidding Documents through any source other than the office of the Design Professional is not advisable. Acquisition of Bidding Documents from unauthorized sources places the bidder at risk of receiving incomplete or inaccurate information upon which to base a bid.

The successful bidder will also be responsible for all permits and documents to complete this project!

ACE will be accept bids for the total cost of the project.

Any suggestions and recommendations for performing this project in a timelier, less expensive manner will be taken into consideration by the ACE representatives.

IV. QUALIFICATIONS

Each respondent shall provide the following:

- Name of Respondent and years in business
- Legal status and Federal ID number
- Address of Respondent
- Biographies of Respondent's key officers and principals

Each Respondent shall describe its three (3) most significant and relevant Construction Project for school or school- related operations in Georgia. In lieu of school experience the provider may provide comparable engagement/experiences in size, scale, and quality expected by ACE.

Each Respondent shall provide at least three (3) references of schools, school districts or similar agencies/ clients, including the name of the agency, the contact person, contact telephone number, and the relationship of the contact person to the project.

Each Respondent shall provide resumes of all key personnel with a description of their relevant experience.

Each Respondent shall provide a representative sample of its standard contract for construction services.

Each Respondent shall disclose any pending or actual litigation that it is involved in or aware of that could have a

material, adverse impact on Respondent's ability to fulfill a contract with ACE.

Each Respondent shall provide any other relevant information about your Firm not specifically requested in this document that would be helpful to the Board in making a decision to retain your company.

V. SELECTION PROCESS

Any experienced Construction Firm is eligible to apply. Respondent(s) must provide all of the information as required by the Board of Directors or the Respondent(s) shall be rejected as non-responsive. Responses to this RFQ shall be written in a clear and precise manner.

All those interested in responding should submit their "Submission of Intent to participate" the following information to the Board of Directors by **12:00 PM (noon) on Tuesday, May 18, 2021**:

Respondent's firm name and address;
Respondent's primary contact person's name;
Respondent's telephone number and fax number;
Respondent's e-mail address.

This information should be sent by e-mail to: Pat Kelly, Chief Financial Officer pat.kelly@acemacon.org prior to the aforementioned deadline.

A Statement of Qualifications, as outlined in Section IV, must be included with the submission. Upon the receipt of written Statements of Qualifications, but prior to final selection, the Board may request that Respondents make separate oral presentations or submit additional materials or information. The Board reserves the right to make a selection based upon a response to this RFP alone and without presentations or additional information. The Board also reserves the right to make no selection as a result of this RFP process.

The Board has no liability or responsibility for any costs incurred by a Respondent prior to the execution of a written agreement. There is no bid or proposal guarantee required in connection with this RFP.

The board reserves the right to reject any or all responses made during the course of discussions and negotiations concerning a proposed contract, to discontinue its efforts to seek a Construction Firm, or to pursue another compliant process to acquire such services.

The Board reserves the right to contract for a portion of the services offered by a Respondent, subject to the mutual agreement of that Respondent.

VI. QUESTIONS

Questions must be submitted prior to **Friday, May 21, 2021**.

**All questions asked/answered will be posted at www.acemacon.org.

Please address questions to: Pat Kelly at pat.kelly@acemacon.org.

VII. OTHER APPLICABLE PROVISIONS

Respondents will be required to attend an on-site construction meeting on **Friday, May 14, 2021 at 10:00 a.m.**, prior to proposal submission. Meeting will be held in the Conference Room located in the Main building at the main entrance. ACE may schedule interviews. Candidates will be notified of interview timing and nature, if applicable during this process.

ACE reserves the right to:

- a. Cancel this RFQ at any time, with or without notice to the respondents
- b. Waive any irregularity, informality, or technicality in the proposals in its best interest, and is not obligated to award a contract based upon the lowest priced submission;
- c. Reject one or more proposals at any point during the selection process on any grounds in its interest
- d. Approved all sub-consultants, subcontractors, and project team members.

The contract, if any, will be awarded to the respondent which, in ACE's sole judgment, will provide services that are in the best interest of ACE, and successfully enters into a professional construction contract. If terms cannot be mutually agreed upon, ACE may enter into negotiations with a secondary firm.

RFP will be due by Friday, May 28, 2021 at 12:01 p.m.

Please mail to:

**Academy for Classical Education
5665 New Forsyth Road
Macon, Georgia 31210**

Attn: Pat Kelly

Due to the COVID -19 virus you can email proposal to Pat Kelly at pat.kelly@acemacon.org but must be received prior to the due date and time. RFP will be opened at 12:02 p.m. at the Conference Room located in the main building at the main entrance. You may attend. Bid amounts will be posted at acemacon.org by 4:00 p.m. that day.

A Called Meeting of the Governing Board will be scheduled for **Tuesday, June 01, 2021**. Contract will be awarded once the Governing Board has reviewed all proposals and voted to proceed with the selected construction firm and project.

Award will be announced **June 02, 2021** should the Governing Board make a selection. Announcement can be found at www.acemacon.org by 10:00 am.

- Quick Links
 - Bidding Event Search
 - Supplier Search
 - NIGP Search
 - Team Georgia Marketplace - Bidder and Supplier Portal
 - GPR Buyer Login
- References

RFP - Computer Labs/Weight Room/Offices

Start Date: Apr 27, 2021 @ 04:43 PM ET
 End Date: May 28, 2021 @ 12:00 PM ET

Event Details | Offerors' Conference | Documents

Event ID	Event Type	Event Status	Purchase Type	Category Type	Government Type	Fiscal Year	Agency Site
003	Non-State Agency	Under Evaluation	Non-State Agency	Non-State Agency	K-12	2021	Link

55115 ACADEMY FOR CLASSICAL EDUCATION INC.

Buyer Contact:

Pat Kelly | pat.kelly@acemacon.org | 478-238-5689

Description

Construction in existing school building to convert space into computer labs, weight room, and athletic department offices.

NIGP Codes

Code	Description
90922	Building Construction, Non-Residential, Office Bldg., etc.

- Quick Links
 - Bidding Event Search
 - Supplier Search
 - NIGP Search
 - Team Georgia Marketplace - Bidder and Supplier Portal
 - GPR Buyer Login
- References

RFP - Computer Labs/Weight Room/Offices

Start Date: Apr 27, 2021 @ 04:43 PM ET
End Date: May 28, 2021 @ 12:00 PM ET

Event Details **Offerors' Conference** Documents

Conference Attendance	Conference Date/Time	Location	Street	City	State	Zip Code
Mandatory	May 14, 2021 @ 10:00 AM	Academy for Classical Education - Conference Room	5665 New Forsyth Road	Macon	GA	31210

Comments

Classrooms and Weight Room Construction				
Company Name	Representative	Email Address	Phone	Phone ext
Tommy Gibson Builders	Tommy Gibson	tommy@tommygibsonbuilders.com	478-396-5905	
Headley Construction	Andrea Reese	andrea@headleyconstruction.com	770-253-8027	ext 214
Garbutt Construction	Matt Richardson	matt@garbuttconstruction.com	478-272-4410	
A&B Heating/Cooling	Micheal Stewart	mstewart.AB@gmail.com	706-647-9644	
A&B Heating/Cooling	Danny Hambrick	dannyhambrick.AB@gmail.com	706-647-9644	
McWright LLC	Micheal McMillian	michael@mcwrightconstruction.com	478-636-0487	
Renfro Construction	Jimmy Melton	jmelton@renfroconstruction.com	478-256-0391	
Carter Mechanical, Inc	Lloyd Perkins	lloydperkins53@aol.com	478-256-6374	

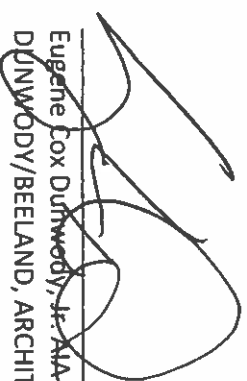
WILL NOT PARTICIPATE				
Warren Associates	Greg Stokes	gstokes@warrenassociatesinc.com	478-746-7306	
Prime Contractors Inc	Marc Stowe	mstowe@primecontractorsinc.net	678-618-1343	
Dublin Construction	John Webb	jwebb@dyer-construction.com	478-251-6376	
Adri KDEPP Enterprises	Adrian Harmon	aharmon03@gmail.com	478-256-1138	
Spillers Design and Construction	Justin Spillers	justin@spillersdc.com	478-319-0412	
Douglas Brooke	Larry Ballard Jr	lballard@douglasbrookehomes.com	478-808-6414	
Upward Construction	Wendy Sherlock	wendy@upwardconstructionllc.com	478-719-6608	

TABULATION OF BIDS
 ACE ACADEMY
 NEW TECHNOLOGY CLASSROOMS AND WEIGHT ROOM
 5665 NEW FORSYTH ROAD, MACON, GEORGIA
 MAY 28, 2021

CONTRACTOR	BID BOND	TOTAL BID
Renfro Construction	5% - yes	\$1,168,311 ⁰⁰
Garbutt	yes -	\$1,134,296 ⁰⁰
Headley	yes -	\$1,024,000 ⁰⁰
Tommy Gibson	yes -	\$1,119,825 ⁰⁰

I certify that this is a correct tabulation of bids, and I certify that I have personally and visually checked the Tabulation against the proposal forms submitted.

Headley Construction is the apparent low bidder.



Eugene Fox Dunwoody, Jr. AIA
 DUNWOODY/BEELAND, ARCHITECTS INC.



The Academy for Classical Education

A school where teachers can teach and students will learn!

02 JUNE 2021

REQUEST FOR PROPOSAL – Computer Labs – Weight Room Construction Project

ANNOUNCEMENT OF AWARD OF CONTRACT

At the June 1, 2021 Called Meeting of the Governing Board the members unanimously voted to award Headley General Contractor the Computer Labs – Weight Room Construction Project.

We appreciate and thank all the Construction Groups that participated in the Request for Proposal.

Pat Kelly
Chief Financial Officer

5665 New Forsyth Road
Macon, Georgia 31210
(478) 238-5757
www.acemacon.org

**THE CALLED MEETING OF THE
GOVERNING BOARD OF DIRECTORS
PUBLIC HEARING
TUESDAY, JUNE 1, 2021 – 6:00 PM
MEETING HELD VIA ZOOM - TELECONFERENCE**

CALL TO ORDER:

The meeting of the Governing Board was called to order at 6:04 P.M. The following members were present: Mr. Witt Gaither (Chairman), Mr. Walter Stafford, Mr. George Greer, Ms. Ember Bentley, and Mr. Michael Kruger.

Non-members in attendance: Mr. Brad Wilson, Mr. Pat Kelly, Ms. Jessica Bury, Ms. Laura Perkins, and Mr. Gene Dunwody, Jr.

INVOCATION:

No invocation was given.

NEW BUSINESS

1. Construction Project – Labs/Weight Room Bid Amounts/Award


Mr. Gaither asked Mr. Dunwody, representing Dunwody Beeland Architects, to update the Board on the scope of the project and the bid process. Mr. Dunwody shared that the design posted for bid included taking existing storage space on campus and converting it to an expanded weight room, athletic offices, and locker room facility. The current space that houses the weight room and athletic offices would be converted into two technology classroom labs.

Mr. Dunwody shared that 12 contractors attended the pre bid construction meeting. 4 contractors submitted sealed bids by the May 28 deadlines. Headley Construction was the lowest bidder as evidenced by the bid tabulation sheet below:

TABULATION OF BIDS
ACE ACADEMY
NEW TECHNOLOGY CLASSROOMS AND WEIGHT ROOM
5665 NEW FORTYTH ROAD, MACON, GEORGIA
MAY 28, 2021

CONTRACTOR	BID BOND	TOTAL BID
Renfro Construction	5% - Yes	\$1,168,311 ⁰⁰
Carbutt	Yes -	\$1,134,296 ⁰⁰
Headley	Yes -	\$1,024,000 ⁰⁰
Tommy Gibson	Yes -	\$1,119,825 ⁰⁰

I certify that this is a correct tabulation of bids, and I certify that I have personally and visually checked the Tabulation against the proposal forms submitted.
Headley Construction is the apparent low bidder.

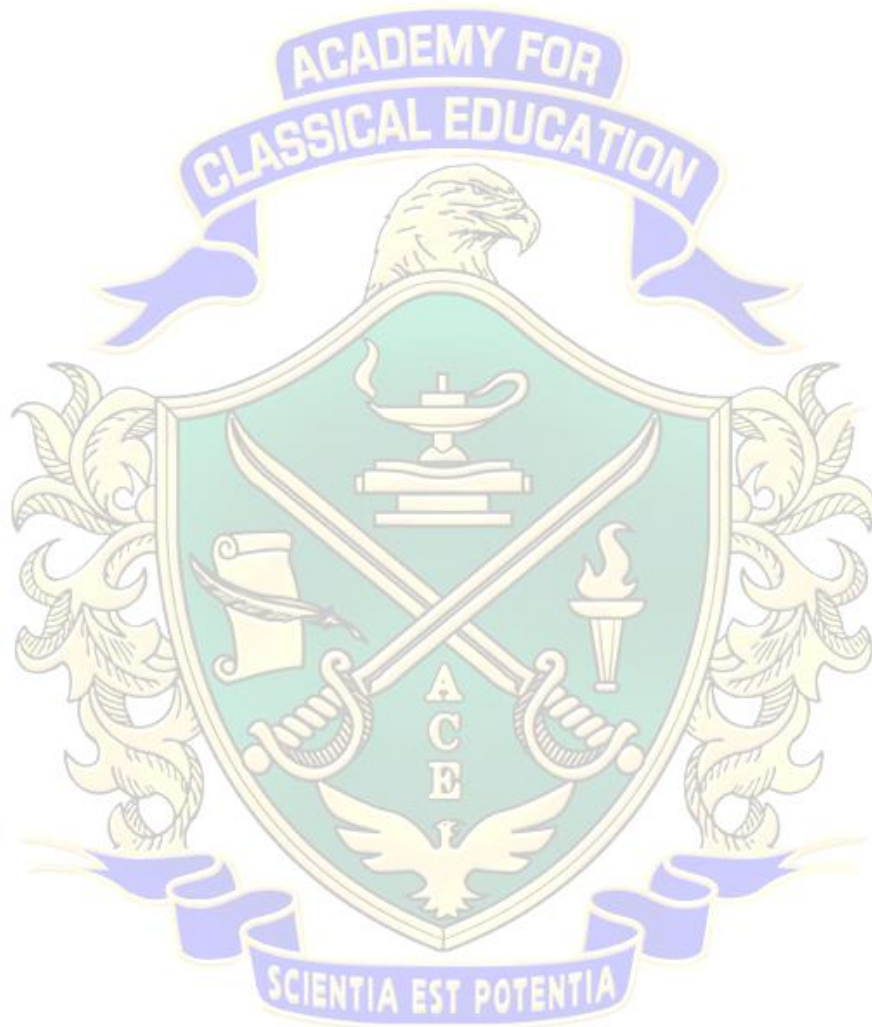

 Eugene Cox Dunwody, Jr. AIA
 DUNWODY/BEELAND, ARCHITECTS INC.

After some discussion, Mr. Dunwody recommended that the Governing Board award the contract to Headley Construction. Mr. Kelly confirmed that funds are available in the general fund to pay for the project. Mr. Gaither asked for further questions or comments. There being no further questions or comments, Mr. Gaither asked for a motion to accept the bid proposal from Headley Construction as presented and enter into a contract with

Headley. Ms. Bentley made a motion to accept the bid proposal from Headley Construction as presented and enter into a contract with Headley. Mr. Stafford seconded the motion, and the motion passed 5-0.

ADJOURN

There being no further business, Mr. Gaither made a motion to adjourn the June 1, 2021 Called Meeting of the Governing Board. The meeting adjourned at 6:22 PM.



APPROVAL OF MINUTES

**GOVERNING BOARD OF DIRECTORS
TUESDAY, JUNE 1, 2021 – 6:00 PM**

Mr. Witt Gaither - Chairman

Mr. Lee Gillis- Vice Chairman (Absent)

Mr. George Greer – Treasurer

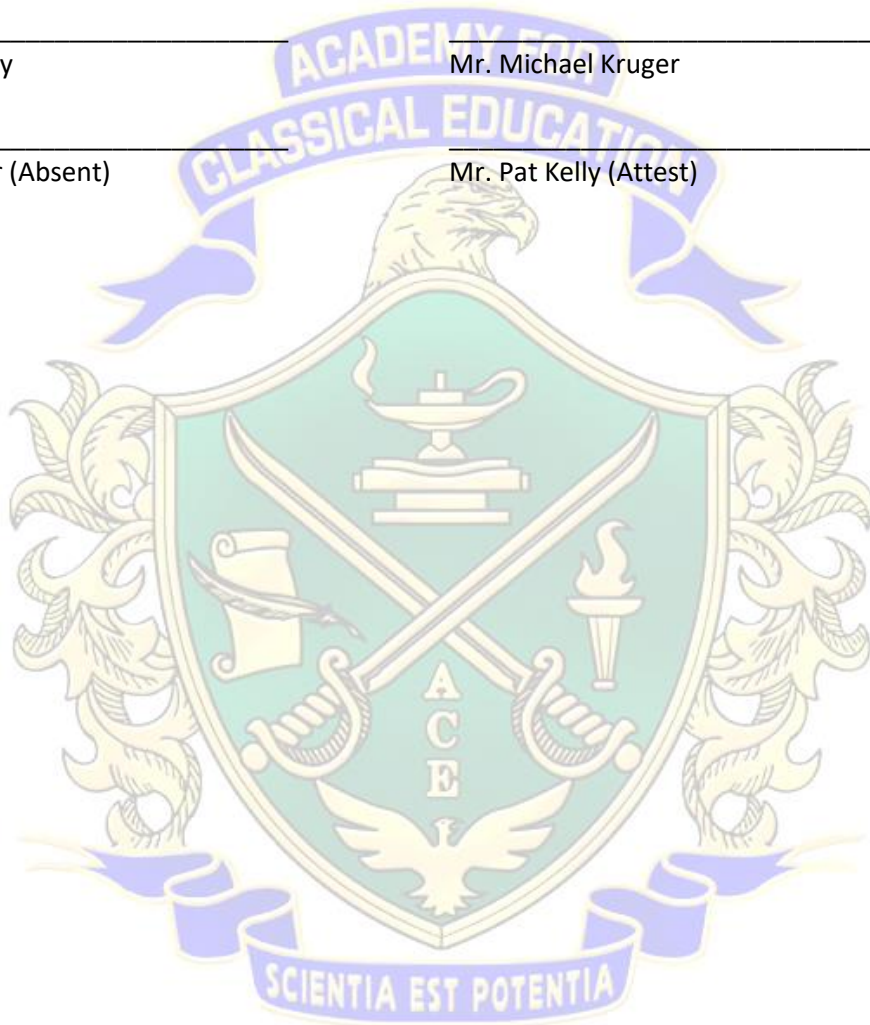
Mr. Walter Stafford

Mrs. Ember Bentley

Mr. Michael Kruger

Dr. Ryan Schnetzer (Absent)

Mr. Pat Kelly (Attest)



received, the procedures in Section D will be followed.

6. Reimbursement Request Procedures

- a) All reimbursement requests must be made online via SoftDocs, prior to the purchase. Using SoftDocs, the requestor should submit a Purchase Requisition form for the estimated amount of the reimbursement. Once a PO has been issued for the purchase requisition the requestor may proceed with the purchase.
- b) The reimbursement request form must be completed in full by the requestor with supporting documentation submitted for approval using the SoftDocs AP Approval Form and the corresponding Purchase Order.
- c) The reimbursement request will be reviewed by the Business Manager and Financial Review Coordinator to verify budget availability and proper fund and account coding.
- d) If the reimbursement request is accurate, the request is forwarded to the CFO for approval. If the request requires additional information, the request is returned to the requestor.
- e) Reimbursement requests made by the CFO must be approved by the CEO, CAO, or Board Chairman. Reimbursement requests made by the CEO must be approved by the CFO, CAO, or Board Chairman. Reimbursement requests made by the CAO must be approved by the CEO, CFO, or Board Chairman.

7. Purchases, Contracts and Leases

- a) Any Purchase Order, Contract or Lease with an annualized value not exceeding \$30,000 may be made in accordance with the category procedures as referenced in Section K-5. Purchase Orders, Contract requirements or Leases shall not be artificially divided so as to constitute purchases under the categories above.
- b) Category purchases between \$1,000-\$5,000. For purchases in excess of \$1,000 but not exceeding \$5,000 no less than two vendors shall be solicited to submit price quotations, which may be obtained orally, by telephone, or in writing. Quotes will be submitted as part of the requisition/purchase process. The lowest and/or most advantageous quote will be used for purchasing.
- c) Category purchases between \$5,000 - \$30,000. For purchases in excess of \$5,000 but not exceeding \$30,000 no less than two vendors shall be solicited to submit price quotations, which must be obtained in writing.
- d) Purchases, Contracts or Leases over \$30,000. For purchases in excess of \$30,000 but not exceeding \$300,000, the CFO must present the purchase request with 2 written quotes to the Finance Committee for review, unless the purchase is already in the approved operating budget. The solicitation and other notification requirements of (c) above apply and shall be part of the presentation to the Finance Committee. The Finance Committee will make recommendation to the Governing Board. Governing Board approval is required prior to issuing a Purchase Order or binding ACE with a Contract or Lease.
- e) If factors other than price are used (for example, technical qualifications), they shall be disclosed

to all potential vendors. The names, addresses, and/or telephone numbers of the vendors and persons contacted, and the date and amount of each quotation shall be recorded and maintained as a public record.

- f) Purchases, Contracts or Leases over \$100,000. The Finance Committee and Board approval requirements of (d) above apply to initiate the process for such. In addition, the following additional requirements apply.
- i. Conditions for Use. Purchases, Contracts or Leases that exceed \$100,000 shall be awarded based on competitive sealed bidding if the following conditions are present:
 - A complete, adequate, and realistic specification or purchase description is available;
 - Two or more responsible bidders are willing and able to compete effectively for the work;
 - The procurement lends itself to a firm fixed price contract;
 - The selection of the successful bidder can be made principally on the basis of cost.
 - Procurements that exceed \$100,000 will be advertised on the state-wide procurement website - DOAS and the ACE website.
 - Sealed bids will be opened at meeting open to the public.
 - ii. Solicitation and Receipt of Bids. An invitation for bids shall be issued including specifications and all contractual terms and conditions applicable to the procurement, including a statement that the award will be made to the lowest and best responsible and responsive bidder whose bid meets the requirements of the invitation for bids. The invitation for bids shall state the time and place for both the receipt of bids and the public bid opening. All bids received shall be time-stamped but not opened and shall be stored in a secure place until bid opening. A bid may be withdrawn at any time prior to bid opening.
 - iii. Bid Opening and Award. Bids shall be opened publicly, with an abstract of bids recorded. All bids shall be available for public inspection. If equal low bids are received from responsible bidders, the award shall be made by requesting the low bidders to lower their bids and then selecting the lowest and best, unless otherwise provided in State or local law and stated in the invitation for bids. If only one responsive bid is received from a bidder, an award shall not be made unless a cost or price analysis verifies the reasonableness of the price.
 - iv. Mistakes in Bids. Where appropriate, the correction or withdrawal of inadvertently erroneous bids may be permitted before bid opening by written or electronic notice to the office designated in the invitation for bids prior to the time set for bid opening. After bid opening, corrections to bids may be permitted only if the bidder can show by clear and convincing evidence that a mistake of a nonjudgmental character was made, the nature of the mistake, and the bid price actually intended.

Section L – Inventory Management

1. Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as technology related
Adopted 8/20/19 Page 17

Section K – Procurement and Purchasing Policies and Procedures

1. Procurement Policies

- a) All procurement transactions shall be conducted in a manner to provide open and free competition and secure the items at the lowest and best price *as set forth in this section Article 7 "Purchases, Contracts and Leases."*
- b) Awards shall be made to the supplier whose bid or offer is responsive to the solicitation and is most advantageous to ACE, when price, quality and other factors are considered.
- c) This policy applies to all general purchases made by ACE, including contracts for services.
- d) Purchases made using federal funds must be made according to the procurement policy as proscribed by the federal government (2 CFR 200.317-200.322; 200.322; 200.324-325; 200.327). ACE has established a lower threshold than the suggested Federal procurement guidelines with regards to Informal Procurement Methods (micro- purchase and small purchase) as well as Formal Procurement Methods (Competitive Sealed Bids).

2. Procurement Code of Conduct Policy

- a) General. ACE shall adhere to the following code of conduct. Any employee, officer or agent of ACE found to be in violation of the following code of conduct shall be subject to dismissal as outlined in ACE's personnel policies.
- b) Conflict Of Interest. ACE shall not knowingly permit any employee, officer or agent to participate directly or indirectly in the selection or in the award or administration of any contract if a conflict, real or apparent, would be involved. When ACE has knowledge of a potential or actual conflict, ACE will take such steps as to isolate, remove, or otherwise neutralize the contact and influence of any particular employee, officer, or agent, when they have such potential conflict from participating in the selection, award, or administration of such procurement. Such conflict would arise when a financial or other interest in a firm selected for award is held by:
 - An employee, officer or agent involved in making the award.
 - His/her relative (including but not limited to father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister);
 - His/her partner; a major business client/customer (greater than \$10,000 per year); board ties; stockholder/other business ownership interests (greater than 10%); or,
 - An organization which employs, is negotiating to employ, or has an arrangement concerning prospective employment of any of the above.
- c) See Section II of the Board Member Code of Ethics for the Conflict of Interest policy relating to our governing Board.
- d) Gratuities, Kickbacks, and Use of Confidential Information. ACE employees shall not personally solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to subcontracts, and shall not knowingly use confidential information for actual or anticipated personal gain.

3. Procurement General Roles & Responsibilities Policy

- a) **CFO Responsibility:** The CFO, in conjunction with the Finance Committee, will ensure that:
- Procurement requirements are efficient and economical.
 - A contract award is made to the responsive and responsible bidder offering the lowest and best price; or is made to the bidder whose proposal offers the greatest value to ACE, considering price, technical, and other factors as specified in the solicitation.
 - To the greatest extent practicable, ACE must provide a preference for the purchase of goods and materials produced in the U.S. (2 CFR 200.322)
 - Work is inspected before payment, and payment is made in accordance with terms for contract work performed and accepted.
 - CFO has authorization to negotiate with bidder after bids are announced.
- b) **Contractor Responsibility:** Procurement shall be conducted only with responsible contractors and ACE shall make inquiry and will not knowingly contract with those who do not have technical and financial competence and who do not have a satisfactory record of integrity and performance.

4. Vendor Accounts Policy

- a) ACE will endeavor to establish and maintain accounts with key vendors (e.g., Staples Advantage, Ace Hardware, etc.) to streamline the ordering process.
- b) All vendor accounts will be set up such that ACE does not pay sales tax. The CEO and CFO maintain current documentation from the taxing authorities.

5. Purchase Order Procedures

- a) All purchase requisitions must be made online via SoftDocs. The Purchase Requisition form must be completed in full by the requester with supporting documentation submitted for approval.
- b) The Purchase Requisition will be reviewed by the Business Manager and Financial Review Coordinator to verify budget availability and proper fund and account coding.
- c) If the purchase requisition is accurate, the Purchase Requisition is forwarded to the CFO for approval. The CFO has the authority to forward the request to the CEO for verification. If the purchase requisition requires additional information, the requisition is returned to the requestor.
- d) The CFO has the authority to approve Purchase Order requests for all budgeted items and all unbudgeted items up to \$10,000. Any requests that exceed \$10,000 - \$20,000 must have the approval of the Board Chairman or Board Treasurer. Any requests that exceed \$20,000 must have the approval of the Governing Board.
- e) Upon Purchase Requisition approval, a Purchase Order is generated within SoftDocs. The Business Manager will work with the Requestor to complete the order. The Business Manager will ensure the most favorable terms are obtained and establish an ACE account with the chosen vendor as needed.
- f) When the order has been fulfilled and the packing slip submitted to SoftDocs, and an invoice has been

received, the procedures in Section D will be followed.

6. Reimbursement Request Procedures

- a) All reimbursement requests must be made online via SoftDocs, prior to the purchase. Using SoftDocs, the requestor should submit a Purchase Requisition form for the estimated amount of the reimbursement. Once a PO has been issued for the purchase requisition the requestor may proceed with the purchase.
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Section L – Inventory Management

1. Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as technology related
Adopted 8/20/19 Page 17

- i) The CFO will provide check register of all issued checks on a monthly basis for review by the Finance Committee.
- j) The CFO will provide copies of all bank reconciliations, wire transfers, and check registers to the Finance Committee on a monthly basis for their review.

3. Wire Transfers and Electronic Payments

- a) The following circumstances are established as pre-approved for wire transfer or electronic payment:
 - Bond Debt Service payments via ACH payment as required by the bond agreement.
 - Payroll, payroll taxes and payroll processing fees via electronic payment.
 - Georgia Teacher Retirement System payments via electronic payment.
 - Other deferred comp payments via electronic payment.
 - Utility service payments such as, Macon Water Authority, and Georgia Power via electronic payment
- b) Payments via wire transfer or electronic payment for circumstance other than those listed in a) above require approval of the CFO.

4. Payments with Credit Card

Credit Card Policy

- a) ACE has one credit card for business purposes only. The CFO is the ACE credit card administrator and is authorized to make payments using the ACE credit card. The ACE credit card is located in the safe. The credit card administrator and the cardholder must sign an ACE Credit Card Agreement Form before using the card. See attachment B for a copy of the Agreement Form.
- b) The CFO may designate authorized users to make a payment using the credit card. Authorized users must sign out the credit card from the CFO. The user must indicate, on the sign out form the use for the card and obtain a signature from the CFO. In the event the CFO needs to use the credit card, the CFO must obtain an approval signature from the CEO on the credit card sign out form.
- c) The ACE credit card is not intended for purchases that can otherwise be paid for using corporate checks. The ACE credit card can be used to make travel reservations, for emergency purchases, and in some cases POS purchases. Purchases on the credit card must not exceed \$5,000 per transaction, without Board Chairman or Treasurer prior approval. Approval by email is acceptable.
- d) The ACE credit card cannot be used for cash advances, personal or non-business related purchases.
- e) Receipts need to be turned in to the finance department no later than 72 hours after purchase.
- f) The Business Manager will reconcile the ACE credit card statement each month.
- g) Employees that violate the credit card policy will receive a written reprimand that will be placed in their personnel file. Subsequent violations of the credit card policy may result in termination of employment.
- h) Employees are prohibited from applying for credit on behalf of ACE. If a new line of credit is deemed necessary for financial operations, only the CFO can apply for credit. The CFO will seek approval from the Governing Board Finance Committee before submitting any credit applications. Approval by email is acceptable.

THANK YOU for your legal submission!

Your legal has been submitted for publication. Below is a confirmation of your legal placement. You will also receive an email confirmation.

ORDER DETAILS

Order Number:

IPL0071802

Order Status:

Submitted

Classification:

Legals & Public Notices

Package:

MAC - Legal Ads

Final Cost:

15.00

Payment Type:

Account Billed

User ID:

IPL0022743

PREVIEW FOR AD NUMBER IPL00718020

PUBLIC HEARING NOTICE

**FY 21-22 PROPOSED BUDGET AMENDMENTS
FY 22-23 PROPOSED ANNUAL BUDGET**

The Academy for Classical Education (ACE) will hold a public hearing to review proposed amendments to the FY 2021 - 2022 operating budget and to discuss the proposed FY 2022-2023 operating budget. The public hearing will be held on Monday, May 16th 2022 at 7:00PM at the Academy for Classical Education – 5665 New Forsyth Road, Macon GA. Both the 2021-2022 amended budget and the 2022-2023 proposed budget can be reviewed at www.acemacon.org.

W00000000

Publication Dates

[<< Click here to print a printer friendly version >>](#)

ACCOUNT INFORMATION

THE ACADEMY FOR CLASSICAL EDU IP

5665 NEW FORSYTH RD

MACON, GA 31210

478-238-5757

laura.perkins@acemacon.org

THE ACADEMY FOR CLASSICAL EDU

TRANSACTION REPORT

Date

May 4, 2022 1:20:37 PM EDT

Amount:

15.00

SCHEDULE FOR AD NUMBER IPL00718020

May 9, 2022

The Telegraph (Macon)

SUMMARY – MINUTES HAVE NOT BEEN APPROVED

**THE CALLED MEETING OF THE
GOVERNING BOARD OF DIRECTORS
PUBLIC HEARING
MONDAY, MAY 16, 2021 – 7:00 PM**

CALL TO ORDER:

The meeting of the Governing Board was called to order at 7:02 P.M. The following members were present: Mr. Witt Gaither (Chairman), Mr. Walter Stafford, Mr. Lee Gillis, Ms. Ember Bentley, Dr. Ryan Schnetzer, and Mr. Michael Kruger.

Non-members in attendance: Mr. Pat Kelly, Ms. Jessica Bury, Ms. Laura Perkins, Ms. Esterine Stokes, and Ms. Candace Fry.

INVOCATION:

An invocation was given by Mr. Lee Gillis.

PUBLIC HEARING

1. *FY21-22 Budget Amendments - Proposed*

Mr. Kelly presented the following FY22 Budget Amendments. The proposed amendments reflect additional revenues that were not anticipated at the time of the FY22 Budget Adoption in June 2021. The additional revenues are the result of increased State QBE funds and ESSER-CARES ACT Federal grants. The amendments also include the reclassification of related expenditures that were not anticipated when the FY22 Budget was adopted. Mr. Gillis reported that the Finance Committee has reviewed the budget amendments and recommends the Governing Board make a motion to move forward with the proposed amendments.

Academy for Classical Education 2021-2022 Approved Budget			Academy for Classical Education 2021-2022 Proposed Amended Budget		
REVENUES	Total All Funds	% of Budget	REVENUES	Total All Funds	% of Budget
After School Care Program	\$ 360,000.00	1.55%	After School Care Program	\$ 360,000.00	1.55%
Activity and Principal Fundraising	\$ 880,000.00	3.90%	Activity and Principal Fundraising	\$ 700,000.00	3.02%
Other Local Revenues	\$ 20,000.00	0.09%	Other Local Revenues	\$ 34,000.00	0.15%
Scholar Legacy Fund	\$ 15,000.00	0.07%	Scholar Legacy Fund	\$ 28,500.00	0.12%
GADOE Grants	\$ 60,000.00	0.22%	GADOE Grants	\$ 264,378.00	1.14%
QBE Funding (reduced by SCSC fee)	\$ 19,549,017.00	86.67%	QBE Funding (reduced by SCSC fee)	\$ 20,124,021.00	86.70%
Interest	\$ 200.00	0.00%	Interest	\$ 240.00	0.00%
ESSER Grant	\$ 1,196,971.00	5.30%	ESSER Grant	\$ 1,109,321.49	4.78%
Federal Grants (Title Programs)	\$ 431,700.00	1.91%	Federal Grants (Title Programs)	\$ 472,169.00	2.03%
ERATE	\$ 88,016.80	0.39%	ERATE	\$ 117,745.00	0.51%
TOTAL REVENUES	\$ 22,580,906.80	100.00%	TOTAL REVENUES	\$ 23,210,374.49	100.00%
EXPENSES	Total All Funds	% of Budget	EXPENDITURES	Total All Funds	% of Budget
Instruction	\$ 11,408,942.60	62.10%	Instruction	\$ 12,002,099.00	62.61%
Pupil Services	\$ 1,032,416.00	4.71%	Pupil Services	\$ 1,067,476.00	4.67%
Instructional Staff Training	\$ 61,501.00	0.28%	Instructional Staff Training	\$ 68,736.00	0.30%
Educational Media Services	\$ 263,203.00	1.16%	Educational Media Services	\$ 218,229.00	0.95%
School Administration	\$ 867,929.00	3.96%	School Administration	\$ 943,317.00	4.13%
Support Services - Business	\$ 911,940.00	4.16%	Support Services - Business	\$ 781,113.50	3.42%
Maintenance and Operation of Plant Services	\$ 2,114,047.00	9.66%	Maintenance and Operation of Plant Services	\$ 2,130,227.00	9.32%
Student Transportation Service	\$ 90,750.00	0.41%	Student Transportation Service	\$ 88,260.00	0.39%
School Nutrition Program	\$ 146,060.00	0.66%	School Nutrition Program	\$ 70,000.00	0.31%
Enterprise Operations	\$ 962,620.00	4.40%	Enterprise Operations	\$ 825,616.00	3.61%
Facilities Acquisition and Construction Services	\$ 1,464,629.00	6.69%	Facilities Acquisition and Construction Services	\$ 2,126,904.00	9.31%
Debt Service	\$ 2,684,802.00	11.80%	Debt Service	\$ 2,634,802.00	11.09%
TOTAL EXPENDITURES	\$ 21,897,579.50	100.00%	TOTAL EXPENDITURES	\$ 22,856,769.50	100.00%
Cash Position (Retainage)	\$ 683,327.30	3.03%	Cash Position (Retainage)	\$ 363,604.99	1.62%

Mr. Gaither opened the floor for public comment on the proposed FY22 Budget Amendments. There being no one from the general public in attendance, Mr. Gaither asked for a motion to move forward with the proposed amendments with a second public hearing to be scheduled during the summer for final adoption.

Mr. Gaither called for a vote to move forward with the proposed amendments with a second public hearing to be scheduled during the summer for final adoption. The motion passed 6-0.

2. FY23 Proposed Operating Budget –

Mr. Kelly presented the following FY23 Proposed Operating Budget. Mr. Kelly noted that the proposed budget includes \$22.8 million in anticipated revenues, \$22 million in anticipated expenditures, leaving a projected cash position (retainage) of 2.26%. Mr. Kelly also noted that the budget includes expenditures for facilities updates such as paint, the construction of a press box, and salary scale increases for teachers and paraprofessionals, as well as salary increases for classified employees.

Mr. Gillis reported that the Finance Committee reviewed the proposed budget and it is their unanimous recommendation that the Board move forward with the proposed budget as presented. Mr. Gaither thanked Mr. Kelly and his team for their work on the budget.

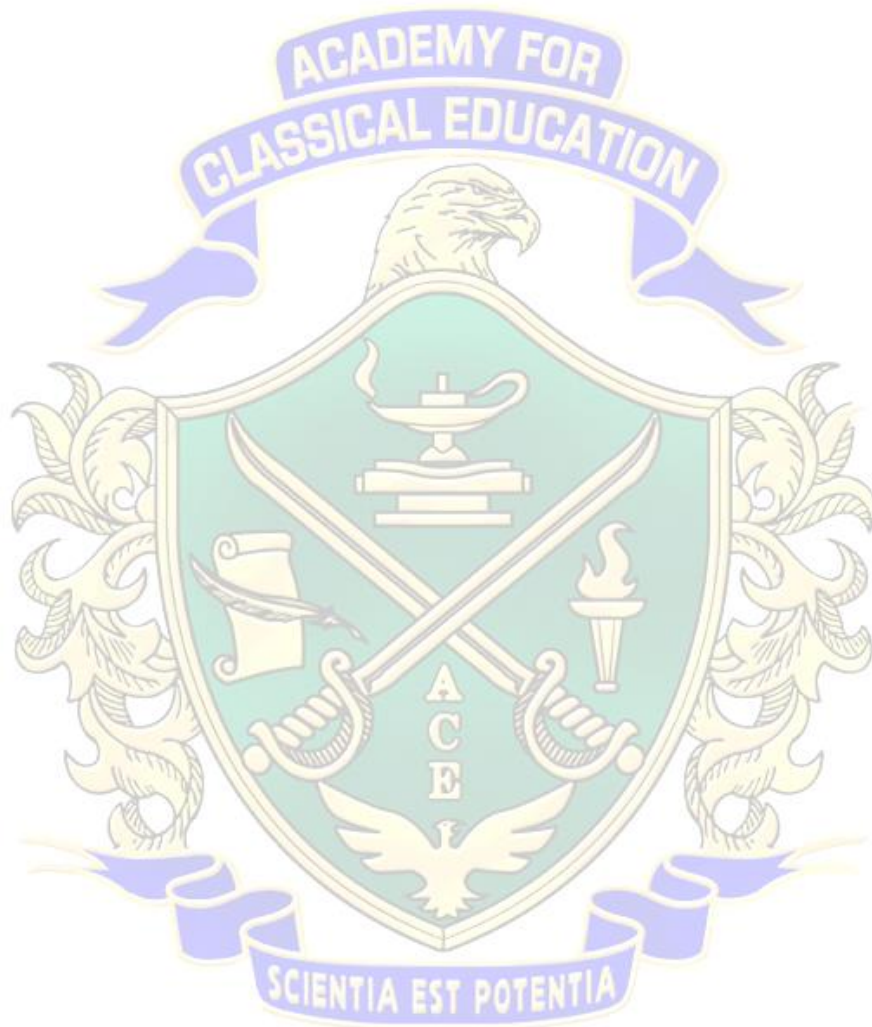
Mr. Gaither opened the floor for public comment on the proposed FY23 Proposed Budget. There being no one from the general public in attendance, Mr. Gaither called for a vote to move forward with the FY23 proposed budget with a second public hearing to be scheduled for June 20, 2022.

The motion passed 6-0.

ACADEMY FOR CLASSICAL EDUCATION 2022-2023 Proposed Budget		
REVENUES		
	Total All Funds	% of Budget
After School Care Program	\$ 350,000.00	1.53%
Activity and Principal Fundraising (net)	\$ 890,873.00	3.90%
Other Local Revenues	\$ 30,000.00	0.13%
Scholar Legacy Fund	\$ 15,000.00	0.07%
GADOE Grants	\$ 75,000.00	0.33%
QBE Funding (reduced by SC SC fee)	\$ 20,964,418.00	91.66%
Interest	\$ 260.00	0.00%
Federal Grants (title)	\$ 457,495.76	2.00%
ERATE	\$ 31,884.00	0.14%
TOTAL REVENUES	\$ 22,870,799.40	100.00%
EXPENDITURES		
	Total All Funds	% of Budget
Instruction	\$ 12,259,165.48	54.84%
Pupil Services	\$ 1,152,305.27	5.15%
Instructional Staff Training	\$ 63,144.00	0.28%
Educational Media Services	\$ 266,547.34	1.19%
School Administration	\$ 1,049,460.99	4.69%
Support Services - Business	\$ 786,846.94	3.52%
Maintenance and Operation of Plant Services	\$ 2,236,774.30	10.01%
Student Transportation Service	\$ 92,325.00	0.41%
School Nutrition Program	\$ 60,000.00	0.27%
Enterprise Operations	\$ 944,520.00	4.23%
Facilities Acquisition and Construction Services	\$ 903,432.00	4.04%
Debt Service	\$ 2,540,200.00	11.36%
TOTAL EXPENDITURES	\$ 22,354,721.32	100.00%
Cash Position (Retainage)	\$ 516,078.08	2.26%
Expenditures + Retainage	\$ 22,870,799.40	
Transfer In	\$3,850,088.00	
Transfer Out	\$3,850,088.00	

ADJOURN

There being no further business, Mr. Gillis made a motion to adjourn the May 16, 2021 Public Hearing. Dr. Schnetzer seconded and the motion carried 6-0. The Public Hearing adjourned at 7:10 PM.



SUMMARY MINTUES

APPROVAL OF MINUTES GOVERNING BOARD OF DIRECTORS MONDAY, MAY 16, 2022 – 7:00 PM

Mr. Witt Gaither - Chairman

Mr. Lee Gillis- Treasurer

Mr. George Greer

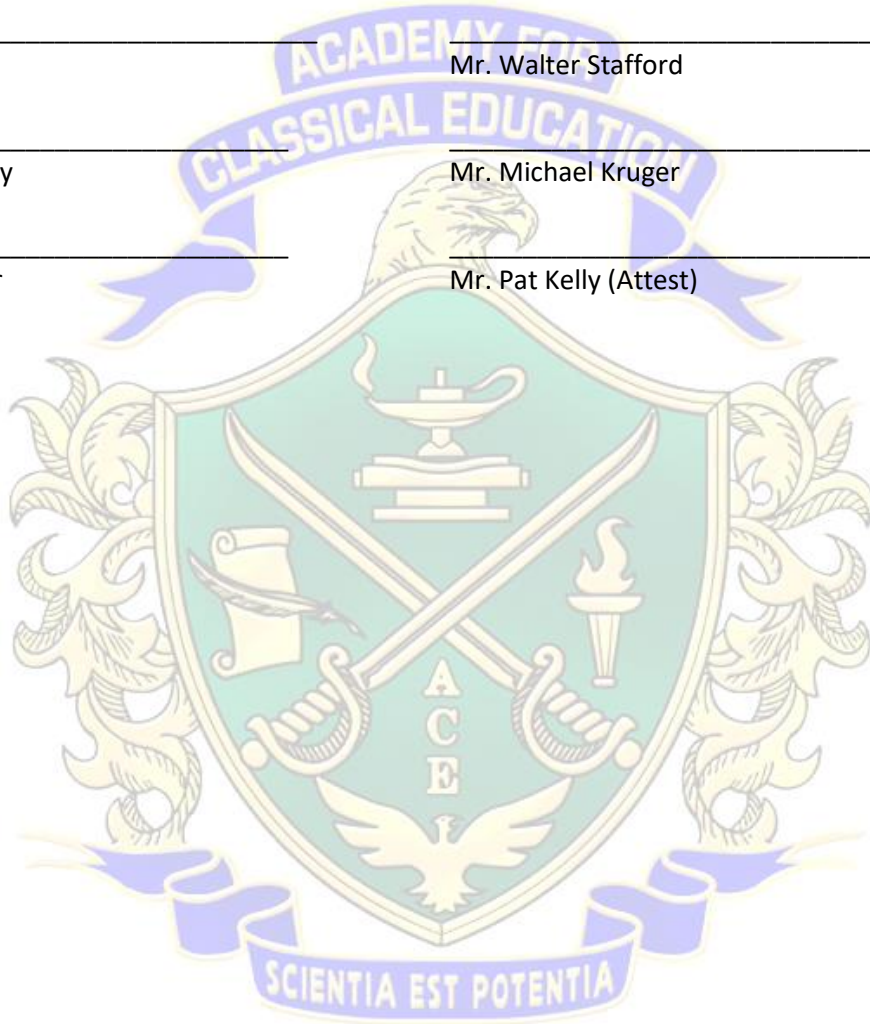
Mr. Walter Stafford

Mrs. Ember Bentley

Mr. Michael Kruger

Dr. Ryan Schnetzer

Mr. Pat Kelly (Attest)



THANK YOU for your legal submission!

Your legal has been submitted for publication. Below is a confirmation of your legal placement. You will also receive an email confirmation.

ORDER DETAILS

Order Number:

IPL0076683

Order Status:

Submitted

Classification:

Legals & Public Notices

Package:

MAC - Legal Ads

Final Cost:

15.00

Payment Type:

Account Billed

User ID:

IPL0022743

ACCOUNT INFORMATION

THE ACADEMY FOR CLASSICAL EDU IP
5665 NEW FORSYTH RD
MACON, GA 31210
478-238-5757
laura.perkins@acemacon.org
THE ACADEMY FOR CLASSICAL EDU

TRANSACTION REPORT

Date

June 8, 2022 1:42:12 PM EDT

Amount:

15.00

SCHEDULE FOR AD NUMBER IPL00766830

June 13, 2022
The Telegraph (Macon)

PREVIEW FOR AD NUMBER IPL00766830

PUBLIC HEARING NOTICE

FY 21-22 PROPOSED BUDGET
AMENDMENTS

FY 22-23 PROPOSED ANNUAL
BUDGET

The Academy for Classical Education (ACE) will hold a public hearing to re-view proposed amendments to the FY 2021 - 2022 operating budget and to discuss the proposed FY 2022-2023 operating budget. The public hearing will be held on Monday, June 20, 2022 at 7:00PM at the Academy for Classical Education – 5665 New Forsyth Road, Macon GA. Both the 2021-2022 amended budget and the 2022-2023 proposed budget can be reviewed at www.acemacon.org.

W00000000

Publication Dates

[<< Click here to print a printer friendly version >>](#)

**THE CALLED MEETING OF THE
GOVERNING BOARD OF DIRECTORS
PUBLIC HEARING
MONDAY, JUNE 20, 2022 – 7:00 PM**

CALL TO ORDER:

The called public hearing of the Governing Board was called to order at 7:03 P.M. The following members were present: Mr. Walter Stafford, Mr. Lee Gillis, Ms. George Greer, and Dr. Ryan Schnetzer.

Non-members in attendance: Mr. Pat Kelly, Ms. Jessica Bury, Ms. Laura Perkins, Mr. Brad Wilson and Ms. Candace Fry.

INVOCATION:

An invocation was given by Dr. Ryan Schnetzer.

PUBLIC HEARING

1. FY21-22 Budget Amendments - Proposed

Mr. Kelly presented the following FY22 Budget Amendments. The proposed amendments reflect additional revenues that were not anticipated at the time of the FY22 Budget Adoption in June 2021. The additional revenues are the result of increased State QBE funds and ESSER-CARES ACT Federal grants. The amendments also include the reclassification of related expenditures that were not anticipated when the FY22 Budget was adopted. Mr. Gillis reported that the Finance Committee has reviewed the budget amendments and recommends the Governing Board make a motion to adopt the proposed amended budget as presented.



**Academy for Classical Education
2021-2022 Approved Budget**

REVENUES	Total All Funds	% of Budget
After School Care Program	\$ 350,000.00	1.55%
Activity and Principal Fundraising	\$ 690,000.00	3.00%
Other Local Revenues	\$ 20,000.00	0.09%
Scholar Legacy Fund	\$ 15,000.00	0.07%
GADOE Grants	\$ 50,000.00	0.22%
QBE Funding (reduced by SCSC fee)	\$ 10,540,017.00	86.57%
Interest	\$ 200.00	0.00%
ESSER Grant	\$ 1,196,871.00	5.30%
Federal Grants (Title Programs)	\$ 431,700.00	1.91%
ERATE	\$ 88,018.80	0.39%
TOTAL REVENUES	\$ 22,580,906.80	100.00%

EXPENSES	Total All Funds	% of Budget
Instruction	\$ 11,408,842.80	52.10%
Pupil Services	\$ 1,032,416.00	4.71%
Instructional Staff Training	\$ 61,601.00	0.28%
Educational Media Services	\$ 283,203.00	1.18%
School Administration	\$ 657,829.00	3.96%
Support Services - Business	\$ 911,840.00	4.18%
Maintenance and Operation of Plant Services	\$ 2,114,047.00	9.65%
Student Transportation Service	\$ 90,750.00	0.41%
School Nutrition Program	\$ 145,000.00	0.66%
Enterprise Operations	\$ 962,620.00	4.40%
Facilities Acquisition and Construction Services	\$ 1,484,529.00	6.69%
Debt Service	\$ 2,584,802.80	11.80%
TOTAL EXPENDITURES	\$ 21,897,579.50	100.00%
Cash Position (Retainage)	\$ 683,327.30	3.03%

**Academy for Classical Education
2021-2022 Proposed Amended Budget**

REVENUES	Total All Funds	% of Budget
After School Care Program	\$ 385,000.00	1.85%
Activity and Principal Fundraising	\$ 838,000.00	3.69%
Other Local Revenues	\$ 28,900.00	0.12%
Scholar Legacy Fund	\$ 34,000.00	0.15%
GADOE Grants	\$ 284,378.00	1.13%
QBE Funding (reduced by SCSC fee)	\$ 20,124,021.00	86.10%
Interest	\$ 240.00	0.00%
ESSER Grant	\$ 1,109,398.72	4.76%
Federal Grants (Title Programs)	\$ 472,169.00	2.02%
ERATE	\$ 117,745.00	0.50%
TOTAL REVENUES	\$ 23,373,851.72	100.00%

EXPENDITURES	Total All Funds	% of Budget
Instruction	\$ 12,009,099.00	52.13%
Pupil Services	\$ 1,074,531.84	4.66%
Instructional Staff Training	\$ 64,045.00	0.23%
Educational Media Services	\$ 219,026.00	0.95%
School Administration	\$ 943,725.00	4.10%
Support Services - Business	\$ 781,113.60	3.39%
Maintenance and Operation of Plant Services	\$ 2,171,490.68	9.43%
Student Transportation Service	\$ 58,480.00	0.25%
School Nutrition Program	\$ 70,000.00	0.30%
Enterprise Operations	\$ 991,818.00	4.31%
Facilities Acquisition and Construction Services	\$ 2,126,804.00	9.23%
Debt Service	\$ 2,634,802.00	11.00%
TOTAL EXPENDITURES	\$ 23,035,002.00	100.00%

Cash Position (Retainage) \$ 338,849.72 1.48%

Transfer In	\$ 4,555,088.00
Transfer Out	\$ 4,555,088.00

Mr. Gillis opened the floor for public comment on the proposed FY22 Budget Amendments. There being no one from the general public in attendance, Mr. Gillis asked for a vote to approve the FY22 amended budget as presented. The motion passed 4-0.

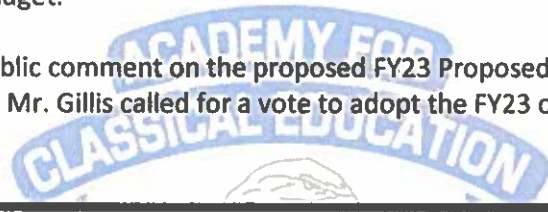
2. FY23 Proposed Operating Budget –

Mr. Kelly presented the following FY23 Proposed Operating Budget. Mr. Kelly noted that the proposed budget includes \$22.8 million in anticipated revenues, \$22 million in anticipated expenditures, leaving a projected cash position (retainage) of 1.76%. Mr. Kelly also noted that the budget includes expenditures for facilities updates such as paint, various capital projects, and salary scale increases for teachers and paraprofessionals, as well as salary increases for classified employees.

Mr. Gillis reported that the Finance Committee reviewed the proposed budget and it is their unanimous recommendation that the Board adopt the FY23 Operating Budget as presented. Mr. Gillis thanked Mr. Kelly and his team for their work on the budget.

Mr. Gillis opened the floor for public comment on the proposed FY23 Proposed Budget. There being no one from the general public in attendance, Mr. Gillis called for a vote to adopt the FY23 operating budget as presented.

The motion passed 4-0.



ACADEMY FOR CLASSICAL EDUCATION 2022-2023 Proposed Budget		
REVENUES	Total All Funds	% of Budget
After School Care Program	\$ 350,000.00	1.53%
Activity and Principal Fundraising (net)	\$ 890,873.00	3.89%
Other Local Revenues	\$ 30,000.00	0.13%
Scholar Legacy Fund	\$ 20,000.00	0.09%
GADOE Grants	\$ 77,300.00	0.34%
QBE Funding (reduced by SCSC fee)	\$ 20,964,418.00	91.52%
Interest	\$ 260.00	0.00%
ESSER Grant	\$ 85,864.84	0.37%
Federal Grants (title)	\$ 457,495.76	2.00%
ERATE	\$ 31,884.00	0.14%
TOTAL REVENUES	\$ 22,908,095.40	100.00%
EXPENDITURES	Total All Funds	% of Budget
Instruction	\$ 12,296,026.00	54.64%
Pupil Services	\$ 1,183,696.00	5.26%
Instructional Staff Training	\$ 56,800.00	0.25%
Educational Media Services	\$ 252,548.00	1.12%
School Administration	\$ 1,016,240.26	4.51%
Support Services - Business	\$ 828,136.54	3.68%
Maintenance and Operation of Plant Services	\$ 2,440,923.84	10.85%
Student Transportation Service	\$ 92,325.00	0.41%
School Nutrition Program	\$ 40,000.00	0.18%
Enterprise Operations	\$ 929,520.00	4.13%
Facilities Acquisition and Construction Services	\$ 829,836.00	3.69%
Debt Service	\$ 2,540,200.00	11.29%
TOTAL EXPENDITURES	\$ 22,504,951.64	100.00%
Cash Position (Retainage)	\$ 403,143.76	1.76%
Expenditures + Retainage	\$ 22,908,095.40	
Transfer In	\$4,473,209.43	
Transfer Out	\$4,473,209.43	

ADJOURN

There being no further business, Mr. Gillis made a motion to adjourn the June 20, 2022 Public Hearing. Dr. Schnetzer seconded and the motion carried 4-0. The Public Hearing adjourned at 7:05 PM.

**APPROVAL OF MINUTES
GOVERNING BOARD OF DIRECTORS
MONDAY, JUNE 20, 2022 – 7:00 PM**



Mr. Witt Gathner – Chairman (Absent)



Mr. Lee Gillis- Treasurer




Mr. George Greer



Mr. Walter Stafford



Mrs. Ember Bentley (Absent)



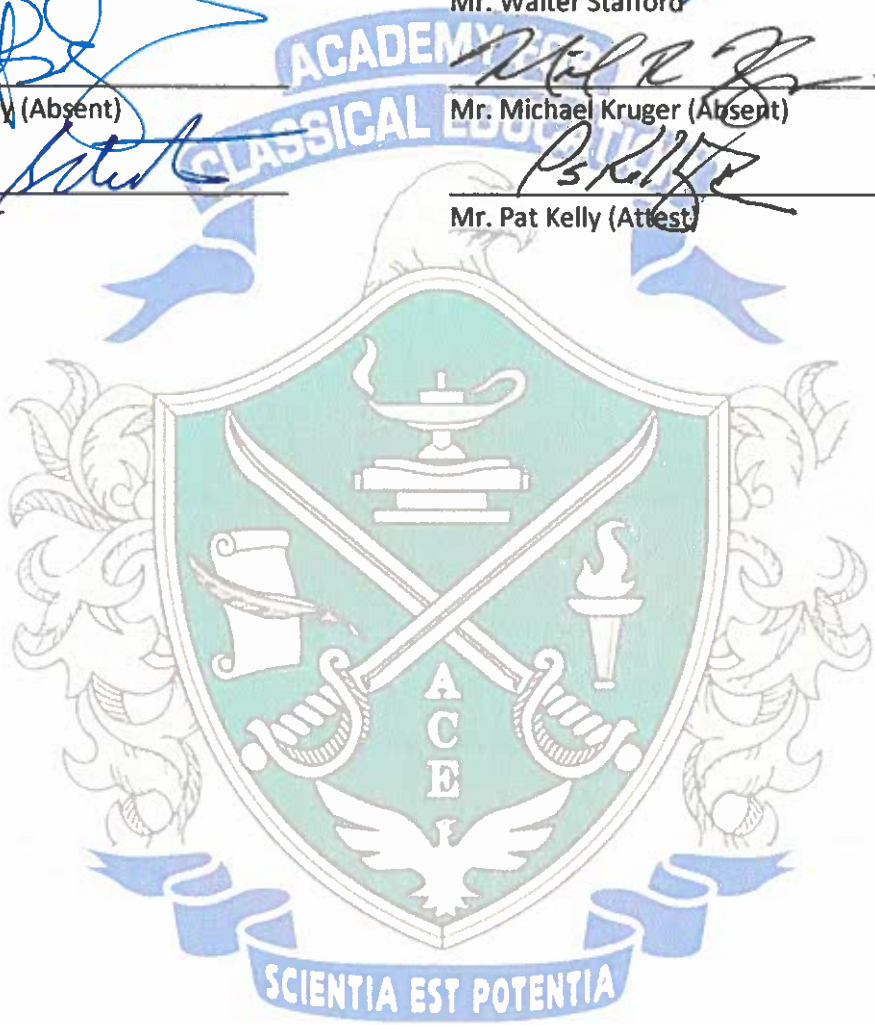
Mr. Michael Kruger (Absent)



Dr. Ryan Schnetzer



Mr. Pat Kelly (Attest)





Academy for Classical Education

View All

Jennifer Ballard

Help & Support

Help

Settings

Community

Home Dashboard Catalog Circulation Reports

New Message(s)

Read

Resource Search > Search Results > "Gym Divider" > Edit Item

Library Search

Destiny Discover

WebPath Express

Digital Resources

Standards Search

Add Title

Textbook Search

Add Textbook

Resource Search

Add Resource

Resource Lists

Import Titles

Export Titles

Titlewave

Import Textbooks

Export Textbooks

Transfer Textbooks

Import Resources

Export Resources

Transfer Resources

Resource Orders

Update Titles

Update Copies

Update Resources

Update Software

Search Setup

Gym Divider

Extracurricular - Sports

* Barcode 00004604

Status In Use

Condition New

Home Location A-Gym

Other

Custodian Undefined

Select

Department Athletics

Other

Funding Source 448-4190 ARP ESSER III Grant Fain#S425U210012

Other

District Identifier

Purchase Price \$11,822.00

Date Acquired 10/11/2021

Purchase Order 1671

Serial Number

Salvage Value \$0.00

Projected Life 8 years

Item Categories

Update

Federally Funded

Consolidation of Funds Item

Fain Number S425U210012

Property Title Holder & % 100% of ARP Grant used for funding

Vendor H.E. Hodge Company, Inc.

Federal Grant Use Facilities/Equipment(COVID-ESSER uses)

* = Required Field

How do I... ?

Save

Add historical note

Print labels

Cancel

Notes

Notes

Add Note

There are no notes for this item



Academy for Classical Education

View All

Jennifer Ballard

Log Out

Help

Support

Community

Home Dashboard Catalog Circulation Reports

New Message(s) Read

Resource Search > Search Results > "AED with alarm Cabinet, Phillips" > Edit Item

- Library Search
- Destiny Discover
- WebPath Express
- Digital Resources
- Standards Search
- Add Title
- Textbook Search
- Add Textbook

Resource Search

Add Resource

Resource Lists

Import Titles

Export Titles

Titlewave

Import Textbooks

Export Textbooks

Transfer Textbooks

Import Resources

Export Resources

Transfer Resources

Resource Orders

Update Titles

Update Copies

Update Resources

Update Software

Search Setup

AED with alarm Cabinet, Phillips

Nursing

How do I... ?

Save

* Barcode

Status ?

Condition

Home Location

Custodian

Department

Funding Source

District Identifier

Purchase Price

Date Acquired 31

Purchase Order

Serial Number

Salvage Value

Projected Life years

Add historical note

Print labels

Cancel

Item Categories ?

Federally Funded

Consolidation of Funds Item

Fain Number

Property Title Holder & %

Vendor

Federal Grant Use

* = Required Field

Notes

Notes

Add Note

There are no notes for this item

FINANCIAL POLICIES & PROCEDURES



Academy for Classical Education Macon, Georgia

Adopted August 20, 2019

Amended at 6/20/2022 GB MEETING

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Section A - Background Information

1. Tax Status and Purpose

- a) Academy for Classical Education Inc., d/b/a Academy for Classical Education (“ACE”) is a nonprofit organization incorporated as a 501 (c) (3) organization. ACE is registered with the Secretary of State in Georgia and is organized pursuant to the provisions of the Georgia Non Profit Corporation Code.
- b) In accordance with IRS Code Section 501 (c) (3), ACE is organized and operates exclusively for the exempt purpose as described in Form 1023, the application for exemption. In compliance with the restrictions on organizations qualifying under the 501 (c) (3) code, no part of the net earnings of the Corporation shall inure to the benefit of or be distributed to its members, trustees, officers or other private persons.

Section B - Accounting Principles and Policies

1. Financial Policy Statement

a) The Academy for Classical Education, INC (ACE) is committed to responsible financial management. The entire organization, including the Governing Board, administrators and staff will work together to ensure that all financial matters of the school are addressed with the utmost care and integrity, and in a way that promotes the best interest of ACE. The policy and procedural guidelines contained in this handbook are designed to:

- Protect the assets of the corporation.
- Ensure the maintenance of accurate financial records.
- Provide a framework for operating standards and expected behaviors
- Ensure compliance with federal, state and local authorities.

The Chief Financial Officer (CFO) of ACE has the responsibility of administering these policies and ensuring compliance with procedures approved by the Governing Board. Policy review will be conducted annually by the Finance Committee. The Financial Policies and Procedures may be amended at any time and requires a majority vote of the Governing Board. The Governing Board is required to review and reaffirm the Financial Policies and Procedures each year during its June meeting. All board members, along with any administrators/staff members with financial related responsibilities, should be familiar with and operate within the parameters set forth by these policies.

2. General Accounting Policies

- a) The accounting principles of ACE will be consistent with all applicable laws and regulations. These include: Generally Accepted Accounting Principles (GAAP), GaDOE Local Units of Administration Manual (LUA), Governmental Accounting Standards Board (GASB), Statements of Financial Accounting Standards (FASB) as appropriate including numbers 116 and 117, Standard Operating Procedures (SOP) as appropriate, including 87-2 on Joint Costs, 94-2 on applicability of the accounting rules to non-profits and 98-2 on accounting for federal awards.

3. Revenue Recognition Policy

- a) Public funds from federal, state and local entities will be recognized as revenue in the accounting period in which they become measurable.
- b) Fundraising contributions will be recorded as revenue in the period received. Fundraising pledges are not recorded on the school's financial statements.
- c) Stock donations as well as credit card donations will be recognized as revenue in the amount of sale less commission and/or fees.
- d) Public funds from grants will be recognized as revenue when the grant money is received. Each restricted grant will be set up as a separate fund to allow for accurate accounting of income and expenses.

4. Matching of Revenues and Expenses

- a) In order to present accurate and consistent financial statements, the revenues and expenses attributable to each period will be reflected in that period.
- b) ACE records transactions on the modified accrual basis of accounting.

5. Fund Balance Policy

ACE recognizes that the maintenance of a fund balance is essential to the preservation of the financial integrity of the school. ACE will maintain a positive fund balance that may be utilized to mitigate financial risk that can occur from unforeseen revenue fluctuations, unanticipated expenditures, and similar circumstances.

6. Capital Assets and Depreciation –

Capital assets purchased, including capital outlay cost, are recorded as expenditures in the fund financial statements at the time of purchase (including ancillary charges). On the government-wide financial statements, all purchased capital assets are valued at cost. Donated capital assets are recorded at fair market value as defined in GASB statement No. 72. Disposals are deleted at depreciated recorded cost. The cost of normal maintenance and repairs that does not add to the value of assets or materially extend the useful lives of the assets is not capitalized. Depreciation is computed using the straight-line method. Depreciation is used to allocate the actual or estimated historical cost of all capital assets over estimated useful lives.

The capitalization threshold for most classes of assets is \$5,000 or more per unit, with a life expectancy of more than a year. The capitalization threshold for significant bulk purchases is \$100,000 or more for items with a life expectancy of more than a year. Projects that include bulk purchases spread out over several years and/or multiple invoices may be capitalized if deemed significant by the CFO.

The estimated useful lives of capital assets reported in the government-wide statements are as follows:

	<u>Estimated Useful Life</u>
Land	N/A
Building/Land Improvements	20 Years

Buildings	40 Years
Equipment	3-8 Years

7. Collateralization of Deposits

Official Code of Georgia Annotated (OCGA §45-8-12) provides that there shall not be on deposit at any time in any depository for a time longer than ten days a sum of money which has not been secured by surety bond and the market value of securities pledged shall be equal to not less than 110% of the public funds being secured after the deduction of the amount of deposit insurance. If a depository elects the pooled method (OCGA §45-8-13-.1), the aggregate of the market value of the securities pledged to secure a pool of public funds shall be not less than 110% of the daily pool balance.

Custodial Credit Risk. Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, the Academy will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. State statutes require all deposits and investments (other than Federal or State government instruments) to be collateralized by depository insurance, obligations of the U.S government, or bonds of public authorities, counties, or municipalities.

8. Donated Goods and Services

- a) Property or services donated to ACE will be recorded as in-kind donations if their fair market values at the time of receipt is \$600 or more.
- b) In accordance with FAS 116, certain services may be recorded as revenues and expenses. Such services would be those professional services for which ACE would have ordinarily paid; for example, legal or accounting services.

Section C – Financial Controls and Operations

1. Management and Oversight

- a) The Governing Board has the authority and responsibility to establish any policy deemed to be in the best interest of ACE within the guidelines of the Bylaws and any applicable federal, state, and local laws. In addition, the Governing Board approved annual budget, will be managed by the CFO in a responsible manner. Any single item or service purchase of \$10,000 or more that is not included in the approved budget, will require approval from the Chairman or the Treasurer of the Governing Board. E-mail is an acceptable communication platform for approval.
- b) The Finance Committee is responsible for providing oversight concerning all financial procedures and transactions. The committee will also be responsible for annual budget development, selecting an independent auditor and accountant for tax purposes, and for determining the allocation of investment deposits. The Board Treasurer serves as the Chairperson of the Finance Committee.
- c) The CFO has the authority to make spending decisions within the parameters of the approved budget and are consistent with Board policies, oversee the receipt and disbursement of funds, determine salary levels for finance office personnel *contingent on the Governing Board approval of the fiscal year budget* (with the exception of their own), create and amend finance and operating procedures/controls, make decisions regarding the duties/accountabilities of finance office personnel, and enter into contractual agreements

within board designated parameters. The CFO also has the authority to make spending decisions on unbudgeted items up to \$10,000.

- d) The CEO has the authority to determine salary levels of academic operations personnel, *contingent on the Governing Board approval of the fiscal year budget* (with the exception of their own), make decisions regarding the duties/accountabilities of academic personnel, and create and amend academic operating procedures/controls.

2. Finance Committee Reviews

- a) The Finance Committee will meet with the CFO, CEO, and CAO upon request.
- b) The CFO will present the following unaudited monthly financial statements to the Finance Committee during regularly scheduled meeting.

- Statement of Net Assets
- Statement of Cash Flow
- Balance Sheet
- Budget to Actuals Comparison
- Debt Service Ratio Calculation
- Cash on Hand Calculation
- Federal Grant Expenditures
- Open PO's/Encumbrances

- c) Any special requests for information from the Finance Committee will be sent to the CFO at least 5 business days prior to the Finance Committee meeting,

3. General Separation of Duties

- a) No authorized check signer may write checks or perform bookkeeping tasks.
- b) Bank statements must be reconciled by someone other than the check signer.
- c) Purchase orders or reimbursement requests must be signed by the CFO as final approval. The Board Chair will approve reimbursement requests from the CFO.
- d) Checks must be approved by CFO, prior to check signing by authorized check signer.

Section D - Procedures for Receipts and Pledges

1. Deposits – Check & Cash

A copy of all receipts should be made and maintained in the deposit account file. All checks should be stamped "Deposit only" before being deposited in the bank account. A cash receipt should be completed and given to the payer immediately if requested or if cash received is \$100 or more. All funds collected will be receipted and deposited into PC Genesis by the Business Manager, or other member of finance office, and will be verified by the CFO.

a) Fundraising/Miscellaneous Receipts

- Cash and Checks collected will first be counted by the ACE Faculty and Staff member who receives the cash or checks "Collector" who will log the amount collected and with whom it was collected from on an ACE provided Money Collection Form. The Money Collection Form must be completed using a

computer, no handwritten forms will be accepted.

- Collector will then turn over funds collected and corresponding Money Collection Form to another ACE employee for verification of money collection forms accuracy. Money Collection Form will also identify the payee of those funds collected.
- The “collector” and “verifier” will sign the money collection form.
- The Business Manager will verify the money collection form is accurate and will “approve” the form. A copy of the approved Money Collection Form will be sent to the “collector” as a receipt.
- The Business Manager will complete deposit slips for the Fundraising receipts. The CFO will verify deposit amount and deposit slips before taking them to the bank. Once the CFO has returned the deposit receipt, the Business Manager will enter the deposited amount into PCGenesis.

- b) All donations are acknowledged in writing and recorded in a donor database. All revenue, including donations, will be recorded in a financial accounting system.

2. Stock Gifts

Donors desiring to donate stock are referred to ACE’s Governing Board approved broker. ACE provides the donor with ACE’s account number and the Depository Trust Company (DTC) code on a template that can be emailed or faxed to the donor to facilitate the transfer. The broker sells the stock and transfers the net proceeds to the ACE operating account.

3. Pledges

- a) The Financial Operations Coordinator or Financial Review Coordinator records pledges in the donor database.
- b) Outstanding pledges are reviewed periodically by the CFO to determine if they are collectable.

4. Grant Drawdown/Claiming Procedures:

Cited: 2 CFR 200.302(b)(6); 2 CFR 200.305

Funds are made available for federal grants on a reimbursement basis. Claims for funds are processed by the CFO or his/her designee after approval by the Director of Compliance/Federal Programs.

a) Grant Drawdown Procedures:

- i) Grant drawdowns will be done on a monthly basis to reimburse grant expenses incurred from date of previous drawdown.
- ii) Drawdowns will occur once funds are made available in the GAORS system. Until funds are available, ACE will forward the funds for the grants to be reimbursed at a later date.
- iii) The Financial Review Coordinator or Financial Operations/Grants Coordinator will use PCGenesis to pull an Expenditure Detail report to determine the detail and total of the month’s expenses in the program/grant.
 - (a) For Consolidation of Funds grants (Title IA, Title IIA, Title IV, and IDEA) drawdown amounts will be based on current budgeted allocation percentages to expenditures year-to-date. Appropriate documentation will be kept on file of the actual expenditures incurred for the drawdown period and the amount allocated based on the budgeted allocation percentages applied at the time.
 - (b) For transferred grant allocations (Title II and Title IV into Title IA) funds will be drawdown from the originating program grant first.
- iv) The Financial Operations/Grant Coordinator will use the Expenditure Detail reports to complete the Federal Programs Drawdown request form and obtain required signatures. Drawdown authorization approval is as follows:

- (1) IDEA – Special Education –Compliance/Federal Programs Director and Special Education Director
- (2) Title I – A – Compliance/Federal Programs Director
- (3) Title II A – Compliance/Federal Programs Director
- (4) Title IV A – Compliance/Federal Programs Director
- (5) ESSER-CRRSA Grants – Compliance/Federal Programs Director and Chief Financial Officer
- v) Upon approval, the drawdown will be submitted into the GAORS system by the Financial Operations/Grants Coordinator.
- vi) If software or account coding errors are found and require a reclassification, the appropriate journal entry will be reflected in the latest month and the effect captured in the next drawdown.

5. Evaluation of Cash Collection Procedures

- a) ACE Finance department members will review and evaluate cash collection procedures on annual basis.
- b) ACE Finance department members will review and train all ACE faculty and staff on cash collection procedures annually during faculty preplanning week, which typically occurs in late July. Training documents will include copy of written procedures and sample cash collection forms.
- c) ACE Governing Board will review and reaffirm all ACE Finance policies and procedures, including Cash Collection procedures, annually during its June meeting.

Section E - Obligations / Disbursements Procedures

1. Recording of Contracts

The CFO will maintain hard copies and/or electronic copies of all ACE contracts.

2. General Disbursements

- a) All invoices will be approved through the SoftDocs process and a check will be generated within 5 business days of when they are due. Payments will be verified according to the Purchase Order that has been pre-approved by the CFO when applicable (See Section J).
- b) All checks should be pre-numbered and accounted for monthly. Blank checks will be stored in a locked enclosure.
- c) No checks may be written to “cash”. Voided checks must be defaced and retained.
- d) Check stubs should be retained, along with supporting documentation. Supporting documentation should be filed and retained according to the Records Retention Policy.
- e) All checks over \$10,000, for items not reflected in the current budget, require the approval of either the Board Chairman or the Board Treasurer. Email is an acceptable means of approval.
- f) All checks over \$20,000, not reflected in the current budget, require approval of the Governing Board in either a regularly scheduled or called meeting.
- g) The CEO may not act as an authorized check signer for checks made payable to the CEO. The CAO will approve reimbursement requests and sign checks for the CEO.
- h) All disbursements will be recorded as general journal entries in PC Genesis by the Business Manager and will be verified by the CFO.

- i) The CFO will provide check register of all issued checks on a monthly basis for review by the Finance Committee.
- j) The CFO will provide copies of all bank reconciliations, wire transfers, and check registers to the Finance Committee on a monthly basis for their review.

3. Wire Transfers and Electronic Payments

- a) The following circumstances are established as pre-approved for wire transfer or electronic payment:
 - Bond Debt Service payments via ACH payment as required by the bond agreement.
 - Payroll, payroll taxes and payroll processing fees via electronic payment.
 - Georgia Teacher Retirement System payments via electronic payment.
 - Other deferred comp payments via electronic payment.
 - Utility service payments such as, Macon Water Authority, and Georgia Power via electronic payment
- b) Payments via wire transfer or electronic payment for circumstance other than those listed in a) above require approval of the CFO.

4. Payments with Credit Card

Credit Card Policy

- a) ACE has one credit card for business purposes only. The CFO is the ACE credit card administrator and is authorized to make payments using the ACE credit card. The ACE credit card is located in the safe. The credit card administrator and the cardholder must sign an ACE Credit Card Agreement Form before using the card. See attachment B for a copy of the Agreement Form.
- b) The CFO may designate authorized users to make a payment using the credit card. Authorized users must sign out the credit card from the CFO. The user must indicate, on the sign out form the use for the card and obtain a signature from the CFO. In the event the CFO needs to use the credit card, the CFO must obtain an approval signature from the CEO on the credit card sign out form.
- c) The ACE credit card is not intended for purchases that can otherwise be paid for using corporate checks. The ACE credit card can be used to make travel reservations, for emergency purchases, and in some cases POS purchases. Purchases on the credit card must not exceed \$5,000 per transaction, without Board Chairman or Treasurer prior approval. Approval by email is acceptable.
- d) The ACE credit card cannot be used for cash advances, personal or non-business related purchases.
- e) Receipts need to be turned in to the finance department no later than 72 hours after purchase.
- f) The Business Manager will reconcile the ACE credit card statement each month.
- g) Employees that violate the credit card policy will receive a written reprimand that will be placed in their personnel file. Subsequent violations of the credit card policy may result in termination of employment.
- h) Employees are prohibited from applying for credit on behalf of ACE. If a new line of credit is deemed necessary for financial operations, only the CFO can apply for credit. The CFO will seek approval from the Governing Board Finance Committee before submitting any credit applications. Approval by email is acceptable.

5. Reimbursement Procedures & Forms

- a) Reimbursements are authorized only when an Approver (see Section K – Procurement) approves a purchase that cannot be purchased from an ACE vendor on terms. Reimbursements should be limited to emergency circumstances or time- urgent requests.
- b) After following the appropriate procurement procedures in Section K below, the Requester is authorized to make the purchase using a personal means (credit card, debit card, check or cash). ACE does not reimburse Sales Tax. Upon receipt of a completed and approved Reimbursement Form (Exhibit 1) and the receipt, the Business Manager will process the reimbursement request similar to all other invoices received from vendors and in a timely manner.

Section F – Banking

1. Account Management Policy

- a) New bank accounts may be opened or closed with the approval of the Finance Committee.
- b) Check signing authority is granted to the CEO, CAO, Governing Board Chairman, and the Board Treasurer. Bank wire approval is granted to the CFO.

2. Bank Statement Reconciliation Procedures

- a) The CFO will open the bank statements and submit to the Finance Office Personnel. The Finance Office Personnel will reconcile the bank statements with the journal entries in the accounting system.
- b) In the event of a discrepancy, the Business Manager will resolve the issue with the assistance of the CFO and the bank, if necessary.
- c) On a monthly basis, bank statements will be reconciled and initialed by the Business Manager and CFO and a hard copy of the reconciliation report will be filed with the bank statement. Finance Committee will review bank reconciliations during their regularly scheduled meetings.
- d) Outstanding checks that have not cleared the bank within 60 days will be investigated. If the check does not clear the bank within 120 days, the check will be voided. All documentation of the event will be kept.

Section G – Budget Adoption Policy

1. Budget Adoption

- a) The budget is prepared annually. The fiscal year ends on June 30th.
- b) The budget is prepared in accordance with provisions of the Quality Basic Education Act, OCGA §20-2-167.
- c) Budgetary Control – the budget is adopted with all funds combined and presented at the function level.
- d) The Governing Board will hold two (2) advertised public hearings no less than seven (7) calendar days apart for the purposes of providing an opportunity for public input on the proposed budget. The budget can be adopted any time after the second public hearing is concluded.

- e) The CFO is responsible for preparing an annual budget during the spring of each year in collaboration with designated providers/third-parties. The CFO will submit the draft budget to the Finance Committee for review.
- f) The Governing Board must approve the operating budget by a majority vote.

Section H – Audit Policy and Procedures

1) Annual Audit Policy

- a) The Finance Committee is responsible for contracting with an auditing firm chosen from the approved SCSC list.
- b) An independent accounting firm will conduct an annual financial audit.
- c) An independent accounting firm will prepare the IRS form 990. (Non Profit Reporting)
- d) An Independent accounting firm will prepare IRS form 5500. (401K Audit)

2) Audit Procedures

i) Finance Committee Review & Board Approval

- a) The CFO works with the Board Treasurer and the CEO while completing the draft for the audited financial statements prior to finalizing with the auditor.
- b) After completion, the CFO will coordinate with the auditor to finalize the audited financial statements.
- c) The auditor will present the Financial Statement to the Governing Board during a regularly scheduled meeting.

ii) Distribution & Publication of Audit & Tax Forms

- a) The final report of the audit and IRS 990 are presented to the Board.
- b) The Accounting Firm provides copies of the audit and IRS 990 to appropriate entities upon request.
- c) The Accounting Firm will complete and send the 1099 forms. The Business Manager will distribute the 1099 forms.

Section I – Insurance Policy and Procedures

1. Policy

- a) ACE shall procure and keep in force appropriate insurance coverage.
 - Insurance coverage should include, at a minimum:
 - Medical
 - General liability
 - Property
 - Umbrella

- Director's and Officers' coverage
- Worker's compensation

b) Finance Committee approval is required to bind any insurance policy for ACE.

2. Sourcing Annual Insurance Procedures

- Insurance brokerage firms will be used to source annual insurance policies to meet the needs of ACE.
- The CFO is responsible for setting the timetable to review insurance needs and recommend any changes to specific policies, carriers, and brokers used.
- Requests for Proposal for selecting the brokerage firms should align with the charter renewal.

3. Finance Committee Insurance Review Procedures

- The CFO will provide updates to the Finance Committee for all insurance policies: expiration date, process to ensure continuity of insurance, etc. as needed.

Section J – Payroll

1. Payroll Processing Procedures

- All employee's payroll is processed on a monthly basis.
- The Office Manager will enter payroll information into PCGenesis to prepare monthly payroll trial registers. The Financial Review Coordinator will review and approve payroll trial register. Upon approval, Office Manager will finalize and process payroll direct deposit NACHA files. The Financial Operations Coordinator will upload the direct deposit NACHA file to the bank and create the payroll batch file. The CFO will review the payroll batch file and release (approve) the file to be processed by the bank.

2. Payroll Taxes

The ACE Finance team processes and files W-2s and employer W-3s. State and federal payroll taxes are paid at the time of payroll via electronic deposit. Quarterly forms will be submitted in a timely manner by the Financial Review Coordinator. Copies of the reports are kept on file.

3. Independent Contractors

- If cumulative payments to an independent contractor exceed \$599 during a calendar year, an IRS Form 1099 filing may be required. The filing is required when the contractor is other than a corporation. The one exception are those payments to an attorney.
- The Business Manager will require all contractors to complete a Form W-9. If the contractor is an individual, as opposed to a corporation, and the cumulative payment criterion of \$599 has been met, a 1099 will need to be issued to the contractor.

Section K – Procurement and Purchasing Policies and Procedures

1. Procurement Policies

- a) All procurement transactions shall be conducted in a manner to provide open and free competition and secure the items at the lowest and best price *as set forth in this section Article 7 "Purchases, Contracts and Leases."*
- b) Awards shall be made to the supplier whose bid or offer is responsive to the solicitation and is most advantageous to ACE, when price, quality and other factors are considered.
- c) This policy applies to all general purchases made by ACE, including contracts for services.
- d) Purchases made using federal funds must be made according to the procurement policy as proscribed by the federal government (2 CFR 200.317-200.322; 200.322; 200.324-325; 200.327). ACE has established a lower threshold than the suggested Federal procurement guidelines with regards to Informal Procurement Methods (micro- purchase and small purchase) as well as Formal Procurement Methods (Competitive Sealed Bids).

2. Procurement Code of Conduct Policy

- a) General. ACE shall adhere to the following code of conduct. Any employee, officer or agent of ACE found to be in violation of the following code of conduct shall be subject to dismissal as outlined in ACE's personnel policies.
- b) Conflict Of Interest. ACE shall not knowingly permit any employee, officer or agent to participate directly or indirectly in the selection or in the award or administration of any contract if a conflict, real or apparent, would be involved. When ACE has knowledge of a potential or actual conflict, ACE will take such steps as to isolate, remove, or otherwise neutralize the contact and influence of any particular employee, officer, or agent, when they have such potential conflict from participating in the selection, award, or administration of such procurement. Such conflict would arise when a financial or other interest in a firm selected for award is held by:
 - An employee, officer or agent involved in making the award.
 - His/her relative (including but not limited to father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister);
 - His/her partner; a major business client/customer (greater than \$10,000 per year); board ties; stockholder/other business ownership interests (greater than 10%); or,
 - An organization which employs, is negotiating to employ, or has an arrangement concerning prospective employment of any of the above.
- c) See Section II of the Board Member Code of Ethics for the Conflict of Interest policy relating to our governing Board.
- d) Gratuities, Kickbacks, and Use of Confidential Information. ACE employees shall not personally solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to subcontracts, and shall not knowingly use confidential information for actual or anticipated personal gain.

3. Procurement General Roles & Responsibilities Policy

- a) **CFO Responsibility:** The CFO, in conjunction with the Finance Committee, will ensure that:
- Procurement requirements are efficient and economical.
 - A contract award is made to the responsive and responsible bidder offering the lowest and best price; or is made to the bidder whose proposal offers the greatest value to ACE, considering price, technical, and other factors as specified in the solicitation.
 - To the greatest extent practicable, ACE must provide a preference for the purchase of goods and materials produced in the U.S. (2 CFR 200.322)
 - Work is inspected before payment, and payment is made in accordance with terms for contract work performed and accepted.
 - CFO has authorization to negotiate with bidder after bids are announced.
- b) **Contractor Responsibility:** Procurement shall be conducted only with responsible contractors and ACE shall make inquiry and will not knowingly contract with those who do not have technical and financial competence and who do not have a satisfactory record of integrity and performance.

4. Vendor Accounts Policy

- a) ACE will endeavor to establish and maintain accounts with key vendors (e.g., Staples Advantage, Ace Hardware, etc.) to streamline the ordering process.
- b) All vendor accounts will be set up such that ACE does not pay sales tax. The CEO and CFO maintain current documentation from the taxing authorities.

5. Purchase Order Procedures

- a) All purchase requisitions must be made online via SoftDocs. The Purchase Requisition form must be completed in full by the requester with supporting documentation submitted for approval.
- b) The Purchase Requisition will be reviewed by the Business Manager and Financial Review Coordinator to verify budget availability and proper fund and account coding.
- c) If the purchase requisition is accurate, the Purchase Requisition is forwarded to the CFO for approval. The CFO has the authority to forward the request to the CEO for verification. If the purchase requisition requires additional information, the requisition is returned to the requestor.
- d) The CFO has the authority to approve Purchase Order requests for all budgeted items and all unbudgeted items up to \$10,000. Any requests that exceed \$10,000 - \$20,000 must have the approval of the Board Chairman or Board Treasurer. Any requests that exceed \$20,000 must have the approval of the Governing Board.
- e) Upon Purchase Requisition approval, a Purchase Order is generated within SoftDocs. The Business Manager will work with the Requestor to complete the order. The Business Manager will ensure the most favorable terms are obtained and establish an ACE account with the chosen vendor as needed.
- f) When the order has been fulfilled and the packing slip submitted to SoftDocs, and an invoice has been

received, the procedures in Section D will be followed.

6. Reimbursement Request Procedures

- a) All reimbursement requests must be made online via SoftDocs, prior to the purchase. Using SoftDocs, the requestor should submit a Purchase Requisition form for the estimated amount of the reimbursement. Once a PO has been issued for the purchase requisition the requestor may proceed with the purchase.
- b) The reimbursement request form must be completed in full by the requestor with supporting documentation submitted for approval using the SoftDocs AP Approval Form and the corresponding Purchase Order.
- c) The reimbursement request will be reviewed by the Business Manager and Financial Review Coordinator to verify budget availability and proper fund and account coding.
- d) If the reimbursement request is accurate, the request is forwarded to the CFO for approval. If the request requires additional information, the request is returned to the requestor.
- e) Reimbursement requests made by the CFO must be approved by the CEO, CAO, or Board Chairman. Reimbursement requests made by the CEO must be approved by the CFO, CAO, or Board Chairman. Reimbursement requests made by the CAO must be approved by the CEO, CFO, or Board Chairman.

7. Purchases, Contracts and Leases

- a) Any Purchase Order, Contract or Lease with an annualized value not exceeding \$30,000 may be made in accordance with the category procedures as referenced in Section K-5. Purchase Orders, Contract requirements or Leases shall not be artificially divided so as to constitute purchases under the categories above.
- b) Category purchases between \$1,000-\$5,000. For purchases in excess of \$1,000 but not exceeding \$5,000 no less than two vendors shall be solicited to submit price quotations, which may be obtained orally, by telephone, or in writing. Quotes will be submitted as part of the requisition/purchase process. The lowest and/or most advantageous quote will be used for purchasing.
- c) Category purchases between \$5,000 - \$30,000. For purchases in excess of \$5,000 but not exceeding \$30,000 no less than two vendors shall be solicited to submit price quotations, which must be obtained in writing.
- d) Purchases, Contracts or Leases over \$30,000. For purchases in excess of \$30,000 but not exceeding \$300,000, the CFO must present the purchase request with 2 written quotes to the Finance Committee for review, unless the purchase is already in the approved operating budget. The solicitation and other notification requirements of (c) above apply and shall be part of the presentation to the Finance Committee. The Finance Committee will make recommendation to the Governing Board. Governing Board approval is required prior to issuing a Purchase Order or binding ACE with a Contract or Lease.
- e) If factors other than price are used (for example, technical qualifications), they shall be disclosed

to all potential vendors. The names, addresses, and/or telephone numbers of the vendors and persons contacted, and the date and amount of each quotation shall be recorded and maintained as a public record.

- f) Purchases, Contracts or Leases over \$100,000. The Finance Committee and Board approval requirements of (d) above apply to initiate the process for such. In addition, the following additional requirements apply.
- i. Conditions for Use. Purchases, Contracts or Leases that exceed \$100,000 shall be awarded based on competitive sealed bidding if the following conditions are present:
 - A complete, adequate, and realistic specification or purchase description is available;
 - Two or more responsible bidders are willing and able to compete effectively for the work;
 - The procurement lends itself to a firm fixed price contract;
 - The selection of the successful bidder can be made principally on the basis of cost.
 - Procurements that exceed \$100,000 will be advertised on the state-wide procurement website - DOAS and the ACE website.
 - Sealed bids will be opened at meeting open to the public.
 - ii. Solicitation and Receipt of Bids. An invitation for bids shall be issued including specifications and all contractual terms and conditions applicable to the procurement, including a statement that the award will be made to the lowest and best responsible and responsive bidder whose bid meets the requirements of the invitation for bids. The invitation for bids shall state the time and place for both the receipt of bids and the public bid opening. All bids received shall be time-stamped but not opened and shall be stored in a secure place until bid opening. A bid may be withdrawn at any time prior to bid opening.
 - iii. Bid Opening and Award. Bids shall be opened publicly, with an abstract of bids recorded. All bids shall be available for public inspection. If equal low bids are received from responsible bidders, the award shall be made by requesting the low bidders to lower their bids and then selecting the lowest and best, unless otherwise provided in State or local law and stated in the invitation for bids. If only one responsive bid is received from a bidder, an award shall not be made unless a cost or price analysis verifies the reasonableness of the price.
 - iv. Mistakes in Bids. Where appropriate, the correction or withdrawal of inadvertently erroneous bids may be permitted before bid opening by written or electronic notice to the office designated in the invitation for bids prior to the time set for bid opening. After bid opening, corrections to bids may be permitted only if the bidder can show by clear and convincing evidence that a mistake of a nonjudgmental character was made, the nature of the mistake, and the bid price actually intended.

Section L – Inventory Management

1. Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as technology related
Adopted 8/20/19 Page 17

items costing less than \$1,000.00 limited to pilfer able items such as computers, laptops, projectors, tablet devices, printers, etcetera.

Supplies – any non-consumable items valued at over \$100 not defined as equipment including, but not limited to, items such as books, tools, athletic equipment (helmets, shoulder pads, weights), science lab equipment (microscopes), etcetera.

2. Policy:

ACE shall, in accordance with 2 C.F.R. Part 200 Subpart D 200.313-320, maintain and adhere to the required guidelines for the management of the schools equipment and supplies.

3. Procedures:

1. ACE shall identify and maintain inventory of its equipment and supplies.
2. The CFO will hire/select an Inventory Specialist. The Inventory Specialist will report to the CFO.
3. The Inventory Specialist shall properly label all equipment and supplies.
4. Federally funded equipment must be identified with pre-numbered labels in order to reconcile the item with the purchasing program’s inventory records.
5. The Inventory Specialist shall maintain accurate records on all equipment and supplies as follows:
 - a. A description of the item,
 - b. A serial number or other number of identification (when applicable),
 - c. The cost of the item,
 - d. The acquisition date of the item,
 - e. Where the item is located, its condition, and the date this information was recorded, and
 - f. Inventory check dates

Additionally for Federally funded equipment and supplies:

- g. The date received (if the item was furnished directly by the Federal Government).
 - h. The source of funding for the item (including the FAIN),
 - i. Whether the title of the item vest with ACE, or the Federal Government,
 - j. Information from which one can calculate the percentage of Federal participation in the cost of the item,
 - k. The allowable use of the item,
 - l. Any ultimate disposition data including the date of disposal and sale price of the item.
6. All equipment and supplies records shall be kept in a secured location and access shall be limited to the Principal, CAO, CFO, Dean of Compliance, and the Inventory Specialist.
 7. The Inventory Specialist, will annually make careful inspection and take physical inventory of randomly selected classrooms and reconcile the results with the inventory records in a timely fashion. He/she must also make a random spot check of federally funded equipment mid-year.
 8. Personnel will annually make careful inspection and take physical inventory of the furniture and equipment issued to them and submit the results to the Inventory Specialist during post planning. The Inventory Specialist must reconcile the submitted inventory reports with the inventory records in a timely fashion.
 9. ACE shall make every effort to ensure that Federally funded equipment is used only for the allowable purposes of the project during the period of performance, or until the property is no longer needed or functional for the purpose/program for which it was purchased. As such, ACE must ensure proper communication with personnel on:
 10. The legal requirement of “allowable” use only, and

11. What the allowable uses are for the federally funded items they will be using.
12. ACE shall ensure that all equipment requiring routine maintenance is appropriately maintained so as to keep the property in good condition.
13. ACE shall provide safeguards for preventing the loss, damage, or theft of the school's equipment and supplies. Examples of such safeguards include, but are not limited to, the following:
14. Lock and Key Storage to designated personnel
15. Surveillance Cameras, and
16. Check-out Procedures.
17. Any suspected theft, loss, or damage of equipment or supplies shall be immediately reported to the CFO, and must be investigated by the CFO and/or his/her designee. Should his/her investigation reveal any suggestion of theft or purposeful damage in relation to the school's equipment or supplies he/she must immediately notify the local police authorities. If federally funded equipment or supplies are involved the Dean of Compliance must also immediately notify the awarding agency.
18. Personnel shall be held responsible for all equipment/supplies assigned to their room.
19. Personnel and students shall be held responsible for equipment/supplies that have been issued to them for their use.

Section M – Disposition of Equipment

Purpose:

The purpose of this policy is to provide guidelines for school officials when it becomes necessary to dispose of equipment.

Definitions:

Equipment – any single item purchased for the school in excess of \$1000.00 as well as equipment or technology related items costing less than \$1,000.00 (but limited to pilferable items such as microscopes, computers, laptops, projectors, iPads, etcetera).

Policy Statement:

ACE shall maintain and adhere to the required guidelines for the disposition of:

1. Equipment purchased with general funds, and
2. Both original and replacement equipment, purchased in whole or in part under a Federal award, which is no longer needed or functional for the original project/program for which it was purchased or for other activities supported by the Federal awarding agency.

***** The following guidelines apply to all items of equipment except where specified*****

Guidelines:

The Program Administrator or other designated personnel must bring any disposition request for equipment purchased to the CFO. The CFO must then do one of the following:

1. Request disposition approval and instructions from the Federal awarding agency -

If the equipment was purchased with Federal funds and the terms or conditions of the Federal award require a request for disposition approval and instructions from the awarding agency the CFO must request disposition approval and take disposition actions in accordance with the Federal awarding agency's instructions.

2. Approve or deny the disposition request -

If the equipment was purchased with general funds or if the equipment was purchased with Federal funds and the terms or conditions of the Federal award allow the CFO authority to approve or deny

the disposition request and he approves the request, or if the Federal awarding agency fails to provide instructions within 120 days, the CFO shall:

- A. Determine his recommendation for the best method of disposition based on the following approved disposition options:
 - 1. Transfer, along with title, to another program,
 - 2. Donation to the family of a student residing in the district whose total family income meets the Federal definition of poverty,
 - 3. Dismantled for salvageable scrap material,
 - 4. Deemed waste and handle accordingly, or
 - 5. Sold at auction to the highest bidder.
- B. Determine final approval according to the following:
 - 1. If the depreciated value of the item to be disposed of is a single item is less than \$1,000 or a collection of the same item with a depreciated value of less than \$5,000, the CFO shall have final approval, or
 - 2. If the depreciated value of the item to be disposed of is a single item is more than \$1,000 or a collection of the same items with a depreciated value of \$5,000 or more, the CFO shall present the request approval along with his recommendation for the method of disposition to the Governing Board for final approval.
- C. Take disposition actions in accordance with the approved method and with regard to the following considerations:
 - a) Any hard drive that is sold, donated, or disposed of must have a Government Wipe applied to it to ensure all confidential information is deleted prior to its disposition,
 - b) Equipment purchased with Federal funds determined to have a current value \$5000 or less can be disposed of with no further obligation to the Federal awarding agency, and
 - c) Equipment purchased with Federal funds determined to have a current value of more than \$5000, regardless of the method of disposition, the Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from the sale based on their percentage of participation in the cost of the original purpose. If the equipment is sold, the awarding agency may permit the school to deduct and retain from their share \$500.00 or 10% of the proceeds, whichever is less.

Section N - Journal Entries

1. Policy

Journal entries are completed, as needed, to adjust accounts. Supporting documentation will be present/noted for each adjustment made.

2. Journal Entry General Procedures

- a) Journal entries are completed by a member (other than the CFO) of the Finance Office Team and approved by the CFO. CFO's initials will be required on all JE's.
- b) Journal entries are kept in the Business Office.

Section O - Record Retention Policy and Procedures

1. Record Retention General Policy

- a) ACE will retain records and documents according to the schedule outlined in this

policy.

- b) This policy applies to all such documents in both written and electronic formats.
- c) Electronic documents covered under this policy include those received via e-mail.

2. Record Retention Procedures

- a) Written records maintained in file cabinets are secured as mandated by confidentiality requirements (i.e., employee and financial records).
- b) All electronic documents that are covered under this policy must be saved and backed up on a daily basis.
- c) Archived records are maintained according to the schedule below; with the retention period usually beginning at the end of the relevant period (i.e., termination of contract, end of fiscal year, the settlement of claims, disposal of assets, etc.)
- d) Records past their retention date are destroyed in a secure manner. Specifically, employee and financial records are shredded.

3. Record Retention Schedule

See attachment A.

Section P - Grant Management & Accounting

ACE will follow the rules and guidelines of any grant awarded to ACE. Each grant will be accounted for as separate from other grants and non-grant operations of ACE.

END OF DOCUMENT

2022-2023 ACE Governing Board Meeting Schedule

Governing Board meetings start at 7:00 p.m.

ACE Finance Committee meetings are on the same dates at 6:00 p.m.

July 2022	Monday, July 18 (3 rd Monday)
August 2022	Monday, August 15 (3 rd Monday)
September 2022	Monday, September 19 (3 rd Monday)
October 2022	Monday, October 17 (3 rd Monday)
November 2022	Monday, November 14 (2 nd Monday)
December 2022	Monday, December 12 (2 nd Monday)
January 2023	Monday, January 9 (2 nd Monday)
February 2023	Monday, February 13 (2 nd Monday)
March 2023	Monday, March 20 (3 rd Monday)
April 2023	Monday, April 17 (3 rd Monday)
May 2023	Monday, May 15 (3 rd Monday)
June 2023	Monday, June 19 (3 rd Monday)

**Academy for Classical Education
Board Code of Ethics and Conflict of Interest Policy**

Adopted on 1- 9 -17 Last Reviewed On 8/15/2022- Last Revised On _____

The Board of ACE adopts the following policy which shall be effective on the date that the policy is adopted by the Board. If applicable, once adopted this policy replaces any previously approved school policy currently in place that provided direction on the items in this policy.

This policy establishes expectations of ethical conduct by members serving on the school's Board or on any committee of the Board. The school's Board collectively and its members individually shall at all times operate in the most ethical and conscientious manner possible.

DEFINITIONS:

"Board Members" means individuals serving on the governing board of directors of ACE or on any official committee of the Board established in accordance with its bylaws.

"Key Personnel" means individuals serving as employees of the school in a management capacity.

SECTION 1. CODE OF ETHICS. Each member of the Board agrees that he or she will:

Section 1.A: Governance Structure

1. Recognize that the authority of the Board rests only with the Board as a whole and act on behalf of the Board only in a quorum with other Board members at a Board meeting and not with individual members and act accordingly. Members may not speak or act for the Board unless otherwise directed by a majority of the Board or performing duties of an officer as authorized by state law. Also, no individual Board member may make commitments or promises that anticipate future actions that may be taken by the Board.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the Board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the Board may bring to the Board.

Section 1.B: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the Board.
3. Work with the Board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment of the best interests of the school and its students and refuse to surrender his or her

- judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the Board.

Section 1.C: Board and Community Relations

1. Seek regular and systemic communications among the Board and students, staff, and the community.
2. Communicate to the Board and the school leader expressions of public reaction to Board policies and charter school programs.
3. Be an advocate for public education in the community, informing community members on the needs of the school as well as actions of the Board and accomplishments of the school's educational program. Also, be responsive to the public and communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.

Section 1.D: Policy Development

1. Work with other Board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held Board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Section 1.E: Board Meetings

1. Attend and participate in regularly scheduled and called Board meetings. If a Board member is unable to attend a meeting, the member shall notify the Board Chair prior to the meeting. Failure to attend 2 consecutive Board meetings or 3 Board meetings in a calendar year (except for emergencies or as excused by the Chair) may result in removal from the Board of Directors in accordance with the Bylaws.
2. Be informed and prepared to discuss issues to be considered on the Board agenda.
3. Model the type of respectful, informed and open-minded discussion and consideration of issues that Board members would like to see reflected throughout all levels of the school. Specifically, Board members should encourage the free expression of opinions by all Board members, and seek and maintain open lines of communication between the Board, school employees, and the community.
4. Vote for a closed executive session of the Board only when applicable law or Board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the Board and the charter school during executive session of the Board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Voice his or her opinion but must give open-minded and fair consideration to the views of the other Board members, and thereafter support the majority decision of the Board.

Section I.F: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all Board policies regarding employment of family members.

Section 1.G: Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the Board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.
3. Communicate in a respectful professional manner with and about fellow Board members.
4. Take no private action that will compromise the Board or charter school administration.
5. Participate in all required training programs developed for Board members by the Board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of Board member compliance with the Code of Ethics.

Section 1.H: Disclosure of Conflicts of Interest

1. Announce potential conflicts of interest before Board action is taken.
2. Comply with the conflicts of interest policy of the Board, all applicable laws and State Board of Education Standards, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the Board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the Board. The Board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused Board member may bring witnesses on his or her behalf to the hearing, and the Board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the Board that the accused Board member has violated this Code of Ethics, the Board shall determine an appropriate sanction. A record of the decision of the Board to sanction a Board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the Board.

SECTION II. CONFLICTS OF INTEREST.

Section 2.A: Financial Conflicts of Interest

1. No Board member or Key Personnel shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.
2. No Board member or Key Personnel shall act in his or her official capacity in any

matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment.

3. No Board member or Key Personnel shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that individual in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.
4. No Board member or Key Personnel shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.
5. No Board member or Key Personnel or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the Board in connection with any cause, proceeding, application, or other matter pending before the charter school governing board.
6. No Board member or Key Personnel shall be prohibited from making an inquiry for information on behalf of a community member if no fee, reward, or other thing of value is promised to, given to, or accepted by the individual or any of his or her immediate family members in return therefor.
7. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

8. No Board member or Key Personnel may also be an officer of any organization that sells goods or services to that charter school unless the organization providing goods or services is a Nonprofit membership organization or there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase of goods or services that is equal to or greater than \$10,000 shall be approved by a majority of the members of the Board in an open public meeting.
9. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the Board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
10. The Board may not do business with a bank or financial institution where a Board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.
11. No Board member or Key Personnel may not have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the Board, or sell gasoline to the Board from a corporation in which the Board member is a shareholder.
12. No Board member shall not accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

Section 2.B: Conduct As Board Member

1. No Board member shall disclose or discuss any information which is subject to attorney-client privilege belonging to the Board to or with any person other than other Board members, the Board attorney, the school leader, or persons designated by the school leader for such purposes unless such privilege has been waived by a majority vote of the Board.

2. No Board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a Board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.
3. No Board member may be employed in any position in the charter school in which they serve.
4. No Board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.
5. No Board member shall serve simultaneously on the governing body of a public local school district or of a private elementary or secondary educational institution that actively seeks funding from any government entity or private entity from which the charter school seeks funding.

Each member of this Board understands and acknowledges that no person shall be eligible to serve on the Board unless he or she:

- (1) Has read and understands the code of ethics and the conflict of interest provisions applicable to members of the Board and has agreed to abide by them; and
- (2) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of charter school governing boards, the code of ethics of charter school governing boards, and the conflict of interest provisions applicable to members of charter school governing boards

I (print name) _____ will meet the conduct expectations outlined in the above policy as a member of the ACE Board of Directors or a Committee of the Board or as a Key Personnel and I understand that failure to do so may result in removal from the Board or a Committee of the Board in accordance with the Bylaws. I further agree that if at any time, I am unable fulfill the commitments as a member of the Board, I will give appropriate notice of resignation to the Chair of the Board.

Signature _____

Date _____

Academy for Classical Education - Employee Conflict of Interest

CONFLICT OF INTEREST (2 CFR Sec. 200.318(c)(1))

All Academy for Classical Education employees are expected to exhibit professional behavior and ethical conduct. In accordance with policies - Board Member Conflict of Interest, ACE Financial Policies, Staff Conflict of Interest, the Academy for Classical Education adheres to standards regarding conflict of interest. These standards govern the actions of employees in the selection, award, and administration of contracts.

Definition

An interest may be defined as a commitment, goal, or value held by an individual or an institution. A conflict of interest is defined as a situation that has the potential to undermine the impartiality of a person because of the possibility of a clash between the person's self-interest and professional interest or public interest.

Standards of Conduct

The Board, superintendent, and administrative employees have the responsibility of administering the affairs of the Academy for Classical. Those persons shall exercise the utmost good faith in all transactions involved in their duties and they shall not use their positions with ACE or knowledge gained there for their personal benefit. The interests of the organization must be the first priority in all decisions and actions. Employees who are engaged in the selection, award, and administration of contracts shall abide by the following:

- No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, and member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a vendor considered for a contract.
- Officers, employees, and agents of the Academy for Classical Education may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontract.
- No employee of the Academy for Classical Education will, for oneself or on behalf of any business, be allowed to solicit or sell any real or personal property to any school, agency, or entity of the Academy for Classical Education.
- Staff shall resist incentives and pressures from contractors that would reasonably be expected to impair his or her objectivity or independence of judgment.
- No employee of the Academy for Classical Education shall give a written or oral endorsement to any company or representative for promotional purposes for any periodical, book, or product which may be offered for sale to schools, parents, or pupils in his/her charge.

- No employee shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself or any of his/her immediate family members/others.

Nominal Items

There are situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. These items are reasonable and not given in order to improperly influence business decisions. Items of nominal value are those items that are \$25 or less in value. Items may include a perishable item, meal, certificate, plaque, and token promotional items.

Reporting Conflicts of Interest

Staff, to include any employee involved in a potential conflict of interest, shall immediately report potential conflicts of interest to the CEO. ACE staff should report potential conflicts of interest involving the CEO, to the ACE Governing Board Chairman . The CEO and Chairman of the Board have the primary responsibility for initiating necessary investigations.

Violations of the Conflict of Interest Policy

Violation of these standards will result in reporting of said personnel to the CEO and if appropriate, local authorities. The CEO or Chairman of the Board shall be responsible for initiating the investigation. If an investigation substantiates occurrence of a fraudulent activity, the CEO shall issue a report to the appropriate personnel and to the Governing Board. Final disposition of the matter and any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Any misconduct could result in suspension, loss of employment, and any other consequences that are applicable by law.

Conflict of Interest Training

Training on the Conflict of Interest Policy occurs annually. Each Academy for Classical Education employee is required to complete the mandated course at the beginning of the year. New hires are also required to complete this course upon hire. The CFO and/or designee reviews completion of the course for all employees. Employees indicate during this course that they have read and understand the policy by entering their name in the course (includes the date).



The Academy for Classical Education

"A school where teachers can teach...and students will learn"

ACE Staff - Conflict of Interest Policy

Conflict of Interest Policy Acknowledgement Form

I hereby acknowledge and agree:

1. That I have received and read a copy of the Conflicts of Interest Policy and agree to abide by this policy.
2. That I will comply with the rules and regulations outlined in this policy.
3. That this original acknowledgement will be placed in my personnel file and maintained by my department.

Name of Employee (printed)

Employee Signature

Date

From: [Pat Kelly](#)
To: brent@foiaprofessionalservices.com
Subject: RE: Public Records Request
Date: Thursday, February 13, 2020 2:29:00 PM
Attachments: [ACE 2018 Quote IA IA ATT 1192 - 1 of 2.pdf](#)
[ACE 2018 Quote IA IA ATT 1192 - 2 of 2.pdf](#)
[ACE 2018 Quote IA IA Cogent - 1 of 2.pdf](#)
[ACE 2018 Quote IA IA Cogent - 2 of 2.xlsx](#)
[ACE 2018 Quote IA IA Cox.pdf](#)

Please see attachments.

“ACE posted the E-rate 470 you identified and the 3 quotes attached are what we received. Cox was the lowest price quoted and they were selected. There was no contract with Cox, this service was provided on a Month-to-Month basis.”

Pat Kelly
Chief Financial Officer
Academy for Classical Education (ACE)
5665 New Forsyth Road
Macon, GA 31210
478.238.5689 (o)
478.508.5600 (c)

From: Brent Cuccias [mailto:brent@foiaprofessionalservices.com]
Sent: Thursday, February 13, 2020 11:00 AM
To: Pat Kelly <pat.kelly@acemacon.org>
Subject: Public Records Request

Dear Academy For Classical Education, Inc.,

I hope you are having a great day. Under the Georgia Open Records Act § 50.18.70 et seq., I am requesting to obtain information from Academy For Classical Education, Inc. regarding the following record:

- Contract Number/470#: 180008021
- Title/Description: Ethernet
- Contract Awarded To: Cox Georgia Telcom, LLC

I am requesting copies of the following information from the record detailed above:

1. All submitted proposals;
2. Final contract and any amendments;
3. Bid evaluation and scoring sheets (including pricing).

I ask that the information be provided electronically by email if possible. If there are any fees for searching or copying these records, please inform me before filing my request. Should you deny my request, or any part of the request, please state in writing the basis for the denial.

Please confirm receipt of this request.

Kind Regards,

Brent Cuccias
FOIA Professional Services
PO Box 852107
Mobile, AL 36685-5590

Phone: 877-264-8462

Email: brent@foiaprofessionalservices.com

E-rate Proposal for ACADEMY FOR CLASSICAL EDUCATION



To:
HUGH MANNING
ACADEMY FOR CLASSICAL EDUCATION
5665 NEW FORSYTH ROAD
MACON, GA 31210

From:
DON CROW, SALES/MARKETING PROGRAM SUPPORT
AT&T
509 S DETROIT AVE, ROOM 300
TULSA, OK 74120
Office: 9185762872
Email: cc4626@att.com

Introduction

In response to ACADEMY FOR CLASSICAL EDUCATION's Form 470 bid #180008021, I'm providing information on an AT&T solution that may meet your requirements and qualify for E-rate funding. The solution includes the following components:

- AT&T Dedicated Internet is an internet access service that combines a symmetrical, dedicated connection with symmetrical bandwidth (same download and upload speeds) and provides reliable, high-performance connectivity. AT&T Dedicated Internet includes maintenance of the communications link between service locations and the AT&T network.

Features and Benefits

The solution gives you the following:

- AT&T BusinessDirect®—is an online portal that provides tools to let you manage your AT&T account and your contracted services 24x7. The tools automate many tasks by enabling your internal systems to interact directly with ours. As a result, you can save time by conveniently and securely managing your AT&T services anytime and minimize the need to make phone calls and wait for return calls.

E-rate Proposal for ACADEMY FOR CLASSICAL EDUCATION



- **100% Site Availability**—starts with proactive monitoring of our nationwide backbone along with a network architecture that features redundant routers, switches, and power supplies. As a result, we can reroute traffic around outages and restore service almost instantaneously. This increases reliability and helps ensure that your internet traffic gets through.

Advantages of AT&T

Working with AT&T gives you the following advantages:

- **E-rate Experience**—AT&T has participated in the E-rate program for schools and libraries since the program's inception in 1998, and we're one of the program's largest service providers. We're proud to bring our technology, expertise, E-rate knowledge, and education experience to your school or library, helping expand affordable access to advanced telecommunication services. For more information about AT&T and its participation in the E-rate program, go to www.att.com/erate and download the E-rate brochure.
- **Service and Support**—We offer you easy access to assistance, whether through online tools or by phone. You also get support and guidance from highly trained staff with years of networking experience. Our account teams, who work closely with you, are dedicated to the education industry and are well versed in the issues and challenges that today's educators face.
- **Performance**—You expect communication services that work, and we can deliver. We've made substantial investments each year to improve our technology infrastructure so that we can provide superior performance.



E-rate Proposal for ACADEMY FOR CLASSICAL EDUCATION



- **Complete Solutions**—AT&T offers a wide range of solutions. We can work with a variety of products and technologies and can assess your needs to recommend potential solutions.
- **Community Focus**—At AT&T, we're proud of our strong record of corporate citizenship. Annually, we contribute millions of dollars through corporate, foundation, and employee giving to support education and community programs.



E-rate Proposal for ACADEMY FOR CLASSICAL EDUCATION



Solution Pricing

Pricing for AT&T Dedicated Internet is based on the following term: 24 & 36 months

Note: MRC = monthly recurring charge and NRC = non-recurring charge

PRICES QUOTED BELOW DO NOT INCLUDE YOUR ERATE DISCOUNTS

Port Speed	Port MRC	Access Speed	Access MRC	24 or 36 Month Term	
				TOTAL MRC	TOTAL NRC
2000 Meg	\$1,964.16	10G	\$1,983.00	\$3,947.16	\$750.00
3000 Meg	\$2,876.96	10G	\$1,983.00	\$4,859.96	\$750.00
4000 Meg	\$3,454.56	10G	\$1,983.00	\$5,437.56	\$750.00
5000 Meg	\$3,928.48	10G	\$1,983.00	\$5,911.48	\$750.00

LOCATIONS: This offer is specific to the following addresses ONLY.

ADDRESS	CITY	STATE	ZIP
5665 NEW FORSYTH ROAD	MACON	GA	31210

Does not include applicable communication fees and taxes.

Should conduit be required on your property to facilitate fiber installation, AT&T will provide up to 1000 ft. of conduit at no cost to you.

The customer is responsible for the provisioning and monthly cost of one phone line for management and troubleshooting when using an AT&T Managed Router

Product	Service Provider Identification Number (SPIN)
AT&T Dedicated Internet	143001192



Important Information

AT&T Dedicated Internet is provided by AT&T Corp. For ADI with Managed Router, installation charges are waived for telephone-supported installation; the customer is responsible for the provisioning and monthly cost of one phone line for management and troubleshooting of the managed service and router. AT&T may provide Entrance Facility Construction (EFC) for eligible customers, as explained in Section GP-15 of the AT&T Business Service Guide General Provisions. Customers who do not qualify for AT&T EFC are responsible for providing the conduit/structure as well as the path from the property line to the demarcation point for access to the primary route.

Proposal Validity Period—The information and pricing contained in this proposal is valid for a period of 90 days from the date written on the proposal cover page or until the E-rate filing window closes for the upcoming E-rate Funding year, whichever occurs later, unless rescinded or extended in writing by AT&T. **Proposal Pricing**—Pricing proposed herein is based upon the specific product/service mix and locations outlined in this proposal, and is subject to AT&T's proposed terms and conditions for those products and services and the AT&T E-rate Rider unless otherwise stated herein. Any changes or variations in the proposed terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges. **Copyright Notice and Statement of Confidentiality**—©2017 AT&T Intellectual Property. All rights reserved. AT&T, the Globe logo and other marks are trademarks and service marks of AT&T Intellectual Property. All other marks are the property of their respective owners. The information contained herein is not an offer, commitment, representation, or warranty by AT&T and is subject to change. The contents of this document are proprietary and confidential and may not be copied, disclose or used, in whole or in part, without the express written permission of AT&T, except to the extent required by law and insofar as is reasonably necessary in order to review and evaluate the information contained herein. **Disclaimer**—For purposes of this Proposal, the identification of certain services as "eligible" or "non-eligible" for Universal Service ("E-rate") funding is not dispositive, nor does it suggest that this or any other services in this Proposal will be deemed eligible for such funding. Any conclusions regarding the eligibility of services for E-rate funding must be based on several factors, many of which have yet to be determined relative to the proposed services and equipment described herein. Such factors will include, without limitation, the ultimate design configuration of the network, the specific products and services provisioned to operate the network, and the type of customer, and whether the services are used for eligible educational purposes at eligible locations. In its proposal, AT&T will take guidance from the "Eligible Services List" and the specific sections on product and service eligibility on the Schools and Libraries Division ("SLD") of the Universal Service Administrative Company ("USAC") website www.usac.org/sl. This site provides a current listing of eligible products and services, as well as conditionally eligible and ineligible services. This guidance notwithstanding, the final determination of eligibility will be made by the SLD after a review of the customer's E-rate application for this proposal. If AT&T is awarded the bid for this project, AT&T will provide assistance on the E-rate application solely on matters relative to the functionality of the services and products which comprise the network. Nevertheless, the responsibility for the E-rate application is with the customer. AT&T is not responsible for the outcome of the SLD's decision on these matters. **Broadband Internet Access**—For information about AT&T's broadband Internet access services, please visit www.att.com/broadbandinfo. **End User Equipment**—Beginning with funding year 2015, E-rate recipients must cost allocate non-ancillary ineligible components that are bundled with eligible products or services, including those end user device components that previously would have fallen within the scope of components not requiring cost allocation as described in the 2010 Clarification Order. Cost allocations are the responsibility of E-rate Applicants. For additional information, reference USAC/SLD website @ <http://www.usac.org/sl> and Cost Allocation Guidelines for Services @ <http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/cost-allocations.aspx>. Equipment availability and pricing is subject to change based on when plans are activated.



Product Brief

AT&T Dedicated Internet

Your business uses the Internet for many critical operations – electronic commerce, e-mail, remote access, productivity and much more. With AT&T Dedicated Internet, you get high speed, dedicated Internet access with the features you need to stay connected to your customers, business partners and employees. AT&T Dedicated Internet is no ordinary Internet connection. You get reliability you can count on with associated service level agreements, optimal performance, scalability and business security features from one of the world's leading service providers.

High Speed Internet Access and Options That Fit Your Business

AT&T Dedicated Internet provides a dedicated symmetrical Internet connection, with extensive reach throughout the United States (including Puerto Rico and U.S. Virgin Islands) for your business, 24 hours a day. You can select our completely AT&T Managed Solution, or choose to manage components of your Internet access solution yourself by providing your own equipment. Either way, we proactively monitor your Internet access around the clock and provide enhanced features to help protect your critical business applications.

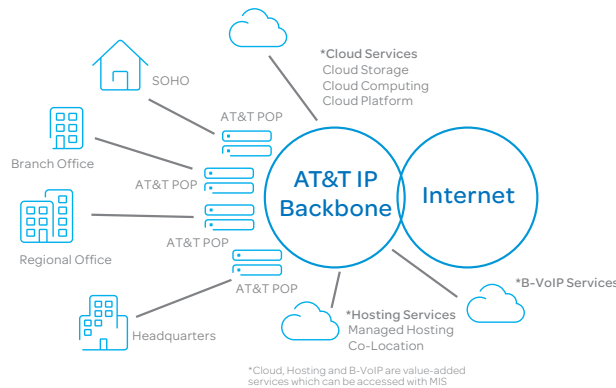
Fast, Symmetric Connection
Highly Redundant Network Nodes
for Unparalleled Reliability
40Gb National IP Backbone

Features and options include:

- Speeds: 1.5 Mbps – 40 Gbps*
- Access Types: Ethernet and Private Line
- Standard Features Include: Network Monitoring and Maintenance, Primary and Secondary IP Addresses, Packet Filtering, Flexible Billing Arrangements, Electronic Servicing Capabilities
- Options: AT&T Provided and Managed Router, SDN (Software Defined Networking) enabled capability to reduce provisioning time, VoIP, Class of Service, Security Solutions, Managed Redundancy, Hosting, Co-Location and Cloud Services

End-to-End Management As You Need It

More than just an Internet connection, AT&T Dedicated Internet is your complete solution: offering symmetric access, guaranteed provisioning and around the clock technical support. You will experience the quality and performance you need to conduct business over the Internet with confidence.



Potential Benefits

- Your connection to the Internet is dedicated, not shared with other businesses, and provides a symmetrical connection (equal upload and download speeds) to support critical business applications
- Reliability you can count on backed by industry-leading Service Level Agreements that provide service availability of 100%, data delivery of 99.95%, and US network roundtrip latency of 37ms
- 24x7x365 technical support and proactive monitoring assure continuous end-to-end availability of your dedicated Internet access connection

Features

- Equipment Options: AT&T Provided and Managed Equipment (router, modem) or Customer Provided
- Extensive reach in the United States including Puerto Rico and U.S. Virgin Islands
- E-Servicing – BusinessDirect® portal, access to customer care website, e-bill, e-maintenance, usage reporting and e-servicing tools
- Optional security management including firewall and better protection against Internet viruses and attacks
- IPv6 enabled

*Some speeds may not be available in all areas.

For more information contact an AT&T Representative or visit www.att.com/adi

Share this with your peers



To learn more about AT&T Dedicated Internet, visit www.att.com/adi or [have us contact you.](#)

12/01/16 AB-0326-09

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NETWORK SERVICES SERVICE LEVEL AGREEMENT GLOBAL

This Service Level Agreement (SLA) is a part of the customer subscriber agreement (CSA or Agreement) between Customer and COGENT. Capitalized terms used herein that are not defined in this SLA shall have the meaning attributed to them in the CSA.

1. SERVICE COMMITMENT.

COGENT is committed to providing a reliable, high-quality network to support its high-speed network services (Service). As part of this commitment, COGENT is pleased to offer eligible Customers the following guarantees as concerns the Service in North America, Europe and Asia:

- Installation Guarantee
- Network Availability and Notification Guarantee
- Network Latency Guarantee
- Packet Delivery Guarantee

Ethernet “Off-Net Basic” Services Customers are not eligible for any of the guarantees under the SLA. The Notification Guarantee, Latency Guarantee and Packet Delivery Guarantee apply to Cogent Dedicated Internet Access Customers only. If COGENT fails to meet any of these guarantees, it will provide eligible Customers with a Service Credit, as set forth below in this Service Level Agreement.

2. GUARANTEES.

A. INSTALLATION GUARANTEE.

For each of the Services listed below, Cogent guarantees connectivity for Customers will be installed within the corresponding timeframe, as measured from the date an order has been validated and entered into Cogent’s provisioning system by its Account Coordination team.

- On-Net: 17 business days
- T1 / EI: 40 business days
- T3 / E3: 60 business days
- Colo: 17 business days
- Ocx/ STMx: 90 business days
- Ethernet Loop: 90 business days

An order will not be validated until a signed Order Form and CSA and any other required documentation specified by COGENT, has been received, validated, approved and entered into COGENT’s provisioning system by its Account Coordination team. Additional required documentation may include a completed credit application and a completed questionnaire for IP Allocation as well as completed questionnaires for BGP, SMTP and DNS configurations when requested by the customer on the IP Allocation Questionnaire.

The Installation guarantee for Cogent colocation services does not apply to third-party data centers. For Ethernet services, the port with the longest install time governs the entire order, e.g., if one port is On-Net and another port requires an Ethernet Loop, the longer install time corresponding to the Ethernet Loop applies to both orders.

If COGENT fails to meet these commitments, Customer will receive, at Customer’s request, one (1) month Service Credit. Customer may obtain no more than one (1) month Service Credit for any given month. COGENT’s Installation Guarantee is subject to the following conditions:

- Customer or its representative must cooperate with COGENT in the installation process, which includes accurate completion of an Order Form containing detailed demarcation information and other onsite contact listings. Changes in an Order Form made by or on behalf of Customer or the occurrence of events outside the reasonable control of COGENT, such as Force Majeure (as defined in the CSA), may result in delays for which COGENT is not responsible hereunder.
- Customer or its representative must be physically present at the time of installation and must provide access to the designated building’s phone closet(s) on the date(s) agreed to by COGENT’s Installation Coordination Department. Such building access and escort must also be provided to other necessary personnel to perform the installation of the connection.
- This Installation Guarantee applies to the interval between the original order date and original Installation Guarantee date. If Customer requests a change to an order date during implementation of Service, the Installation Guarantee date shall, at COGENT’s sole discretion, begin again upon change acceptance.
- The Service Credit for failure to meet the Installation Guarantee is not available to Customers for whom installation charges have been waived or reduced.

B. NETWORK AVAILABILITY AND NOTIFICATION GUARANTEE.

COGENT's network is designed for 100% availability.

On-Net Service. If Customer experiences Network Unavailability for an On-Net Service for more than 15 consecutive minutes, Customer will receive, at Customer's request, one (1) day Service Credit for each cumulative hour of Network Unavailability in any calendar month. Provided the COGENT Network experiences at least one (1) hour of Network Unavailability in any given calendar month, additional Network Unavailability of less than one (1) hour will result in a proportional Service Credit. (Example: 2 hours, 15 minutes of Network Unavailability will result in 2.25 days Service Credits.) Customer may obtain no more than one (1) month Service Credit for any given month.

Off-Net Service. If Customer experiences Network Unavailability for an Off-Net Service for more than 15 consecutive minutes, Customer will receive, at Customer's request, one (1) hour Service Credit for each cumulative hour of Network Unavailability in such calendar month. Provided the COGENT Network experiences at least two (2) hours of Network Unavailability in any given calendar month, additional Network Unavailability of less than one (1) hour will result in a proportional Service Credit. (Example: 2 hours, 15 minutes of Network Unavailability will result in 2.25 hours Service Credits.) Customer may obtain no more than one (1) month Service Credit for any given month.

COGENT's Outage Notification Guarantee is to proactively notify a Dedicated Internet Access Customer within 15 minutes after COGENT determines that Customer's Service is unavailable. COGENT's standard procedure is to ping the Customer's router every minute. If Customer's router does not respond after ten consecutive ping cycles, COGENT will deem the Service unavailable and will contact Customer's designated point of contact by a method elected by COGENT (telephone, email, fax, or pager).

If COGENT fails to meet this Outage Notification Guarantee, Customer will receive, at Customer's request, one (1) day Service Credit for the Service with respect to which this Guarantee has not been met. Customer may obtain no more than one day Service Credit per day, regardless of how often in that day COGENT failed to meet the Customer Reporting Guarantee. Customer may obtain no more than one (1) month Service Credit for any given month.

If a Dedicated Internet Access Customer elects to bundle several Services using the Link Aggregation (LAG) option, then such LAG-bundle shall be deemed to represent one single Service for the purpose of the Network Availability and Outage Notification Guarantee. Consequently, Customer shall be eligible to receive Service Credits under this Section 2B if and only if Customer experiences Network Unavailability for all of the Services bundled in the LAG-bundle. The unavailability of any subset of the Services bundled in the LAG-bundle shall not constitute Network Unavailability and Customer shall not be eligible for any Service Credits with respect to such unavailability. Customer may choose to administratively configure the LAG-bundle to drop if any individual Service within LAG-bundle becomes unavailable; however, this will not constitute Network Unavailability unless all Services included in the LAG-bundle experience Network Unavailability.

C. NETWORK LATENCY GUARANTEE.

For Dedicated Internet Access customers only, the monthly average Network Latency for packets carried over the COGENT Network between Backbone Hubs for the following regions is as specified below:

Intra-North America:	45 milliseconds or less
Intra-Europe:	35 milliseconds or less
New York to London (Transatlantic):	85 milliseconds or less
Los Angeles to Tokyo (Transpacific):	125 milliseconds or less

Network Latency (or Round trip time) is defined as the average time taken for an IP packet to make a round trip between Backbone Hubs within the regions specified above on the COGENT Network. COGENT monitors aggregate latency within the COGENT Network by monitoring round-trip times between a sample of Backbone Hubs on an ongoing basis.

After being notified by Customer of Network Latency in excess of the rates specified above, COGENT will use commercially reasonable efforts to determine the source of such excess Network Latency and to correct such problem to the extent that the source of the problem is on the COGENT Network.

If COGENT fails to remedy such Network Latency within two (2) hours of being notified of any excess Network Latency and average Network Latency for the preceding 30 days has exceeded the rates specified above, Customer will receive, at Customer's request, a Service Credit for the period from the time of notification by the Customer until the average Network Latency for the preceding 30 days is less than the rates specified above. Customer may obtain no more than one (1) month Service Credit for any given month.

D. PACKET DELIVERY GUARANTEE.

For Dedicated Internet Access customers only, the COGENT Network has an average monthly Packet Loss no greater than 0.1% (or successful delivery of 99.9% of packets). Packet Loss is defined as the percentage of packets that are dropped between Backbone Hubs on the COGENT Network. COGENT monitors this aggregate packet loss on an ongoing basis, and compiles the collected data into a monthly average packet loss measurement for the COGENT Network.

After being notified by Customer of Packet Loss in excess of 0.1%, COGENT will use commercially reasonable efforts to determine the source of such excess Packet Loss and to correct such problem to the extent that the source of the problem is on the COGENT Network.

If COGENT fails to remedy such excess Packet Loss within two (2) hours of being notified of any excess Packet Loss on the COGENT Network and average Packet Loss for the preceding 30 days exceeds 0.1%. Customer will receive, at Customer's request, a Service Credit for the period from the time of notification by the Customer until the average Packet Loss for the preceding 30 days is less than 0.1%. Customer may obtain no more than one (1) month Service Credit for any given month.

3. ADDITIONAL DEFINITIONS.

Dedicated Internet Access or Internet Transit refers to Cogent's Layer 3 service that provides customers access to the public Internet.

Backbone Hub means a major network facility owned, operated, or controlled by COGENT which is directly connected to the COGENT fiber backbone network and which contains at least one core router. In larger metropolitan markets containing more than one such facility, one facility in that market will be designated as a Backbone Hub for the purpose of calculating the monthly average Network Latency and Packet Loss statistics.

Off-Net means buildings that are directly connected to the COGENT Network using other carriers' facilities and services to provide the last mile portion of the link from the Service Location to the COGENT Network.

On-Net means buildings that are directly connected to the COGENT Network and, as such, do not require COGENT to lease a third-party local loop in order to provide connectivity.

COGENT Network means the telecommunications/data communications network and network components owned, operated or controlled by COGENT, including COGENT's national fiber backbone, its metropolitan fiber networks, any equipment connected to such fiber, and the software, data and know-how used by COGENT in the provision of the Services. Where COGENT provides Service to a building through its own facilities, the COGENT Network includes those facilities. The COGENT Network does not include customer premises equipment, customer-ordered telephony circuits, and any networks or network equipment not operated and controlled by COGENT.

Monthly Recurring Charge means the fixed, recurring charge invoiced by COGENT to Customer on a monthly basis for the Service, exclusive of any variable charges based upon Customer usage. In case of bundled Services using the Link Aggregation (LAG) option, then the Monthly Recurring Charge of such LAG-bundle means the sum of the Monthly Recurring Charges of all Services involved in such LAG-bundle.

Network Unavailability means the number of minutes that the COGENT Network was not available to Customer, including the number of minutes that the COGENT Network was not available associated with any non-Scheduled Maintenance to the COGENT Network. Network Unavailability will not include Scheduled Maintenance, or any unavailability resulting from: (a) problems with or maintenance on Customer's applications, equipment or facilities; (b) acts or omissions of Customer or an authorized user; (c) unavailability caused by companies other than COGENT, except COGENT-ordered third-party local loops; or (d) Force Majeure.

Scheduled Maintenance means any maintenance of the COGENT Network (or portion thereof) to which Customer's router is connected that is performed during a standard maintenance window from 00:00am to 06:00am (local time of the COGENT Hub to which Customer's circuit is connected). Customers will be notified via Email at least two (2) business days in advance of any scheduled maintenance that is likely to affect their service. In most cases, maintenance performed will not take the full configuration window, however, COGENT will inform Customer as to anticipated duration in the maintenance notification E-mail.

Service Credit means

- *One (1) day Service Credit* = 1/30th of Customer's Monthly Recurring Charges.
- *One (1) week Service Credit* = 7/30^{ths} of Customer's Monthly Recurring Charges.
- *One (1) month Service Credit* = Full amount of Customer's Monthly Recurring Charges.

If COGENT approves a claim for Service Credit for failure to comply with the Installation Guarantee, Service Credit shall mean the Monthly Recurring Charge for Customer's first full month of the Service, not including installation charges or other start-up fees.

4. SERVICE CREDIT CLAIM PROCESS.

In order to initiate a claim for Service Credit, Customer must contact COGENT's customer service group within seven (7) business days after the end of the month for which credit is requested. The Service Credit request must provide: (a) the Customer name and contact information; (b) the date and beginning/end time of the claimed outage or failed metric; and (c) a brief description of the characteristics of the claimed outage or failed metric.

Customer will be notified via e-mail upon resolution of the request. If rejected, the notification will specify the basis for rejection. If approved, COGENT will issue Service Credit to Customer's account, appearing on the next invoice issued. Multiple Service Credits will not be given for the same period of time, *i.e.*, failure to meet multiple criteria during a period of time generates only a single Service Credit. The total number of all Service Credits for all failures to meet Guarantees occurring in a given month may not exceed the total Monthly Recurring charge actually paid by Customer for Service during that month. Service Credits will be credited against a Customer's monthly payment for Monthly Recurring Charges and may not be received in the form of a refund.

The Guarantees and Service Credits provided for in this SLA assume compliance by Customer with the terms and conditions of its CSA with COGENT, and the failure of Customer to comply with those terms and conditions may invalidate COGENT's guarantees provided herein. No credit is available for a Customer (a) that is blocking COGENT from monitoring Customer's premises router; (b) that does not provide the necessary access to personnel and facilities at the Customer's premises to enable COGENT to perform comprehensive troubleshooting; or (c) whose account is not in good financial standing with COGENT. COGENT is not liable for failure to fulfill its obligations hereunder if such failure is due to Customer's use of bandwidth in excess of the maximum amount specified in Customer's CSA, Customer's tampering with any equipment, or acts beyond COGENT's reasonable control, such as Force Majeure.

Cogent Communications, Inc.

www.cogentco.com

See website for full contact information by country

Ann Owens (ann@k12consultants.com)

From: hugh@k12consultants.com
Sent: Monday, February 19, 2018 6:56 AM
To: ann@k12consultants.com
Subject: FW: ACE

Ann: Here is the Cox quote for Ace IA.

Thank You

Hugh Manning
K12 Consultants
724-350-4380
800-288-4914
hugh@k12consultants.com

From: Lones, Jonathan (CCI-Southeast) [mailto:Jonathan.Lones@cox.com]
Sent: Monday, February 19, 2018 9:49 AM
To: hugh@k12consultants.com
Subject: RE: ACE

They are currently paying \$2160 per month for 500 Mbps. With current pricing, the 1G pricing would be \$2695 per month, and 2G would be \$3740 per month. If I can help with anything else please let me know. Thank you!

Jonathan Lones – Senior Account Executive
6601 Hawkinsville Rd. Macon, GA 31216
Office: 478.784.5130
Mobile: 478-297-1555



“E-MAIL CONFIDENTIALITY NOTICE: The contents of this e-mail message and any attachments are intended solely for the addressee(s) and may contain confidential and/or legally privileged information. If you are not the intended recipient of this message or if this message has been addressed to you in error, please immediately alert the sender by reply e-mail and then delete this message and any attachments. If you are not the intended recipient, you are notified that any use, dissemination, distribution, copying, or storage of this message or any attachment is strictly prohibited.”



Please don't print this e-mail unless it's necessary. Go Green.

From: hugh@k12consultants.com [mailto:hugh@k12consultants.com]
Sent: Monday, February 19, 2018 9:36 AM
To: Lones, Jonathan (CCI-Southeast) <Jonathan.Lones@cox.com>
Subject: ACE

Jonathan: What is your current price for ACE Internet Access? I believe they currently get 500 meg. Can you also quote me 2 gig which we want to get funded from E-rate in case more speed is needed.

Thank You

Hugh Manning

K12 Consultants

724-350-4380

800-288-4914

hugh@k12consultants.com

**BYLAWS OF
ACADEMY FOR CLASSICAL EDUCATION, INC.
(A Non-Profit Georgia Corporation)**

**ARTICLE I
NAME**

Section 1.1. Name. The name of the Corporation shall be ACADEMY FOR CLASSICAL EDUCATION, INC. (the "Corporation").

**ARTICLE II
ORGANIZATION**

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Georgia Non-Profit Corporation Act, to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income there from and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 2.2 Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where 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 III
MEMBERSHIP**

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation and has no members. Actions which would otherwise require approval by a majority of all members require only approval by the majority of the Board of Directors (hereinafter "Board").

**ARTICLE IV BOARD OF
DIRECTORS**

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction.

Section 4.2 Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased to no more than twelve (12) and decreased to no fewer than three (3) by a two-thirds majority vote of sitting members of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3 Appointment and Term of Office. Directors shall be elected to serve a term of four (4) years, unless the Director is sooner removed by or as further described in Section 4.7. A Director may serve up to three (3) consecutive terms. An individual who has served up to three (3) consecutive terms as Director may not be eligible for another term until one year (1) has passed following the last day of the individual's preceding term as Director.

Section 4.4 Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.5 Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees nominated and vetted by the nomination committee.

Section 4.6 Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.7 Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. The Board may remove a Director by the vote of a two-thirds majority of the Board at a special meeting called for that purpose, or at a regular meeting, called in accordance with the provisions of the Georgia Open Meetings Act. The Board may remove any Director who:

1. Has been declared of unsound mind by a final order of court;
2. Has been convicted of a felony, or a misdemeanor involving moral turpitude;
3. Has been found by a final order or judgment of any court to have breached any duty imposed by Georgia Law; or
4. For such other good causes as the Board may determine.

Section 4.8. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors and no loans shall be made to any Director.

Section 4.9. Meetings of the Board. All meetings of the Board and its committees are subject to the Georgia Open and Public Meetings Law, O.C.G.A § 50-14-1, and notice of meetings shall be provided as required therein.

4.9.1 Annual Meetings. The annual meeting of the Board shall be held without other notice than this Bylaw in March of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

4.9.2. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

4.9.3. Regular Meetings. The Board shall meet at least ten (10) times each year, including the annual meeting, each such meeting being approximately one(1) month from the date of the previous regular or annual meeting.

Section 4.10. Quorum and Action of the Board. A majority of all the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

A two-thirds majority vote of the Directors shall be necessary for all actions by the Board relating to the following:

4.10.1. Appointment of the School Principal

4.10.2. Approval of the school budget

4.10.3. Financing of the school facility

4.10.4. Removal of a Director

4.10.5. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities of or over \$500.00;

4.10.6. Adoption of an amendment to the Articles of Incorporation or the Bylaws;

4.10.7. Organization of a subsidiary or affiliate by the Corporation; and

4.10.8. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

ARTICLE
V
OFFICERS

Section 5.1. Number. The Corporation may have a Chairman, Vice Chair, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be United States citizens or residents of the State of Georgia. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 5.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 5.1 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Vice-Chairman. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 5.1 hereinabove.

Section 5.5. Chairman. The Chairman of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board. He shall act as a duly authorized representative of the Board in all matters in which the Board has not formally designated some other person to act. He may sign, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute and has approved such execution, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed.

Section 5.6. Vice-Chairman. The Vice-Chairman shall act in the place and stead of the Chairman in the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board. The Vice-Chairman shall perform such other duties as may be prescribed by the Board.

Section 5.7 Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by these Bylaws and the Georgia Open Meetings Act; and (d) have such other powers and perform such other duties as the Board may prescribe.

Section 5.8 Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designated; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal

year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

Section 5.9. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.10.1. The Treasurer shall perform the services of the Vice-Chairman.

5.10.2. The Vice-Chair shall perform the services of the Chairman.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation.

ARTICLE VI COMMITTEES OF THE BOARD

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

In addition, the Chairman may appoint to any committee such other non-Board members as the Board deems advisable. All members of such committees shall serve at the pleasure of the Board. The delegation of authority to any committee shall not operate to relieve the Board or any Director from any responsibility imposed by law.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting to each member which sets forth its time and place and is delivered via first class or electronic mail at least two (2) days prior to such meeting. Notice shall also be provided to the public in accordance with any applicable provisions of Georgia's Open and Public Meetings Law, O.C.G.A. §§ 50-14-1 et seq. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of

business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE VIII CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devises.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board and in compliance with the Georgia Open and Public Meetings Law, O.C.G.A § 50-14-1 et seq. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE IX **FISCAL YEAR**

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall end on June 30 of each year.

ARTICLE X **CORPORATE SEAL**

Section 11.1. Corporate Seal. The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE XI **NOTICE**

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either (1) personally, (2) by depositing the same in a post office box in a prepaid envelope, or (3) by electronic mail; in the case of electronic or first class mail, the notice shall be addressed to such Director or officer at his proper address as the same appears in the records of the Corporation; and three days after the same shall be so mailed or emailed shall be deemed to be the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE XII **AMENDMENTS**

Section 13.1. By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Article IV hereinabove.

ARTICLE XIII
MISCELLANEOUS

Section 14.1. Inspection of Bylaws. The Corporation shall keep in its principal office, the original or a copy of these Bylaws, as amended or otherwise altered to date, certified by the Vice-Chairman, which shall be open to inspection by the Board of Directors at all reasonable times during office hours.

Section 14.2. Policies and Procedures. Any action by the Board establishing policy or methods of procedure - administrative, business, academic or otherwise - not contained in these Bylaws shall be known as "Policies and Procedures of the Board."

14.2.1. Policies and Procedures of the Board may be adopted by the Board or may be amended or repealed, in whole or in part, at any meeting of the Board in accordance with the laws of the State of Georgia.

Section 14.3. Conflicts of Interest

14.3.1 Conflict of Interest Policy. Each Board Member will sign a conflict of interest policy at the beginning of each school year affirming his or her unconflicted loyalty to the interest of Corporation.

14.3.2 Inquiry into Self-Dealing Transactions. If the Board or its committees is made aware that a proposed action could constitute a Self-Dealing Transaction, it shall first conduct appropriate inquiry before entering into such action. "Self Dealing Transaction" means any transaction having the School as one party and one or more of the following among the other proposed parties to the transaction:

- (1) Directors, Officers, or employees of the Corporation or school management company, or blood or marital relations of any of them;
- (2) An entity in which a Director, Officer or employee of the Corporation or school management company, or blood or marital relation of any of them, holds a significant ownership or investment interest;
- (3) An entity which employs or otherwise compensates a Director, Officer or employee of the Corporation or school management company, or employs or compensates a blood or marital relation; and/or
- (4) Any entity which has, as a member of its board of directors or trustees, a Director, Officer or employee of the Corporation or school management company, or a blood or marital relation of any of them.

14.3.3 Approval of Self-Dealing Transactions. A Self-Dealing Transaction, as defined above, shall be voidable at the sole election of the Corporation unless the following provisions are satisfied:

- (1) The Board shall hold one or more meeting(s) to discuss and vote on the transaction or arrangement resulting in the conflict of interest. An Interested Person may make a presentation to the Board, but after such presentation, shall leave the meeting(s) during the discussion of, and the vote on the conflict of interest transaction.
- (2) The Chairman- shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (3) After exercising due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the school with reasonable efforts, the Board of

Directors concludes that it is in the Corporation's best interests and is fair and reasonable to authorize the Self-Dealing Transaction

- (4) The Board of Directors authorizes, approves, or ratifies the transaction by the affirmative vote of a majority of the disinterested Directors, and with disclosure or knowledge of the material facts concerning the Self-Dealing Transaction.

Interested Directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors (or a committee thereof) that authorizes, approves, or ratifies such contract or transaction.

ORIGINALLY ADOPTED on the 3rd day of December, 2013, and amended on the 25th day of April, 2018, I certify that the foregoing Bylaws of Academy for Classical Education,. were approved and adopted by and on behalf of the Corporation by its Board of Directors.

Amended this 19th day of April, 2021. I certify that the foregoing By-laws of Academy for Classical Education, Inc. are currently in effect.

By: _____

Thomas "Witt" Gaither

Title: Board Chairman, Academy for Classical Education

Privacy

Students at ACE should not have the expectation of privacy or confidentiality in the content of electronic communications or other computer files sent or received and/or stored on the school computer network. Students should be aware that the data they create, review, or send on the network, Google for Education accounts, or Desire2Learn is the property of the Academy for Classical Education, and that data may be recovered and reviewed, even after it has been deleted. ACE also reserves the right to monitor use of technologies and to examine all data stored on the server. Web browsing may be monitored and web activity may be retained. All communications, regardless of content or purpose, are public and are not private. All communications may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. Network administrators may review communications to maintain integrity school-wide and ensure that students are using the system in a responsible manner.

Violations

ACE reserves the right to deny, revoke, or suspend, without prior notification, specific user privileges and/or take other disciplinary action including suspension or expulsion from school, for violation of this policy. Additionally, all handbook regulations apply to use of technologies. In the event that there is a claim that a student has violated any of the guidelines in this policy, the matter will be investigated. ACE will notify appropriate law enforcement agencies of illegal activities conducted through the use of technologies. ACE will also cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through technologies.

TELEPHONE

The telephones in the main office or in any of the offices are for school business and must be used as such. Again, we ask parents not to call or text their child and we ask students not to use their cell phone in the bathroom or other areas to contact a parent. ACE faculty and staff are happy to contact parents.

TESTING

ACE complies with state requirements to administer end-of-grade and end-of-course testing each spring (Georgia Milestones). Additionally, all 2nd graders are tested for Gifted, and high school students are offered the opportunity to take the PSAT, SAT and Advanced Placement testing. Benchmarks are given throughout the year in all grade levels.

TITLE IX: Sexual harassment, Sexual Assault, Discrimination Based on Sex

Title IX of the Education Amendments of 1972, prohibits sex discrimination in any federally funded educational program. This applies to all institutions receiving federal financial support and includes all educational experiences—academics, athletics, and extracurricular activities. The U.S. Department of Education's Office for Civil Rights (OCR) provides guidance and enforcement of the law with regard to sex discrimination, which includes sexual harassment and sexual assault.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision,
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

Examples that may constitute sexual harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature;
- Writing graffiti of a sexual nature;
- Distributing sexually explicit texts, e-mails, pictures, or videos;
- Making sexual jokes, rumors, or suggestive remarks;
- Physical violence, including rape and sexual assault

Below is a list of individuals designated to handle inquiries regarding the school's Title IX non-discrimination policies:

Title IX Compliance Officer

Laura Perkins, Principal

Laura.perkins@acemacon.org

478-238-5757

5665 New Forsyth Road – Macon, GA 31210

When can a formal complaint be filed?

A formal complaint may be filed when an individual believes that there has been a violation of their rights in regard to their health, safety or civil liberties. Individuals may file the formal complaint with Mrs. Laura Perkins. An individual can begin the process by emailing Laura.perkins@acemacon.org or calling 478-238-5757.

UNIFORMS (Dress code)

The use of a uniform provides a common element upon which the culture of a school is built. At ACE, we want our students to be known by the content of their character and their abilities, rather than by fashion.

- Students in Kindergarten and 1st grade must have an emergency uniform. Under garments, shirts and pants should be placed in a gallon-size zip-loc bag and turned in to their teachers. However, students should be able to manage bathroom needs on their own and ACE employees will not assist your child with their personal restroom needs. If necessary, parents will be called.
- Athletic shoes are for daily wear as children will be going outside for recess and physical education. However, we have provided an option for a dress shoe. Remember – a dress shoe is dressy (canvas slip-on styles and boat shoes are **not** acceptable styles) and must be able to be polished. In other words, it must be a leather type material.
- Monogramming is NOT required. Macon Monogramming located on Forsyth Road and Embroidery Plus located on Vineville Avenue have our selected monogramming logos and crest. We will NOT release our art work to the public. Please keep in mind, if you choose to duplicate our artwork and monogram on your own and the color or design varies, we reserve the right to consider it a dress code violation.



Social Security Number Waiver

Georgia law (O.C.G.A. § 20-2-150) requires public school authorities to request from parents and guardians the Social Security number for students being enrolled in school. The Social Security number is to be incorporated into the official school record for the student. No student will be denied enrollment in a public school for declining to provide his or her Social Security number or for declining to apply for such a number. A parent or guardian who objects to the incorporation of the social security number into the official school record of their student may have the requirement waived by signing a statement objecting to the requirement.

Statement of Objection

- I do not wish to provide the school with the Social Security number of my child/children. I realize that my child/children will not be eligible for the HOPE Scholarship without the Social Security Number.

1. _____ Date of Birth _____ Grade _____
2. _____ Date of Birth _____ Grade _____
3. _____ Date of Birth _____ Grade _____
4. _____ Date of Birth _____ Grade _____

Print Name of Parent / Legal Guardian

Signature of Parent / Legal Guardian

Date

Notary Signature

"Where teachers can teach, and students will learn."

The Academy for Classical Education

Established, August 2014

AdvancED Accredited - January 2018

2020 National Blue Ribbon School



*2022-2023 Student Handbook &
Code of Conduct*

WELCOME

A.D. Williams was quoted as saying:” Imagine what 7 billion humans could accomplish if we loved and respected one another?” That would be an incredible goal, wouldn't it? It is a goal worth working toward; we think, and so we start each day with the ACE Student Declaration and the most important element in that Declaration is the statement:

I will be the best version of myself.

That one simple statement very clearly states an ambition by which we can all live. Each morning this Declaration helps our ACE Scholars focus on who they want to be for the day and what they hope to accomplish. They declare “we will work with diligence and honor; we will respect ourselves and others; and we will seek truth, goodness and beauty in all things.” These are noble aspirations for all of us to follow.

Many of you have been with us for several year as students and as parents, but each year we do bring in new students and new parents and so it is important to remind everyone that ACE is a school of choice and we are so glad YOU chose ACE. You apparently researched who we are, what we do, and you decided you wanted your child to be a part of ACE.

ACE has remarkably high standards. The very core of those standards is an expectation that students will work hard on all their course work from the moment they arrive until the work is completed and often that means homework. We want ACE to be the hardest school your child will ever love because it is only through hard work that achievements can be accomplished.

We know that for young people to meet their full potential, they must be well-read, able to articulate their thoughts and ideas, and able to control themselves in all situations. Learning self-control is a habit that we develop over the years when we find ourselves making a mistake and having to face the consequences. In order to help all of our ACE Scholars and their family understand the expectations we have for one another; we provide this *Handbook* which also contains our *Code of Conduct*. The *Code of Conduct* very specifically provides information on behaviors that we see as problematic and the consequences. It is especially important for students to understand that their behaviors - good and bad - impact others. Our youngest Scholars watch our older Scholars and are in awe of them. That is a weighty mantle to carry! At ACE, we do expect the best from everyone. We ask all ACE Scholars and their parents to review this *Handbook* and *Code of Conduct* so that they too, understand our expectations.

We make no excuses for saying that we do expect our Scholars to behave to the best of their ability. We expect that of ourselves as well. We expect all who enter the doors of ACE to be the best version of themselves; to work with diligence and honor; to respect themselves and others; and to seek truth goodness and beauty in all things. When we all adhere to these expectations, the ACE world truly is a better place.

Please remember that ACE came about because there were parents in this community who agreed with us that there could be a better way to educate children. Parents who believed that as parents it was their job to parent, and the school's job to educate. When both parties hold up their end of the agreement this works well. That is why we invite parents to volunteer at ACE. We want our ACE Scholars to see that their parents believe in the work they are doing and see the value in learning.

When the school and the parents are on the same team, wonderful things happen for children!

Here's to a great 9th year!

Laura Perkins
Complex Principal/Founder
laura.perkins@acemacon.org
478-238-5757

Esterine Stokes
Chief Academic Officer/Founder
esterine.stokes@acemacon.org
478-238-5757

Expectations of Conduct of ACE Parents

If you are new to ACE as parents, WELCOME! If you are returning parents, WELCOME BACK! Those who have been with us know that our parents are truly the key to any success that we have had. Research shows that parents who work hand-in-hand with the school and provide visible support, tend to have children who are involved in their school life as well.

At ACE, we have asked our parents to volunteer 20 hours over the course of every school year. Most do this and so much more, very willingly. However, we cannot physically force a parent to volunteer at ACE; **by not volunteering you are sending a message to your child that their school life is not relevant to your life.** Many children see other parents volunteering on a daily basis and wonder why they do not see their parent volunteering. Don't be that parent! Instead, volunteer to read to a class...reading to a class can mean reading to a kindergarten class just like it could mean reading to an 8th grade class or even older! Children of all ages enjoy hearing someone read to them. You can volunteer to be a class Mom or Dad. You can do any of the following:

- tutor students during the day or after school;
- help with those activities by volunteering to help clean up the fields, supply water or snacks;
- help sell tickets to events; this is especially true for parents who volunteer in activities other than those your children are involved in because then you can enjoy what they are doing;
- volunteer in the dining halls or help sell ice cream during lunch;
- help in the library - you can even read to small groups there;
- help sew costumes or build sets for the drama program;
- volunteer to host workshops for teens on changing a tire, tying a tie, setting a table...any of the social skills needed to be successful;
- volunteer to help with the chess club, the Beta club or any of the organizations at school;
- volunteer to stuff the Wednesday folders;
- volunteer to help out during special times...testing, hall monitoring during the beginning of the school year, before the holidays, during the last days of school;
- volunteer to help with traffic.

There are hundreds of ways you can volunteer at school and the most important benefit of this is that YOUR child sees that you believe that ACE is an important place to be. Join us!

With that said we would like to give a few reminders to parents:

- ✓ The rules we have in place for traffic are for your safety as well as ours. Please be respectful of our traffic directors. Getting upset with them because the line is long during pick up or drop off will not make the line go faster. Please remember that it is a tough job to stand in the heat, cold and rain to ensure that you and your children are safe when coming and going from school.
- ✓ The same is true for our front office personnel. If you have been in our front office during the day, you know that the front office can be a busy place. Please treat all of our front office staff respectfully. We reserve the right to ask you to leave the campus if you cannot do so. No one at ACE deserves to be the brunt of someone's frustration and if you are angry, please ask to see an administrator.
- ✓ The vast majority of our students depend on our parents to get them to school on time each day. Please help us with this by having your child in his/her classroom at the correct time. Remember that students in grades 6-12 must be ready to start work at 7:45 a.m. and students in grades K-5 must be ready to start work at 8:00 a.m. When a student arrives after this time it is very disruptive to the classroom environment. We truly depend on our parents to help us instill in our students an understanding of the importance of punctuality.
- ✓ Please do not bring lunch, books that have been left, book bags, instruments or projects to the school after your child has arrived.

Last, we do tend to be rule oriented. Please know that in the event your child is disciplined here at school, no one else will be made aware of this discipline other than you and possibly the teacher(s). Your child and you have a right to privacy in regard to discipline and whatever transpires with your child or anyone's child, will be a private matter. That will not stop others from talking but you can be assured we value your child's privacy just as we would not share with you the discipline given to another child.

Mrs. Stokes, Mrs. Relyea, Mr. Jones and I, along with our counselors, Mrs. Peterec, Mrs. Mitchell and Mrs. Jones, stand ready to assist you in any way that we can. Please call on us if you need us! ~ Laura Perkins

Please see page 40 Parent Behavior.

A scroll with wooden handles and a blue quill pen. The scroll is unrolled, showing text in a cursive font. A blue quill pen is positioned at the bottom right of the scroll.

Student Declaration

We are ACE -

*The Academy for Classical
Education, where teachers can
teach and students will learn.*

As an ACE Scholar:

*I will be the best
version of myself.*

*I will work with
diligence and honor. I
will respect myself and
others.*

*I will seek truth, goodness
and beauty in all things.*

We are ACE

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General Information

Mission:

The *mission* of the Academy for Classical Education is to build the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life.

Beliefs:

At ACE we believe the following:

- Students WANT and DESERVE a rigorous, structured educational experience.
- By fully developing the life of the mind, students will become better citizens, better consumers, and more involved in the community and the world in which they live.
- If we expect the best and demand it, we will get the BEST results.

Goals:

ACE will be committed to continuous improvement based on six school-wide goals upon which all decisions will be made:

1. To protect and ensure the integrity of the teaching/learning environment.
2. To ensure that all financial expenditures and human resources decisions align with preserving the integrity of the teaching/learning environment.
3. To provide a rigorous, relevant educational experience for all ACE students in a student-centered environment that encourages students to think and analyze the experiences they encounter, and to develop life skills that will enable them to be creative, self-directing, productive members of the community or any setting in which they may find themselves.
4. To provide a holistic educational experience for all ACE students, making sure that the individual skills of each student is fostered and allowed to grow.
5. To utilize all resources both inside and outside the school community to bring innovation and expertise to the learning process for ACE students.
6. To encourage parents to participate in the ACE experience by providing opportunities for volunteerism and other parental/family leadership roles.

Mascot:

The GRYPHON has many similar characteristics to ACE. First and foremost, the dual nature of the gryphon (upper body of an eagle, lower body of a lion) is symbolic of the dual nature of ACE as a charter school, because charters are the very best combinations of both public and private school.



In Greek mythology, gryphons guarded the gold of the Hyperboreans. At ACE, we will guard the incredibly valuable ACE Scholars and work to increase that wealth through rigor and discipline.

Legend has it that the gryphon was incredibly **intelligent**. Our ACE Scholars will be known for their **intelligence and academic achievements**.

To the Romans, gryphons were symbols of **strength and intelligence** and their figures were often used to guard homes. Even today people use the symbol of the gryphon in the stonework or on concrete pillars as if to appear to guard the entrance of a building.

In the modern world, the picture of the gryphon is used as the insignia for many major corporations and sometimes for college sports teams, because of the qualities associated with this creature: **nobility, leadership, courage, loyalty, and majestically terrifying if challenged**, just the qualities we believe those at ACE should aspire to have.

And in the final analysis, we hope that the symbol of the gryphon will motivate all of us associated with ACE that when confronted **with adversity we will fly above it**, and when that is not possible, **will confront it squarely**. Just like the formidable gryphon, **we will always be loyal to those who care for us**.

THAT is why we have selected the gryphon as our mascot!

School Colors: Royal Blue, Hunter Green & Gold (as shown in our crest)

ACADEMY FOR CLASSICAL EDUCATION - 2022-2023 CALENDAR

Aug. 2022							Jan. 2023								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
	1	2	3	4	5	6	1	2	3	4	5	6	7	2	Holiday
7	8	9	10	11	12	13	8	9	10	11	12	13	14	3	Teachers Return
14	15	16	17	18	19	20	15	16	17	18	19	20	21	4	Students Return
21	22	23	24	25	26	27	22	23	24	25	26	27	28	16	MLK Holiday
28	29	30	31				29	30	31						
Sep. 2022							Feb. 2023								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
				1	2	3				1	2	3	4	20-24	Winter Break
4	5	6	7	8	9	10	5	6	7	8	9	10	11		
11	12	13	14	15	16	17	12	13	14	15	16	17	18		
18	19	20	21	22	23	24	19	20	21	22	23	24	25		
25	26	27	28	29	30		26	27	28						
Oct. 2022							March. 2023								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1				1	2	3	4	27-31	Spring Break
2	3	4	5	6	7	8	5	6	7	8	9	10	11		
9	10	11	12	13	14	15	12	13	14	15	16	17	18		
16	17	18	19	20	21	22	19	20	21	22	23	24	25		
23	24	25	26	27	28	29	26	27	28	29	30	31			
30	31														
Nov. 2022							April 2023								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
		1	2	3	4	5							1		
6	7	8	9	10	11	12	2	3	4	5	6	7	8		
13	14	15	16	17	18	19	9	10	11	12	13	14	15		
20	21	22	23	24	25	26	16	17	18	19	20	21	22		
27	28	29	30				23	24	25	26	27	28	29		
Dec. 2022							May 2023								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
				1	2	3		1	2	3	4	5	6	24-25	Half Day
4	5	6	7	8	9	10	7	8	9	10	11	12	13	25	Last day for students
11	12	13	14	15	16	17	14	15	16	17	18	19	20	26	Graduation
18	19	20	21	22	23	24	21	22	23	24	25	26	27	29	School Closed
25	26	27	28	29	30	31	28	29	30	31					

ACADEMIC DISHONESTY (Cheating)

Academic dishonesty, or cheating, is using someone else's work and claiming it to be your own (this includes the student who knowingly shares his/her work). This includes copying and pasting from any source on the internet (including music and/or lyrics) or using the work of a peer, notes written on hand/body, notes written on paper/card and hidden, etc. and using a cell phone or any device to obtain information for a test, project, presentation, essay, or any assignment given by the teacher. This includes any extra information that a student might utilize to improve their work on an assessment that has not been approved by a teacher.

We expect the work done by an ACE scholar to be that of the ACE scholar. Violation of this policy will result in a grade of zero (0). We do not expect teachers to have to provide any evidence other than their own professional judgment. Academic Dishonesty is a Tier II disciplinary offense and subject to the appropriate consequences which includes a warning and a grade of zero for the first offense and suspension for subsequent offenses.

ACADEMIC SUPPORT

Teachers in all grade levels provide tutoring for students. Tutoring alone will not provide the support that a student needs if he is not doing the work in class or failing to do the assigned homework. All students are expected to keep up with both classwork and homework in all subjects throughout the year. If he/she is experiencing difficulty at any time, he/she should speak to their teacher and arrange tutoring time. Please note the statement below that you committed to when enrolling your child at ACE:

I understand that the Academy for Classical Education will have a structured and rigorous curriculum. I understand that my child will have homework and summer work. As a parent, I commit to participating in and assisting with the education of my child. I understand that if my child is struggling with any part of the curriculum, he/she may be required to participate in after-school tutoring.

ADMISSION POLICY

The application of any eligible student who agrees or whose parent agrees for the student to be bound by the expectations and requirements of ACE will be accepted and that student admitted if there is space available. If the number of applications received for a grade level during the admissions period exceeds the available number of openings, then all applications for that grade level will be placed in a lottery and assigned placement numbers as each number is drawn.

In accordance with public law, any child who is qualified under the laws of the state for admission to a public school is qualified for admission to a charter school. Charter schools shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Also, ACE shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, disability, race, creed, national origin, religion, or ancestry.

- **Lottery Process:** In January of each year, the Academy for Classical Education will accept pre-admission applications. If there are more applications than seats available, the school will hold a public lottery in February.
- **Waiting List Policy:** A waiting list will be established using the lottery system whenever capacity is exceeded, and the students on the list will be contacted if and when openings occur during the current school year only until the closing of enrollment. The waiting list does not roll over to the following school year. A new application must be completed online during the open enrollment each school year to be included in the lottery.

- Notification of Acceptance Policy: Parents/guardians will be notified of their child's acceptance or placement on a waiting list by an official email from the Enrollment Office following the conclusion of the lottery.
- Acceptance of Seat Policy: After notification of acceptance, a student registration packet must be completed and submitted by the date set by the Enrollment Office otherwise a seat cannot be guaranteed for that student. Newly enrolled students must be present on the first day of school otherwise their seat will be assigned to the next student on the Waiting List. Parents must provide proof of grade placement/promotion from their previous school.
- Age Requirements: Students five years of age on or before September 1 are eligible for entrance to kindergarten. Students who are six years of age on or before September 1 are eligible for entrance to first grade.
- Enrollment: Once students are enrolled in ACE they do not need to reapply.
- Siblings: Once a student is enrolled, a sibling of that student has priority for enrollment provided there is space available in the grade level needed.
- Withdrawal: If a student withdraws from the Academy for Classical Education, a parent/guardian must complete withdrawal paperwork with our Registrar (72-hour notice must be given). Once withdrawn, the student cannot be re-admitted without going through the enrollment/lottery process again.

AFTER SCHOOL PROGRAM (ACE AFTER HOURS) _____

ACE AFTER HOURS is a fee-based service that we offer to parents.

- 4:00 pm – 6:00 pm (Students who are not picked up by 6:00 pm will incur an additional charge of \$1.00 per minute.)
- Students must be registered for the program (first come/first served basis) - \$40 registration fee for each child
- Study Hall Program for each grade level - \$40 per week per child
- Drop-in - \$20.00 per day, per child
 - At the time of the first drop-in, you will be charged a \$40 registration fee. Then it will be \$20 per day, per child, every time after that.
 - Payment is expected when the child is picked up.
- Students in the after-school program must adhere to the rules/policies outlined in the Student Code of Conduct.
- **Students who have repeated behavior issues during the after-school program will be suspended or removed from the program. Parents must come in to get their child.**



ASBESTOS INSPECTION _____

In compliance with the US Environmental Protections Agency (EPA) Asbestos Hazard Emergency Response ACE (AHERA), ACE is inspected annually for asbestos. This information and the inspection report can be found in the mail.

ATTENDANCE

The Official Code of Georgia Annotated (O.C.G.A) statute section 20-2-690.1, titled “Compulsory School Attendance Law,” mandates, under the penalty of criminal punishment, that all children age 6 through their 16th birthday attend school daily. School success is defined as the ability of all students to perform at high levels of proficiency, graduate from high school, and obtain post-secondary education and training. The amount of time spent in the classroom is a good indicator of ultimate student success. Every time a student is tardy or absent, the student loses an opportunity to learn. Because of the rigorous amount of classroom work, it is imperative that a student not miss school.

We want to remind parents that a particularly important part of our Charter Contract is the **Performance-Based Goals and Measurable Objectives** section, and part of this section relates to attendance. These goals must be met on a yearly basis for us to maintain our charter as well as for our charter to be continued at the end of each 5-year period. *(This is unlike the regular public system. A charter school cannot operate without a charter, and student attendance is one part of the criteria for continuing to have our charter.)* When we report our student attendance to the state DOE each year, we must have less than 10% of our students missing 15 days or more throughout the school. More importantly, if our students are not at school, they are not getting the information they need in order to learn!

ACE parents will have access to their child’s attendance information online via Parent Portal/Infinite Campus. We ask that parents check the information for their child routinely to ensure accuracy. If an error is found, please report that to the school immediately. It becomes difficult to correct errors in attendance after several grading periods have passed. Teachers and counselors will contact parents regarding excessive absences, but it is the responsibility of the parent to ensure that their child attends school each day. **DFACS will be notified of students who are habitually late or absent.**

Attendance is categorized as either **EXCUSED** or **UNEXCUSED**. **UNEXCUSED** absences have the following consequences:

Grade Level	# of Unexcused Absences	Full School/Semester	Consequences
K-12	11 or more *6 in a semester long course	Full School Year	Student will <u>not</u> be promoted to the next grade level and/or will not receive credit for the course.
K-12	10 or more <u>consecutive</u> days	Full School Year	Parents will be contacted by the school.

GRADES K-5

Scholars in grades Kindergarten through 5th grades depend on their parents or other adults to get them to school on time. We can't make adults do what they are supposed to do but we HOPE that adults will choose to do the right thing and get their children to school on time. ACE will utilize the Bibb County Department of Family and Child Services (DFACS) for students who are chronically absent/late to school.

- K-5 students should be in their seat in the classroom ready for instruction to begin at **8:00 a.m.**
- If parents are arriving on campus at 7:55, your child will NOT make it to class on time. **You will need to park and sign your child in at the office.** You should plan on being at school no later than 7:45 a.m.
- Note: Staff on duty at the K-1 building, will return to the building and close the back door at 8:00 a.m. You will need to park and walk around to the main office of the K-1 building.
- We remind parents that you are not to go down the hallways to speak to teachers unless you have a pre-scheduled meeting or event. ACE teachers tutor, prepare for the day, or have duty in the morning. When a parent "drops in" the teacher cannot give his/her full attention to the issue before them. Please be respectful of this time of day for all faculty.
- Dismissal time is approximately 3:10 (determined by the length of afternoon announcements).
- All students should be off campus by 3:45 p.m. Those students not picked up by this time will be placed in the after- school program at drop-in rates of \$20.00 per day.

GRADES 6-12

Scholars in grades 6 through 12 depend on their parents or other adults to get them to school on time (unless a student in grades 10-12 is a driver). We can't make adults do what they are supposed to do but we HOPE that parents will choose to do the right thing and get their children to school on time. ACE will utilize the Bibb County Department of Family and Child Services (DFACS) for students who are chronically absent/late to school.

- Students in grades 6-12 should be in their seat in the classroom ready for instruction to begin at **7:45 a.m.**
- Parents of students in grades 6-12: if you are arriving on campus at 7:40, your child will NOT make it to class on time.
- Talon's Trail (6-12 entrance) will be closed at 7:40 a.m. so that faculty members on duty can get to class; you will need to drop off at the main entrance via Scholar's Way.
- A student is considered tardy if he/she is not in a seat when the bell sounds at 7:45 a.m. Instruction will begin and anyone coming in after that time is disturbing the learning environment. You should plan on being at school by 7:30 a.m. to give your child ample time to make it to class. If you **arrive after 8:00 a.m. the parent will need to park, come in the building and sign in his/her child.**

ABSENCE FROM SCHOOL:

- The child must return to school with documentation as to why that student missed school.
 - We will NOT accept emails or faxes.
 - The documentation **must have the child's name, grade level, homeroom teacher, and name of parent and phone number, reason for absence and parent signature.**

- The ACE Governing Board recognizes excused absences for the following reasons:

REASON	DOCUMENTATION REQUIRED
Illness	Doctor's note or parent note (only 6 parent notes allowed per year)
Hospitalization	Doctor's note or discharge papers
Serious illness or death in the immediately family, which would reasonably necessitate absence from school.	Obituary, funeral program, or note from parent (this is included in the maximum of 6 parent notes per year)
Special and recognized religious holidays observed by the student's faith	Administration must be notified two weeks prior to the holidays for this absence to be excused.
Court appearance	Court order
Conditions rendering attendance impossible or hazardous to the student health or safety	As determined by administration

Documentation to excuse absences must be presented within three days upon the student returning to school. **If the excuse is not presented within three days, the absence remains unexcused. We will NOT accept documentation after 3 days.**

- Note from parent (**ONLY six parent notes will be accepted for the school year – this includes absences and tardies; six TOTAL**). Be specific in explaining the reason for the absence.
- Any absence in excess of 3 consecutive days must be accompanied by medical documentation. A parent note will not be considered as documentation to excuse this absence.

Warning to parents of Junior High and Senior High Students (grades 6-12):

- Attendance is taken in EACH and EVERY class.
- Please be mindful of signing your child in late or checking him/her out early. You could potentially have your child fail only 1st or 7th periods due to this. There is no half/day attendance (i.e. signing in before 11:30 or signing out after 11:30) protocol in Junior High or Junior High school.
- There can be no more than 10 unexcused absences in EACH class for the student to pass and/or receive credit. On the 11th unexcused absence, the student fails the course. For semester long courses, there can be no more than 5 unexcused absences for the student to pass/or receive credit.

COLLEGE VISITS: Juniors and seniors are encouraged to visit colleges in order to make wise decisions about colleges which meet their needs. In order for college visits to be excused, students must get a College Visit form from Ms. Carra Floyd prior to the college visit. The completed form (signed by the student, parent, and college representative) needs to be returned to the student's homeroom teacher within three days of the college visit.

FAMILY TRIPS: Family trips are **NOT** considered excused absences. There are several week-long holidays throughout the school year during which families can plan vacations.

MAKE-UP WORK DURING AN ABSENCE:

- Students/Parents should check D2L for daily work. If additional information is needed, email the teacher directly; do not call the main office.
- If a child is absent and misses a graded assignment, the teacher will enter the grade as “missing” which calculates as a zero (the zero remains until the work is completed and the absence is excused).
- Make-up work is due the Monday following the student’s return to school. Students will need to schedule making up quizzes/exams with the teacher.
- Students will not receive credit for assignments completed if the absence was unexcused.
- Students who are absent due to a school activity (i.e. field trips and sporting events) should submit work upon their return to school.

ABSENCES RESULTING FROM DISCIPLINARY SUSPENSIONS:

- Students who are suspended may refer to D2L and complete assignments (just to keep up in class).
- Any project assigned prior to a suspension may be turned in immediately upon the student’s return to school and any test scheduled prior to the suspension must be taken upon returning to school. Any assignments given during the student’s suspension, will result in a grade of zero. Please remember, the student is responsible for initiating the conversation with the teacher about making up tests. Projects should be turned in the day of returning from suspension.

TARDY TO SCHOOL:

When a student is late to school or class or is dismissed early from class, it creates an interruption in instruction and is disruptive to the entire class. We understand that students do have issues that will require them to be late periodically. The traffic situation here at ACE will not be accepted as an excuse for being tardy.

A tardy is unexcused unless the child had a doctor or dental appointment and documentation is provided. We understand that sometimes families have car trouble or other things that can cause a tardy; that is why we are allowing 3 unexcused tardies with a warning. Anything beyond 3 tardies is excessive. The traffic situation here at ACE will not be accepted as an excuse for being tardy. **DFACS will be notified of students who are habitually late or absent.**

Students in grades K-5	Students in grades 6-12
<ul style="list-style-type: none">• 3rd Unexcused Tardy – Parent Contact by classroom teacher• 4th Unexcused Tardy - Parent contact by counselor• 5th and future tardies – conference with administration.	<ul style="list-style-type: none">• 1st Unexcused Tardy to class – warning• 2nd Unexcused Tardy to class – warning• 3rd Unexcused Tardy to class – warning• 4th Unexcused Tardy to class – SILENT LUNCH to be served the next day (failure to serve Silent Lunch will result in 1-day suspension).• 5th Tardy and all Subsequent Tardies – 1 day suspension <p>A parent conference may be requested due to excessive tardies.</p>

EARLY CHECK OUT:

In the event a parent needs to take their child out of school before the end of the school day, the parent should come to the appropriate school office and sign him/her out. Your child will be called to the office at that time. For the safety of our students, parents are not allowed to go directly to a classroom to get their child. We ask that ALL parents abide by this policy. **Students will not be checked out after 2:30 p.m.** If your child has a medical/dental or any appointments late in the afternoon, please sign him/her out before 2:30 p.m.

Students will NOT be sent to the office for dismissal until the parent is present for check-out. Please do not email teachers requesting that they release students. Please remember that early dismissals are documented just as absences or tardies. We ask that these be kept to minimum.

- If you need to check out your student before 2:30, please send a note (written in ink) with your child. Your child should hold on to the note until it is time to sign out. He/she should present the note to their classroom teacher who will then dismiss them to the office. **Please do not call or email the school.**
- The student should then report to the office and turn the note in to Mrs. Lumpkin (or whomever is working the front desk). She will then call the parent (using contact information on the emergency card or in Infinite Campus) to verify that the student should be signing out.
- The student will be marked absent in every class that they missed after signing out. Documentation must be sent in within 3 days for the absence to be marked excused.

Students must sign out through the office. **Leaving campus without doing so is considered cutting class and punishable by suspension.** This procedure is to not only protect your child but to also help us document who is in and out of the building. Please do not get angry with office personnel for asking you to follow this procedure. If you have questions/concerns, please address an administrator.

Grades K-5	Grades 6-12
<ul style="list-style-type: none"> • Parents arriving after 7:55 will need to park and bring the student into the office. • A child is considered tardy if he/she is not in class by 8:00 a.m. • Students signing in after 10:00 a.m. will be considered absent for the day. Students signing out before 1:00 p.m. will be considered absent for the day. • Students arriving late or leaving early for reasons other than those listed as excused absences will be considered as having an unexcused absence. <ul style="list-style-type: none"> o Please see above information regarding unexcused/excused absences. Note: no more than six parent notes (for the year) for absences and/or tardies and early checkouts will be accepted. o When arriving late, documentation should be given to the office staff upon checking into school. When leaving early, documentation should be given upon return to school. o Parents must come in the office to sign students in late or sign students out early. DO NOT go to your child's classroom. • Students may not be signed out after 2:30 p.m. • Students who are repeatedly tardy or absent to school will be turned over to the Governing Board Attendance Committee. 	<p>For students in grades 6-12, tardy to school is actually tardy to 1st period.</p> <ul style="list-style-type: none"> • Our staff on carpool duty comes in at 7:40 so that they can make it to class on time so the doors to the building on Talon's Trail will be closed and locked. If you arrive after 7:40, you will need to take your child to the main entrance. They will need to go through the main office and will be counted late in their 1st period class. • Students tardy to class up until 8:10 a.m. should report directly to their first period teacher. They will be marked tardy. • Students arriving after 8:10 a.m. will need to sign in with the main office. The student is absent from 1st period. • Students who sign-out and/or sign-in and miss more than 25 minutes of class are considered absent from their class. • Students arriving late or leaving early for reasons other than those listed as excused absences will be considered as having an unexcused absence. <ul style="list-style-type: none"> o Please see above information regarding unexcused/excused absences. Note: no more than six parent notes (for the year) for absences and/or tardies and early checkouts will be accepted. o Documentation for absences/tardies must be provided upon the student's return to school. o Parents must come in the office to sign students in late (after 8:10 a.m.) or sign students out early. DO NOT go to your child's classroom. • In an effort to stem tardies, students who are repeatedly tardy to class will be assigned to Silent Lunch and or suspended. See page 14. • Students who are repeatedly tardy or absent to school will be turned over to the Governing Board Attendance Committee.

BIRTHDAY CELEBRATIONS

Parents of ACE students are welcome to celebrate the birthday of their child with their child's class while at school if prior permission is requested from the teacher. Party decorations are not allowed. The parent may bring snacks. ACE requests that these snacks be of a healthy nature, and paper products (plates, cups, napkins, spoons) to be brought for each child in the child's class (no food in classrooms). Snacks will be eaten during the regularly scheduled lunch time. We ask that parents NOT bring donuts or cupcakes, or desserts heavily loaded with sugar, for obvious reasons. Please remember to check with the teacher regarding allergies and refrain from bringing anything that might contain peanut products as some children have peanut allergies. No balloons are allowed nor should a parent plan for entertainment to be present.

In the event a parent wishes to have a party for their child outside of class but wants to distribute invitations at school, ALL students in that child's class must receive an invitation, otherwise the invitations should be distributed away from the school.

CAFETERIA PROGRAM

MACFood Service will continue to be our school nutrition provider. There is a cost for breakfast and lunch. Parents are encouraged to complete the free lunch form the first week of school.

- The breakfast line in the K-1 building closes at 7:45 a.m.
- Breakfast line in the upper school dining hall (for grades 2-5) will close at 7:40 a.m.
- For students in grades 6-12, breakfast will not be served after 7:25 a.m.

Responsibility for Payment

- **Free Meal Applicants:** Families that were approved for free meals during the 2022-2023 school year will receive free meals through Friday, August 12, 2022 while their 2022-2023 Free Meal application is processed. Free Meal applications for the 2022-2023 school year are due back to ACE by Monday, August 8, 2022. You will be notified on or before August 12 if your application has been approved for the new school year. Families that are not approved or do not submit their application by August 8, 2022 are responsible for all meals purchased at ACE after August 12, 2022.

Parents/Guardians who were denied during the previous school year and/or are applying for free meals for the first time, are responsible for paying for all school meals and accumulated charges until their application has been approved. Parents/Guardians are expected to prepay for school lunches and carry a positive balance in order to purchase meals at ACE.

- **All Other Parents/Guardians:** Unless a family has been approved for the free lunch program, parents/guardians are responsible for paying for all meals. Parents/Guardians are expected to prepay for school lunches/breakfasts and carry a positive balance in order to purchase meals at ACE. ACE will deny the use of MAC Food Services for those accounts that do not have a prepaid (positive balance). Parents are responsible for making sure their child has monies available to purchase meals.

Parents/Guardians have the option to receive account balance notifications by email from MAC Food Services. If you do not wish to have your contact information shared with MAC Food Services you must contact Esterine Stokes by August 12, 2022.

Students may bring their lunch to school. Students are asked to clean up after themselves during lunch. Parents ARE invited to join their child for breakfast or lunch! All visitors must come by the office and check in prior to going to the cafeteria. (If you are going to the cafeteria in the Upper School – grades 2-12, you must sign in with that office, and if you are going to the cafeteria in the Lower School – grades K-1, you must sign in with that office.) Please remember that space is limited. Note: Parents may not have lunch with any student who is serving Silent Lunch. In addition, there may be special occasions throughout the year (i.e. during Thanksgiving, etc.) where seating is limited, and parents will not be able to join us for lunch.

CARPOOL PROCEDURES

Parents are asked to familiarize themselves with the carpool procedures prior to the first day of school. Signage can be found at the beginning of each driveway directing parents to the appropriate drop-off and pick-up spot for their child. Parents are also asked to remember the following:

- Specific information regarding drop-off and pick-up locations will be provided and discussed during Open House prior to the first day of school.
- During drop-off and pick-up times, ACE faculty is focused on ensuring the safety of all students. We ask that parents NOT call the school during these times. Arrangements for transportation need to be made in advance.
- If you would like to speak to your child's teacher, the drop-off/pick-up lanes are not the place to do this. Please contact the teacher by email and arrange a meeting.
- We have purposely created a parking area where you are free to park if you need to come in the building. Please do not leave your car in a drop-off/pick-up lane and come in the building and do not park in the reserved spaces or numbered spaces. Remember – you will not be able to come into the building and meet with your child's teacher during drop-off or pick-up; you will need to schedule a meeting with the teacher.
- Please have the ACE Carpool Decal displayed in the right/passenger side window so that ACE faculty will recognize your car. This decal should remain in your window from the time you enter campus until you leave campus. If you have made arrangements for someone other than yourself to pick up your child, **they must have your ACE Carpool decal.**
- Decal in the right front window of their vehicle. We will not release any child to anyone other than those authorized to pick them up. Failure to display the carpool decal will result in the parent/guardian parking and coming into the school with a picture ID. Note: For safety reasons, only the CURRENT SCHOOL YEAR decal will be recognized. **Do not use decals from previous years;** those staff members keying in numbers have been instructed to direct you to the front office.
- If you have a child who is a student driver and you would like for that student to pick up a younger sibling, he/she will need a carpool decal to present to the child's teacher. Otherwise, the younger child will not be dismissed.
- If your children are riding with a student driver, the student driver must have a carpool decal that he/she presents to the teacher during dismissal. Otherwise, the student(s) will not be released.
- Please do not call the office to give permission for someone to pick up your child. They MUST present a carpool decal. This is for your child's safety.
- Students left after 4:00 p.m. will be placed in the after-school program and parents will be billed at the rate of \$20.00 per day, per child.
- **Car drivers are reminded to behave in a manner that is respectful to other drivers, carpool staff, faculty and students. Individuals who fail to follow this protocol will be banned from the campus.**

Drop Off & Pick Up

Please remember that the first week will be somewhat chaotic as everyone learns the routine. After the first week of school we reserve the right to adjust the carpooling procedures. It is particularly important to remember the following:

- As you enter the property, please note the signage directing you to your drop-off/pick-up spot. It is advisable that you note this prior to the first day.
- Do not park anywhere on or off of the ACE campus and allow your child to walk unsupervised to the building.
- Be alert to other cars or students who might dash out in front of you. We will make every effort to monitor this, but in the first days it will be important for us all to be on high alert.
- We ask that parents remain in their car while waiting for their student to be released. (If you wish to talk with other parents or have scheduled a meeting with your child's teacher, please park in the designated area.)
- When arriving, do not pass cars that are unloading. The line will proceed promptly as cars are unloaded.
- Please be sure that your ACE Carpool decal is visible.
- Please refrain from doing anything that distracts your attention from watching for your child or other children. This would include talking on a cell phones, texting, reading, etc.
- Please remember that ACE is a Smoke Free Campus. No smoking is allowed on the campus.
- If you are picking up your child from an After-School Program, you will pick up your child at the main entrance. You will need to provide a driver's license as identification.
- The speed limit while on campus is 5 miles per hour.
- Students should enter their parent/guardian's vehicle on the passenger side of the vehicle.
- All students will be dismissed by their carpool number. Your child must know their number.



CHILD FIND

In accordance with the Georgia state rule for Child Find Procedures [160-4-7.03], the Academy for Classical Education has implemented procedures for identifying, locating, and evaluating students suspected of having a disability. If parents suspect their child is experiencing a disability, they should contact Mrs. Brittany Mulvaney - brittany.mulvaney@acemacon.org

COMMUNICATION

PLEASE READ WHAT IS SENT TO YOU! Our goal is to provide parents with clear and concise information. **Email, as well as our website and Facebook page, will be used for providing school-wide information.** Please make sure you have a viable email address and that you check it frequently (remember to check the spam/junk folder). If you are not receiving mass emails, make sure that esterine.stokes@acemacon.org is in your contact log, otherwise the email from ACE may be blocked. **Additionally, please make sure you read all communication sent to you. If you change your email and do not notify ACE, we can no longer ensure that you will receive emails. Please email esterine.stokes@acemacon.org for email changes.**

- Each of our teachers has a school email address. Parents are asked to use email to communicate with teachers rather than calling the school. Keep in mind however that teachers will NOT be checking email or voicemail continually throughout the day. If it is an emergency, do NOT rely on email; call the main number of the school and speak with office personnel.
- Make sure the school has current contact information on file for your child: address, home phone number, cell phones number, work number, and email addresses for both parents. If any information changes, you will need to complete a change form with our registrar.
- We have purchased a school messenger system that allows us to make phone calls and send mass emails to all of our parents/guardians. In the event of an emergency, you will receive a phone call AND email. If you receive a phone call and do not answer the call, please check your email or voicemail before calling the school. From experience, we have found that parents will flood our switchboard to inquire what the call was about. If it is an emergency, we can't field all of those phone calls as our focus will be on ensuring that our students are safe.
- Parents will always have access to their child's attendance and grades through Parent Portal, as well as email directly to their child's teacher.
- Students will also receive progress reports on a specific schedule, which parents will find listed on the school calendar and in this handbook.
- We encourage constant communication between ACE and our parents and will do whatever we can to make this possible. If you would like to schedule a meeting with your child's teacher, please email that teacher directly so a meeting date and time can be scheduled. We ask that parents not engage teachers in discussions about their child while in the presence of other parents or children.
- Parents should not expect an immediate response to an email. Many teachers do not have time to check email until the end of the school day. We have instructed teachers not to feel obligated to respond to emails or text messages after 5:00 p.m. because we believe that teachers should have family time as well.

COMMUNITY SERVICE

ACE encourages all of its high school students to participate in community service throughout their high school career. For high school students earning an ACE Diploma with Distinction, 20 hours total over all four years of high school is a required component. 9th, 10th, and 11th graders are asked to turn in their volunteer forms to Mrs. Peterec by May 1st each year. Seniors are asked to turn in their volunteer forms to Mrs. Peterec by April 1st of their senior year. The volunteer form can be found on students' High School Information D2L page.

COUNSELORS

ACE has four counselors to meet the social, emotional, and academic needs of all students. Counselors meet with students as requested by parents, teachers, administrators, students, and school nurses. Counselors may meet with students individually, in small groups, or in the classroom. Counselors support students throughout the year with character education, overseeing 504 Plans, the RTI process, and helping students investigate college and career goals, etc.

DEBTS

All debts must be paid before the last day of the school year including After-School fees. All debts/fees for extra-curricular activities (athletic, band, chorus, food service, etc.) must be paid before the first extra-curricular event.

DISTANCE LEARNING

In the event of a weather or health emergency, requiring students and staff to shelter in place we will immediately transition to distance learning via Desire2Learn (Brightspace Pulse app). Instruction and assessments will continue throughout the time of the shelter in place order or until it is safe to resume school on campus. Please remember that distance learning is ONLY used during a severe weather emergency or a severe health emergency; it will not be used for students who are absent from school due to illness.

DUAL ENROLLMENT

Dual enrollment (DE) is a state-funded program which allows high school students to take college classes while they are in high school. If students are successful in the college classes, they earn both high school and college credit for the classes taken.

In order to be eligible for DE, students must meet the college's admissions standards, meet the deadlines that ACE has for the DE program, and meet ACE's DE pre-requisites.

Some very important questions which need to be answered when you are thinking of participating in the DE program are:

1. Are you mature enough to handle:

- being in classes with students who are older than you?
- advocating for yourself with your professor?
- self-management responsibilities without having your parents or ACE checking behind you?
- meeting deadlines?

2. Will you have reliable transportation to get from the college to ACE? Depending on carpooling with another student could be an issue if they are sick, don't have the same schedule as you, etc.

3. Do you meet ACE's DE requirements?

ACE Grade Level Classification in 2022-2023	ACE DE Pre-requisites	
11 th or 12 th	<p>To enroll in academic DE courses:</p> <ul style="list-style-type: none"> • Must be on track for graduation in all academic areas • Must have a minimum of an 85 ACE weighted GPA (<i>Students can see their transcript on their Student Portal under the Documents tab</i>) • Must be currently enrolled in or have taken one AP class • Minimum 85 <i>unweighted</i> average in AP class. If more than one AP class, the <i>unweighted</i> average will be from all AP classes • Must meet college's DE admissions requirements 	<p>To enroll in CTAE DE courses:</p> <ul style="list-style-type: none"> • Must be on track for graduation in all academic areas • Must have a minimum of an 85 ACE weighted GPA (<i>Students can see their transcript on their Student Portal under the Documents tab</i>)

ACE encourages any student who might be interested in Dual Enrollment to begin their high school studies by taking AP Human Geography.

The grades earned through a Dual Enrollment class are placed on the student's high school transcript and are included in overall grade point averages. Additionally, these grades are a part of the college transcript as well and form the foundation for their college GPA.

The colleges with which ACE has students currently participating in DE classes are Central Georgia Technical College, Middle Georgia State University, and Wesleyan College. Each of these colleges set their own DE admissions standards.

DE Students will have a 12th Grade Homeroom D2L page where they will be informed of important information, deadlines, etc. It is their responsibility to check this D2L page regularly for updates. The student must contact Mrs. Kristen Peterec about their intentions before January 31, 2023.

ELECTRONIC DEVICES



ACE does not allow the use of any personal electronic devices or wearable technology during the school day (which includes dismissal or after-school activities) while the student is under the direct supervision of the school and its officials.

The ACE policy prohibits the use of the following electronic devices on the school campus: cell phones, Fit-Bits, iPods, iPhones, iWatches, smart watches, CD players, digital cameras, electronic games and toys, laser pointers, laptop computers, tablets, iPads or any other electronic devices that connects to the Internet.

Students must turn off and secure their electronic device in their locker, book bag or purse. They may not carry a cell phone in a pocket, jacket or lunch box. Students must adhere to the school's established communication devices/cell phones protocol as directed. Failure to adhere to the policy established will result in the confiscation of the device.

We understand that many parents feel safer when their child has a cell phone in their possession. Older students who participate in after-school athletics, music or activities may need their cell phone to contact their parent **when directed by the coach, teacher, or after-school personnel**. They may not use their cell phone when waiting for athletic or fine art activities to begin (such as in the band room, chorus room, gym, locker room, or bathrooms, etc.).

ACE cannot be held liable for lost or stolen phones. If it becomes necessary for a student to use the cell phone for any reason, the child must get permission from school personnel and use the phone in the presence of school personnel.

Parents, PLEASE do not ask your child to call or text you from a cell phone during school and please do not text or call your child on his/her cell phone during the school day. Should you have an emergency, please call the front office (478-238-5757) and leave a message with Mrs. Lumpkin.

Faculty and staff who observe a violation will confiscate the cell phone and notify an administrator. The cell phone will be locked in a file cabinet in the administrative office. Once confiscated, the cell phone will be held for five school days. The parent or student may pick up the confiscated cell phone at the end of the school day (before 3:30 p.m.) one week from the day it was confiscated. For example, if the phone is taken up on Tuesday, the parent/student may pick up the phone at the end of the day on the following Tuesday. When Monday is a holiday, the phone may be picked up after school the next day (Tuesday).

If the device/cell phone is confiscated a second time, it will be held for a two-week period of time. If the device is confiscated a third time, it will not be returned until the end of the school year.

If a student refuses to turn over the cell phone when directed the student will be suspended for a minimum of 3 days for willful disobedience.

Please remember that there may be instances when a teacher may have a project that involves the use of a cell phones if a student has one. The teacher will communicate in advance to parents and the administration so that everyone understands the use of that device in conjunction with the lesson.

EMERGENCIES

In the event of an emergency, the school will utilize the School Messenger System to contact (by phone and by email) all parents with any pertinent information. It is important for parents to check their email and/or voicemail if they miss the phone call before calling the school. During an emergency, our focus is on ensuring the safety of our students, not answering the telephone.

EMERGENCY EVACUATION

Your child's safety is paramount. We must always be prepared for the unexpected. We will hold monthly fire-drills, quarterly lockdowns, and extreme weather procedures for all students and staff. Under extreme circumstances should we need to evacuate the building, the local police will assist us in determining the location the students would be held.

In the event of inclement weather:

- If we are aware of impending inclement weather during the evening hours which would result in the closing of school for the next day, ACE will email parents, send a phone message (unless it is after 9:00 p.m.), and make a post to our Facebook page and website.
- If school is in session, administration will assess the situation. If we find that we can safely have parents pick up students before the weather hits, we will send an email and phone message to parents.
- If during dismissal, we have high winds, lightning and heavy rain/sleet/hail, our staff will come back inside and no students will be dismissed. Parents may come in and pick up their child, but we will not put our staff or the students in danger.
- If during dismissal, we are under a tornado warning (a tornado has been spotted in the area), we will bring everyone in and allow parents to come into the building until the warning is lifted and there is no danger.

Under no circumstances will parents be allowed to pick up their child at school during an evacuation period. To inform parents during such an emergency, we will make every effort to use the phone system to keep you apprised of the situation, as well posts to our school web site and Facebook page. We understand that as parents your first inclination is to get to your child in the event of an emergency. We ask that you please wait patiently for a phone call from our office staff telling you the location and procedure for picking up your child. The media is always helpful with disseminating information regarding evacuations and procedures as well. Please remember that children will be released to a parent/guardian only (or a designated emergency contact) and that parent/guardian must have a picture ID in order retrieve the child.

EXAM EXEMPTION

Students in grades 10-12 may exempt their final exam (NOT the End-of-Course Test if given) of the school year if they meet the following qualifications:

- Have 4 or less absences for the year (excused or unexcused) in that class period (2 or less for a semester long course).
- Have no more than 3 unexcused tardies in that class period (2 or less for a semester long course).
- Have no disciplinary referrals.
- Have a 93 weighted average in the class in which the exemption is sought.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION

It is always ACE's policy to provide equal opportunities without regard to race, color, gender, religion, national origin, handicapping condition, disability, genetic information, or veteran status in its educational programs and activities. This includes, but is not limited to: admissions, educational services, access to facilities, financial aid, or employment. Inquiries regarding ACE's Equal Opportunity policies, Title VI, VII, IX, Georgia Equity in Sports, EEO, and Section 504/ADA may be referred to the school administrators.

EXTRACURRICULAR ATHLETIC PARTICIPATION

Interscholastic extracurricular programs are a vital part of the total educational program and a means of developing wholesome attitudes and good human relations, as well as knowledge and skills. ACE encourages participation in a variety of extracurricular activities.

CODE OF SPORTSMANSHIP:

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our school, and guests to our school helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

Responsibilities of participants and parents/guardians:

- Use appropriate language.
- Treat opponents with the respect due them as guests or hosts.
- Exercise self-control at all times.
- Respect the officials' judgment and interpretation of the rules.
- Respect the coaches' judgment and authority.
- Accept the responsibility of representing your school in a positive manner.
- Act in a manner that will create a positive attitude in the audience.
- Failure of parents/guests to behave in a civil manner can result in the parent/guest being asked to leave the event and/or prevented from attending future events.

It is our expectation that parents, and students will be respectful to other players, coaches, and referees/umpires during all sporting events (either home or away). If GHSA fines the school for the actions of an individual, that individual will be required to reimburse the school.

ELIGIBILITY for ATHLETICS:

* Contact Coach Josh McLendon to clarify questions concerning eligibility (josh.mclendon@acemacon.org)

Junior High School (6th-8th grades)

- Students must have a certificate of an annual physical examination on file at the school prior to participating in any athletic try-outs, practices, voluntary workouts or games that indicate the student is physically approved for participation. A physical examination is good for twelve (12) months from the date of the exam. (EXCEPTION PER GHSA: Any physical examination taken on or after April 1 in the preceding year will be accepted for the entire next GHSA school year.)
- **Students must be passing 5 out of 7 classes the semester prior to playing and must continue passing throughout the season.** (Coaches will check academic progress throughout a season. Students **MUST** be passing their classes in order to participate in athletics AND they must be exhibiting good character at all times!)
- A player must not reach his/her 15th birthday prior to May 1 preceding their 8th grade year. A player must not reach his/her 14th birthday prior to May 1 preceding their 7th grade year.
- An eligible student can participate in each sport, once in the 7th grade and once in the 8th grade.
- Students must adhere to all rules and regulations outlined in the Athletic/Extracurricular Code of Conduct and/or specific written guidelines developed by the coach and/or school administration.
- The Academy for Classical Education assesses a fee of \$200 per athletic per sport (with no family exceeding \$400 for one season).

High School (9th-12th grades)

- Students must have a certificate of an annual physical examination on file at the school prior to participating in any athletic try-outs, practices, voluntary workouts or games that indicate the student is physically approved for participation. A physical examination is good for twelve (12) months from the date of the exam. (EXCEPTION PER GHSA: Any physical examination taken on or after April 1 in the preceding year will be accepted for the entire next GHSA school year.)
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Sub-varsity competitors must meet all eligibility requirements.
- To be eligible to participate, practice, and/or try out for interscholastic activities, a student must be academically eligible.
 - First year ninth grade students. (In other words, ALL first-year 9th graders are eligible to participate in athletics.)
 - Students participating in junior varsity or "B" team competition must meet all scholastic requirements.
 - For schools offering courses with yearlong grading, eligibility must be computed for each semester.
 - At the end of each semester, we require that a student be passing 5 of 7 classes (both academic and non-academic) to meet GHSA standard.

- Students gain or lose eligibility on the first day of the subsequent semester. (In other words, the grades at the end of the first semester of high school, are calculated and a student must be passing 5 of his/her 7 classes in order to participate in athletics for the second semester. ALSO NOTE: At ACE, we will have some conversation with the athlete and his/her parents to ensure that participating in athletics is truly the best use of the student's time if they appear to be struggling in their classes.)
- The Academy for Classical Education assesses a fee of \$200 per athletic per sport (with no family exceeding \$400 for one season).

Additionally, ALL ACE Scholar Athletes are always expected to comport themselves as ladies and gentlemen when representing ACE on the competition field. Any negative or rude behaviors will result in the athlete being removed from competition for the duration of the game/match/event and potentially the season. Student athletes must be present at school on the day of a competition, match, or event.

The Academy for Classical Education assesses a fee for those students participating in an athletic program. This information will be provided prior to the start of this school year.

Concussion Management: ACE has a written Concussion management plan that each coach has access to at all times. Any student athlete who is suspected of having a concussion will be evaluated by a health-care professional and removed from the playing field. No student athlete will return to practice or play without clearance from a health care professional prior to resuming practice. These guidelines apply to practice and scrimmage situations as well.

ACE will hold two (2) informational meetings each year regarding the symptoms and warning signs of sudden cardiac arrest. All parents of athletes and all interested parents are urged to attend these meetings. The first meeting will be held during the 3rd week of August and the second meeting will be held during the 1st week of December each school year.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) AND (PPRA) ____

[Note: Per 34 C.F.R. § 99.37(d), a school or school district may adopt a limited directory information policy. If a school or school district does so, the directory information notice to parents and eligible students must specify the parties who may receive directory information and/or the purposes for which directory information may be disclosed.]

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the Academy for Classical Education, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, ACE may disclose appropriately designated "directory information" without written consent, unless you have advised ACE to the contrary in accordance with ACE procedures. The primary purpose of directory information is to allow the ACE to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for football, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want ACE to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Esterine Stokes in writing by August 12, 2022. ACE has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.



Academy for Classical Education Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;

- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect upon request and before administration or use:

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes;
- Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Academy for Classical has adopted policies, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Academy for Classical Education will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Academy for Classical Education will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Academy for Classical Education will make this notification to parents at the beginning of the school year if the it has identified the specific or approximate dates of the activities or surveys. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys.

Parents will also be provided an opportunity to review any pertinent surveys. The Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution;
- Administration of any protected information survey not funded in whole or in part by ED;
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901 45

FIELD TRIPS

Often field trips provide students with a perfect opportunity for extended learning. There may be times during the school year that teachers plan field trips. Parents may be asked to serve as chaperones on these trips. Parents who serve as chaperones may not have other children or adults accompany them. Parents may count the time involved as volunteer hours.

- Parents serving as chaperones on school trips must have a background check completed and approved a minimum of two weeks before the trip. Chaperones are not allowed to bring guests or small children.
- Prior to a field trip, information will be sent home to parents, and this will include a form or forms for the parent to complete and return to the teacher within a specific period of time. Please remember that a student's participation in a field trip is a privilege. Students on field trips serve as representatives of the school and as such must exhibit excellent behavior and conduct during the trip just as they do at school.
- Students who miss 3 or more consecutive days leading up to the field trip will not be allowed to participate.
- Students may have no more than 10 absences (excused or unexcused) prior to the scheduled trip.
- Students who have been suspended for a Tier 3 or 4 offense may not participate.
- Students must wear their school uniform on all field trips unless otherwise specified. There are often fees associated with these trips, so parents are urged to understand this when giving approval for their child to participate in the trip. There will be NO refunds for field trip fees.
- Written information and permission paperwork will be sent home to a student's parents prior to the trip. Money required for the trip as well as the permission forms should be returned to a designated teacher (not the main office) by the established deadline.
- In the event that the field trip is cancelled, money will be returned to the parent in the form of a school check (provided ACE receives refunds from the vendors). In the event the student fails to attend the field trip, for any reason, the money will not be returned to the parent.
- Students **attending field trips are responsible for missed assignments. Students must make arrangements with all of his/her teachers prior to missing class and be prepared to turn in assignments upon returning.**

FOOD AND DRINKS

Our custodial staff works diligently to ensure that our building is clean and free of pests. **Food and drinks are prohibited in the classrooms.** Students should take extra caution with water around textbooks and computers/Chromebooks. Parents will be charged the replacement cost of textbooks/computers if damaged. For students in grades 6-12, food or drink brought in during the morning for breakfast (i.e. McDonald's, etc.) must be consumed in the dining hall prior to 1st period. **NO beverage containers or bags should be taken into the classrooms.** Food or drinks left on top of the lockers will be discarded. Lunch boxes left on top of lockers will be taken to the lost/found table and disposed of accordingly.

GOVERNING BOARD

ACE is an independent public school. Policies that guide the school are established by the Governing Board.

- The basic responsibilities of ACE's Governing Board align with the following areas of decision-making authority as identified in The Charter Schools Act of 1998: personnel decisions, financial decisions, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.
- ACE's Governing Board will uphold the mission and vision of the Academy for Classical Education through visible leadership and stewardship. Leading by example in personal and professional endeavors, this Board will provide strategic oversight impacting education of ACE students and will connect the school to the broader local and state communities.
- The Board will provide expertise to the school, assist with fundraising, and drive key governance functions and legal responsibilities including management oversight, strategic planning and policy-making, and fiduciary requirements.
- The ACE Governing Board will work to ensure there are adequate resources and local partnerships; serve as a support mechanism on personnel, community, and grievance matters; and support the school and its staff in accomplishing performance goals set forth in the charter application. Information about our Governing Board can be found on our webpage.
- The ACE Governing Board will meet on the 3rd Monday of each month at 7:00 p.m. at the school. Meeting information and the agenda will be posted on the ACE website 24 hours in advance of the meeting. Anyone is welcome to attend these meetings.

GRADING

ACE does not use letter grades. A final grade of 72 must be earned to successfully pass a course. An average of 93.000 in academic subjects must be earned to be considered for academic awards.

Progress reports will be sent home every six (6) weeks. Grading periods end:

September 9	(cumulative grades 8/2 - 9/9)
October 28	(cumulative grades 8/2 - 10/28)
December 16	(cumulative grades 8/2 - 12/16)
February 17	(cumulative grades 8/2- 2/17)
April 14	(cumulative grades 8/2 - 4/14) **Used for determining awards.

Report cards (with final grades) for Kindergarten – 5th grade will be sent home on May 25. Report cards (with final grades) for 6th – 12th graders will be mailed home by June 1.

Parents and students are reminded that teachers will give specific due dates for work given. Any work not submitted by the due date will be given the grade of zero (0) unless prior arrangements have been made.

- There are no “re-takes” or “do-overs.” If a student fails a test, the grade will stand.
- Teachers do not issue extra-credit work. Students are expected to do their best work, the FIRST time.



GRADUATION REQUIREMENTS

Subject/Content	ACE Diploma	ACE w/Distinction Diploma
English/Language Arts <ul style="list-style-type: none"> • 9th Grade Lit./Composition • 10th Grade World Literature • Am. Literature or AP Lang. • British Lit. or AP Lit. 	4 units	4 units
Mathematics <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • Advanced Level Math 	4 units	4 units
Science <ul style="list-style-type: none"> • Biology • Physical Science or Physics • Chemistry • Advanced Level Science 	4 units	4 units
Social Studies <ul style="list-style-type: none"> • Geography • World History • U.S. History • Gov't (1/2) • Economics (1/2) 	4 units	4 units
Personal Fitness	1 unit	1 unit
Concentration ¹	3 units ¹	3 units ¹
Foreign Language ²		2 units ²
Electives	4 Units	3 units
Completion of 2 Advanced Placement courses (AP) or Dual Enrollment (DE) courses		Minimum of 2 AP or DE courses
20 hours of community service		Required
TOTAL UNITS	24 units	25 units

Additional Information:

1. Students must complete 3 units in the same concentration. ONLY ONE concentration (3 units in the same concentration) is required for graduation.
2. Although it is not required for graduation (except to earn the ACE Diploma with Distinction), students must complete two years of the same foreign language for admission into the majority of four-year colleges, both public and private.
3. Students must earn a minimum of three credits in any combination from the following subject areas: Fine Arts, Foreign Language, and/or CTAE (At ACE, these are: Marketing, Audio/Video, or Graphic Design). These three credits can come from students' concentration and/or from their electives. For example, a student could meet this requirement by earning a credit in each of the following classes: Visual Arts, Latin I and Marketing Principles.
4. ACE Scholars are required to take all state mandated assessments.
5. Four classes of rigor (as defined by the state) is one criterion to be eligible for HOPE.

AREAS OF CONCENTRATION

<p>Audio-Video Technology & Film</p> <ul style="list-style-type: none"> • Audio & Video Tech & Film I • Audio-Video Tech & Film II • Audio-Video Tech & Film III <p>Graphic Design</p> <ul style="list-style-type: none"> • Intro. to Graphics & Design • Graphic Design & Production • Advanced Graphic Design <p>Marketing</p> <ul style="list-style-type: none"> • Marketing Principles • Entrepreneurship • Management <p>Foreign Language</p> <ul style="list-style-type: none"> • Three units in one foreign language OR • Two units in one foreign language PLUS an additional unit in AP French or AP Latin. <p>Adv. Academic Pathway in Mathematics</p> <ul style="list-style-type: none"> • Four units of credit in mathematics <ul style="list-style-type: none"> • One of the four units must be an AP math course or a DE math course. • Students need to complete two units of sequential course credit in one world language. <p>Adv. Academic Pathway in Social Studies:</p> <ul style="list-style-type: none"> • Four units of credit in social studies; AND <ul style="list-style-type: none"> ✓ One of the four units must be an AP social studies course or a DE social studies course. • Student must complete two units of the same world language. 	<p>Fine Arts – Journalism</p> <ul style="list-style-type: none"> • Journalism I • Journalism II • Journalism III <p>Fine Arts – Orchestra</p> <ul style="list-style-type: none"> • Three units in the area of Orchestra <p>Fine Arts – Chorus</p> <ul style="list-style-type: none"> • Three units in the area of Chorus <p>Fine Arts – Band</p> <ul style="list-style-type: none"> • Three units in the area of Band <p>Fine Arts – Visual Art</p> <ul style="list-style-type: none"> • Three units in the area of Visual Arts <p>Fine Arts – Theatre</p> <ul style="list-style-type: none"> • Three units in the area of Drama/Theatre <p>Adv. Academic Pathway in Science</p> <ul style="list-style-type: none"> • Four units of credit in science <ul style="list-style-type: none"> ✓ One of the four units must be an AP science course or a DE science course. • Students must complete two units of the same world language. <p>Adv. Academic Pathway in English Lang. Arts</p> <ul style="list-style-type: none"> • Four units of credit in English/Lang. Arts <ul style="list-style-type: none"> ✓ One of the four units must be an AP English course or a DE English course. • Student must complete two units of the same world language.
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EARLY GRADUATION: Early graduation is available for those students who have completed the requirements for graduation. However, we strongly encourage students interested in this to use the Dual Enrollment program their senior year. Students who participate in early graduation forfeit the right to participate in any school activities (this includes, but is not limited to prom, graduation, senior trip, participation in extra-curricular activities, athletics, etc.).

DUAL ENROLLMENT: Dual Enrollment is an opportunity offered to Georgia high school students to take college classes for both high school and college credit. Students must meet the Dual Enrollment admissions requirement specified by each college. As well, students need to be on track to complete all high school graduation requirements. ***It is the student's responsibility to keep up with information regarding school activities, graduation, etc.***

GRADUATION CEREMONY

Only those students who have completed all Carnegie unit requirements and attendance requirements for either an ACE Diploma or ACE Diploma with Distinction PRIOR TO graduation may participate in the ceremony. Refer to the Graduation Procedures Manual give to all seniors and their parents.

GRIEVANCE POLICY

If a student/parent believes that they have a grievance or complaint concerning a teacher, a situation at school or the school in general, we ask that the following protocol be followed:

1. Determine the problem and be certain that you have all of the facts.
2. Request a meeting with the teacher if it is a teacher or classroom related concern.
3. If you do not believe a resolution has been achieved, request a meeting with the administrator.
4. If after meeting with an administrator you believe a resolution has not been achieved, request a meeting with the complex principal.
5. If after meeting with the complex principal, you do not believe a resolution has been achieved, contact the Chairman of the Grievance Committee on the Governing Board. The Chairman will convene the Grievance Committee to hear the grievance in order to resolve the matter. All decisions of the Grievance Committee are final.

When can a formal complaint be filed?

A formal complaint may be filed when an individual believes that there has been a violation of their rights in regard to their health, safety or civil liberties. Individuals may file the formal complaint with Mrs. Laura Perkins. An Individual can begin the process by emailing Laura.perkins@acemacon.org or calling 478-238-5757.

HALLWAY BEHAVIOR

Students are reminded of the following behaviors when moving to and from class:

- ✓ Always walk on the right side of the hallway.
- ✓ NEVER go to the door of a class and attempt to get the attention of a student in that class.
- ✓ If someone drops his/her belongings, stop and help the student gather those belongings.
- ✓ ACE students are NOT allowed in the hallway unattended without a pass from a staff member.
- ✓ Talk quietly as you move up or down the hall.
- ✓ Quietly welcome guests to our building.
- ✓ Do not engage in public displays of affection while in the hallway.
- ✓ Do not knock on the doors of any classroom or office as you pass by the room.
- ✓ Be respectful of those in the hallway as well as those in class.
- ✓ NEVER open an exterior door to allow an individual to enter the building.
- ✓ Students should not congregate in the hallway or in the locker area blocking the movement of other people.

HEALTH & SAFETY

SCHOOL MEDICATION ADMINISTRATION:

- The parent or legal guardian must complete and sign the School Medication Authorization for ALL medications given at school. For prescription, homeopathic, or supplement medications, a duly licensed, Georgia physician must also complete and sign the School Medication Authorization or Health Care Plan available on the website or from your school nurse.
- A parent/legal guardian or other designated adult must bring all medication, accompanied by the School Medication Authorization.
- All over the counter, prescription, homeopathic, and supplement medications must be in their original containers with unexpired dates and labeled in English. Prescription medications must be clearly labeled with the physician's name, medication's name, strength, dosage, date, time for administration, and dispensing pharmacy. Parent/Guardian must provide over-the-counter medications to the clinic.
- If your student has a life-threatening condition (i.e. asthma, diabetes, or severe allergy), permission may be granted to carry the medication (such as inhaler, glucose tablet, epinephrine injector, or internal Insulin pump) on his or her person from the student's physician and parent/guardian on the School Medication Authorization or Health Care Plan.
- Saline eye drops, antibiotic ointment, lotion to control itching (i.e. Calamine lotion, Hydrocortisone Cream), alcohol, peroxide, petroleum jelly (i.e. Vaseline), oral Benzocaine (i.e., Anbesol), topical wound dressing (i.e. QR or Styptic Pencil), un-medicated throat lozenges/cough drops, aloe vera gel and lotion are routinely used in the school clinic unless instructed differently by the parent/guardian.

STUDENT ILLNESS/INJURY:

The main reasons for keeping your student home from school are because he/she is too sick to participate comfortably at school or might spread a contagious disease to other students. If your student has been diagnosed with a contagious disease, please contact the clinic so other students' parents and school staff may be alerted of the symptoms.

Reasons Your Child will be Sent Home from School

1. Fever >100 degrees F or 37.8 degrees Celsius*
Student should stay home until there is NO FEVER for 24 hours WITHOUT MEDICATION. Call your doctor if the fever is with pain, rash, weakness, vomiting or diarrhea. (*Based on CDC Recommendations)
2. Vomiting or Diarrhea
Student should stay home with ONE event of vomiting or watery diarrhea. Call your doctor if vomiting or diarrhea continues or with fever, rash, or weakness.
3. Drainage from a wound, rash or eyes
Student should stay home with drainage from a wound, rash, or eyes. Call your doctor for treatment.
4. Head Lice or Scabies
Student should stay home until after treatment is complete and there is no sign of lice or nits. Contact the health department or your doctor for treatment. The student must be cleared by the Clinic to return to school.
5. Unexplained Rash - Student should stay home with an unexplained rash. Call your doctor for treatment.

IMMUNIZATIONS:

The School will comply in full with the provisions of G.S. 130A-155 that requires all students attending school provide a certificate of immunization indicating that the child has received immunizations required by G.S. 130A-152. Complete and up-to-date records of the student's immunizations must be provided by the parent/guardian to the school office within 30 days of enrollment. If proper documentation is not provided, the School will follow the process outlined in the law for obtaining the certificate or not permitting the student to enroll and/or continue enrollment.

The immunization requirements apply to children who attend a school or childcare facility daily, part time or occasionally. Children attending both a school and childcare facility (including after-school programs) must have valid documentation at each location. If there are two locations where documentation is needed, copies of these forms are acceptable.

Students must present the following documents at the time of school enrollment:

- Georgia Certificate of Immunization (Form 2208) or Affidavit affirming that immunization requirements conflict with parents' religious beliefs
- Children entering grades K-12 for the first time must show proof of vaccination or immunity to varicella or must have a Georgia Certificate of Immunization (Form 3231).
- Children entering the 6th grade are required to show proof of vaccination or immunity to varicella and proof of a second dose of the vaccine that includes measles (usually in the form of MMR).
- Hepatitis B vaccine is now required for all students enrolling in school at any age.
- Eye, Ear, and Dental Certificate Requirements – All new students must have completed certificate of ear, eye and dental examination (Form 3300) at the time of enrollment.
- A 30-day waiver may be granted for new students from out-of-state to obtain this information.
- When a new entrant enrolls, the responsible official of any school or childcare facility may grant a 30-calendar-day waiver of the certification requirement for a justified reason. Upon expiration of the waiver, the child shall not be admitted to or be permitted to attend the school or childcare facility unless a certificate of immunization is provided.
- A "new entrant" is any child entering any school or childcare facility in Georgia for the first time or after having been absent for more than 12 months or one school year.

EXEMPTIONS:

Georgia law allows for two types of exemptions from the immunization requirements: medical and religious. Each child must have one of two items on file—either a valid Georgia Immunization Certificate (Form 3231) or a signed, notarized statement, which is called an affidavit of religious exemption.

Medical Exemptions

- Medical exemptions are used only when a child has a medical condition that keeps him from being able to receive a specific vaccine(s), not all vaccines.
- A medical exemption must be marked on the Georgia Immunization Certificate (Form 3231). A letter from a physician, Advanced Practice Registered Nurse (APRN) or physician assistant (PA) attached to the certificate will not be accepted as a medical exemption. It must be marked on the certificate.
- A physician, APRN or PA must re-evaluate the need for a medical exemption at least once each year and issue a new certificate of immunization at that time. The date of expiration on the section of the certificate marked "medical exemption" should be one year from the date of issue and never be longer than one year.

Religious Exemptions

- The parent or guardian must give the school a signed and dated notarized affidavit stating that immunizations are against the family's religious beliefs.
- This affidavit of religious exemption should be filed instead of the Georgia Immunization Certificate (Form 3231). The affidavit does not expire.
- In the event of a vaccine-preventable disease outbreak, children with medical or religious exemptions will be excluded from attending school, the after-school program or participation in extra-curricular activities.

HOMWORK

Homework is an extension of classwork and might be a prelude to what a student will be working on in class the next day. Homework should be completed neatly and brought back to class the next day. **Homework is the student's responsibility.** Students and parents must understand that teachers assign homework to reinforce the work the student is doing in class. **Failure to complete homework undermines the level of work a student is expected to do in class.**

Parents are asked to support the efforts of the teacher and the student in homework and can do so in the following ways:

- Show an interest in the work your child is doing both in class as well as outside of class.
- Establish a place and time for your child to do his/her homework that is quiet and free of distractions.
- Review your child's work and encourage neatness and completeness in the work.
- Help your child when needed by drilling spelling words, math facts, etc.
- If you have concerns about the quantity or quality of your child's homework, discuss them with the teacher rather than with your child.
- Remember that homework is for the child to complete, not the parent. If it is determined that the student did not complete the homework, then the student will receive a grade of zero.
- Homework should be completed and submitted by the due date; no late work will be accepted.

INJURIES

ALL injuries must be reported to the main office (within 24 hours) and an Injury Report completed as soon as possible after the injury has been treated or stabilized. If a student is injured, the following will occur:

- If the injury is minor, the teacher will call the office to alert them that a student is coming with a minor injury. The nurse will then be alerted.
- If the injury is more severe, the teacher will call the office and ask that the nurse come to the classroom, gym, and field or wherever the student is located.
- The nurse will then determine the level of care necessary and will alert the main office.
- The main office will attempt to contact a parent and advise them of the situation. In the event a parent cannot be reached, the nurse will advise the administrator on the appropriate action. (It is especially important that the parent list all numbers that can be called in the event of an emergency on the Emergency Contact Information Sheet, which will be kept on file in the main office.)
- If the student's condition requires it, an ambulance will be called and the nurse or an administrator or other faculty member will accompany the student to the hospital.

INSTRUCTIONAL EQUIPMENT, BOOKS, MATERIALS & SUPPLIES

All textbooks needed by students for school and homework assignments are furnished by the school from tax dollars. The school is also able to provide the materials and equipment requested by teachers for classroom instruction. Students must understand that books and materials are expensive and that they should be cared for properly. Students will be instructed where to print their name and their teacher's name in their books. Books must not be written in or on unless they are consumable books and the teacher has directed that they may be written in. All hardback books **MUST** be covered. Charges will be made for damaged or lost books and/or materials.

Students are responsible for the care of personal and school materials.

- Textbooks are issued to students using their ID number. It is still important that the student's name is written in the textbook. Students need to make sure they are turning in their own book, rather than the book of another student.
- **Textbooks MUST be covered.**
- Students will be held accountable for the condition of the textbooks they are assigned.
- Fines will be assessed for damaged books. These fines are meant to discourage the damage of or deliberate defacing of school items. If a book is no longer able to be used by another student, the fine will be the replacement cost of that book.
- If a textbook is lost, parents will be required to reimburse the school for the cost of the book. We ask that all textbooks be covered in order to protect and preserve the covers of the book.

Students will be held accountable for any damage to technology (i.e. classroom computers, Chromebooks, cameras, etc.)

Parents must provide all basic supplies such as writing paper, pencils, crayons, rulers, scissors, markers, glue, etc. Any additional supply needs will be requested in writing by the classroom teacher and provided in the form of a Supply List at the beginning of each year. Grammar school parents are asked to please help their child come prepared for school by packing his/her homework and supplies in the evening to avoid the last-minute morning rush.

LABELS _____

Parents are asked to **label all their children's belongings**. This includes sweaters, jackets, book bags, pencil cases, notebooks, lunch bags or boxes, rain wear, etc. Items will be placed in Lost & Found and will be donated to charity or discarded monthly.

LATE ARRIVAL/EARLY DISMISSAL (Designated Seniors Only) _____

- Seniors who have enough credits for graduation to warrant late arrival or early dismissal, must adhere to the following guidelines:
- Late Arrival –
 - Students must attend homeroom daily. Failure to do so is considered cutting and will result in suspension
 - Late arrival students must meet a designated staff member at 8:30 p.m. at the entrance next to the gym (adjacent to student parking lot).
 - Students who arrive after 8:30 will need to sign in with the main office.
 - Tardy to homeroom for Late Arrival Students is considered the same as tardy to class and on the 4th tardy (See page – Tardies to Class)
 - Ten tardies (or absences as a result of signing in late) to homeroom will result in a student losing his/her driving privileges for two weeks. Parents will need to bring students to school.
- Early Dismissal
 - Students must check out in the main office immediately following his/her 6th period (2:05 p.m.).
 - Students may not “hang out” on campus, wait for siblings, etc. **They must leave campus.**

LOCKERS

Students in grades 6-12 may rent a locker for \$10.00. **Students may not share lockers** and the student renting the locker will be held responsible for any items in his/her locker. Lockers may not be decorated with any stick-on material that cannot be removed. Do not jam the locking mechanism on the locker with a pencil/pen or any other object (this damaged the lock). Any damage or cost of cleaning the locker will be the responsibility of the student's parent. Students should NEVER leave food or drink in their lockers or on top of their lockers. Students may not congregate in the locker area. **Get what you need and move on to class.**

LOST AND FOUND

Any item left in a common area, will be turned in to the building office where it was found. If your child is missing an item, please check there first. Labeling items belonging to individuals makes it much easier to return missing items. Four times during the school year, items that have not been claimed, will be donated or discarded.

MAKEUP WORK

When returning from an absence, students have until the following Monday to turn in missed work or make up tests/quizzes. It is the responsibility of the student to request that work or schedule to take a missed test/quiz at the teacher's convenience. Make-up work is NOT accepted for unexcused absences. Note: If the administration/faculty determines that there is a pattern to absences (i.e. missing consistently on a test day, missing consistently when an assignment is due, etc.) the absence will not be excused, resulting in a zero for the assignment.

MEDICATION

For medication to be administered or dispensed (including non-prescription medication) to students by employees of ACE, parents must complete the ACE medical form.

- Medication will be kept in the clinic and will be administered by clinic personnel (the school nurse) or a designated staff member.
- Students are not allowed to have any medication (not even over the counter medication) in their possession. If a student must have a medication in their possession, a doctors' note is required stating the name of the prescription and dosage.
- Parents must pick up and drop off medicine in the main office. The nursing staff will be responsible for administering the medication. Parents cannot administer medication to students.
- If medication expires, it is the parents' responsibility to replace it. Parents will be notified the last week of school to come and pick up their student's medication from the clinic and sign for it. Any medication not picked up by the last day of school will be disposed of by the clinic staff.

MORNING ROUTINE

Each day we will all stand for the National Anthem, recitation of the Pledge of Allegiance (Pledge of Allegiance (§20-2-310 (2005)) and the ACE Declaration followed by Moment of Silence (Moment of Silence O.C.G.A. § 20-2-1050) to reflect upon the anticipated activities of the day.

- Students are reminded that the word "**silence**" is important during these 60 seconds as well as during any announcements being made.
- If parents/students/visitors/staff are in the hall when this takes place, we ask that you stop, and either participate or remain in place and silent.

- If a religious reason prohibits your child from participating in these activities, please communicate this privately with your child's teacher. We do, however, ask that ALL children stand and be silent even if they are not reciting.
- **All students are required to recite the ACE Declaration.**

NON-PERMITTED ITEMS

The following items should NOT be brought to school – toys, games, and Fidget Spinners (or other types of gadgets). Students should not bring dolls, stuffed animals, rubber bands, rubber balls, video games, trading or playing cards to school for any reason unless it is part of a teacher-led lesson. Students should not bring blankets, shawls or pillows to school.

NURSE

ACE will have a licensed nurse on duty each day (8:00 AM – 3:00 PM). If medical issues arise the nurse will contact the parent. Any medical concerns can and should be shared with our school nurses.

PARENT BEHAVIOR

Just as we expect our students to behave in a respectful manner to all ACE employees (teachers, paraprofessionals, media center staff, front office staff, administrators, dining hall staff, custodial staff, etc.) we expect our parents to do the same. Over the course of the last year, administrators had to intervene several times on behalf of faculty who were cursed at by parents, threatened, intimidated, maligned on social media or by email and generally treated disrespectfully. Parents who curse, threaten, attempt to intimidate or malign in any manner will be banned from the campus and from any further interaction with the individual involved. This includes any kind of athletic event, fine arts event or any ACE sponsored event. The faculty and staff work very hard to provide an exemplary educational opportunity for every student and do not deserve the abuse and the administration will not tolerate it.

PARENT VOLUNTEERS

At ACE, we strongly encourage our parents to volunteer at the school or in school activities. We believe that when students see their parents active in the school environment it reinforces the connection between school and home.

Anyone who volunteers in a capacity that directly involves our students must be fingerprinted for a background check.

Parents will have many opportunities to volunteer their time both at school and at home. Volunteer sign-ups will be available throughout the school year events. Other opportunities are announced throughout the school year.

Parents are asked to dress in an appropriate manner when participating in events on campus. Yoga pants, running shorts, jeans with holes, leggings/jeggings, athletic pants, tank tops, crop tops and sports bras are not appropriate. Hats should be removed while in the building.

All parents are strongly encouraged to volunteer a minimum of 20 service hours per school year. Please remember that anyone associated with a family can volunteer on behalf of a child.

PARENT VOLUNTEER PROTOCOL

It is important for parents to remember that school personnel, particularly school leadership must protect the educational environment. Our goal at ACE is to work together to promote the school. We hope that you will appreciate the fact that we want the classroom experience for each child to be sacrosanct. Nothing must stand between the work that is being accomplished by the teacher and students. We hope that parents understand that we have established the vision and the mission of this school and will not allow it to be distracted for any reason. ***Please do not use volunteer hours as an opportunity to meet with a teacher or other staff member concerning your child.***

PARENT/TEACHER ORGANIZATION (PTO)

ACE has an extremely active parent/teacher organization. More information will be shared during Open House and on our website/Facebook page. Join the ACE PTO and be a part of a group who truly get things done!

PATIO

The only students allowed on the patio are **seniors**. Students are reminded to clean up after themselves when using the patio and they may NOT have lunch delivered to them on the patio. Failure to keep the patio clean or follow the rules will result in students not being allowed to use the patio. No guests allowed.

PROM

Only those students classified as an 11th or 12th grader may attend prom. Underclassmen may attend only as the date of a junior or senior student enrolled at ACE.

PROMOTION/RETENTION

Retention can often be a difficult discussion to have with parents and students. Research can be shown that suggests both sides of the argument for and against retention. At ACE, we understand this can be painful but we also know that for far too long, students particularly in the lower grades, are moved on when they are not academically ready to be successful in the work required in the next grade level.

ACE students must meet specific criteria and be grade-level ready in order to be promoted to the next grade. At ACE, we expect students to work hard and, in the process, to learn.

ACE Policies require the following for a student to be promoted:

Promotion/Retention - Grades K-8

- Students must have no more than 10 unexcused absences for the school year.
- Students must pass ALL academic classes (this is an ACE policy).
- Parents may appeal this process by submitting a letter to the counselor within **5 days** after the last school day. The counselor will convene the Placement Committee comprised of a grade level teacher, the counselor and an administrator; will review all records for the school year and meet with the parent to determine the best placement for the student.
- Students in grade 3, 5 and 8 will be required to meet Milestone Test criteria for promotion.
- Additionally, students who are in the Special Education Program who do not meet the promotion criteria will have an IEP meeting scheduled with the IEP team.

Promotion/Retention Grades 9-12			
To be promoted to the 10 th grade and classified as a Sophomore:	Student must have earned a total of 6 Carnegie units	Of the 6 Carnegie units earned, 3 units must have been earned in required academic courses (English, Math, Social Studies, Science)	In addition to the 3 units earned in academic courses, the student must also have earned at least 3 additional units in any other courses (academic or elective)
To be promoted to the 11 th grade and classified as a Junior:	Student must have earned a total of 12 Carnegie units	Of the 12 Carnegie units earned, 6 units must have been earned in required academic courses (English, Math, Social Studies, Science)	In addition to the 6 units earned in academic courses, the student must also have earned at least 6 additional units in any other courses (academic or elective)
To be promoted to the 12 th grade and classified as a Senior:	Student must have earned a total of 18 Carnegie units	Of the 18 Carnegie units earned, 9 units must have been earned in required academic courses (English, Math, Social Studies, Science)	In addition to the 9 units earned in academic courses, the student must also have earned at least 9 additional units in any other courses (academic or elective)

REQUEST FOR RECORDS _____

Our office staff must have 3 business days' notice for any type of school records (i.e. request for records, work permit, attendance certificates, copies of report cards, or any student record). Copies of ADAP cards will be provided at a cost of \$5.00 each.

RETURNED CHECKS _____

Checks returned to ACE are charged a \$35.00 returned check fee. Although banks notify their checking customers first, a courtesy letter may be sent home as a reminder from the school. Payment for the returned check must be made in cash or money order. The payment and \$35.00 fee must be made within 7 days of notification from the school. After two returned checks to the school, a family may not pay by check for anything else at school. Students whose families do not submit payment for returned checks will lose privileges of field trips, special events, etc.

RTI – RESPONSE TO INTERVENTION _____

Response to Intervention (RTI): RTI is a multi-tier approach to identify and support students with learning or behavior needs. These students are provided with interventions to meet their individual needs at higher levels of intensity as they move up the tiers.

SCHOLAR AWARDS

The Academy for Classical Education will hold an end-of-the year Scholar Ceremony. The average in each course as of the mid-April Progress Report will be used to determine award recipients. The grades are averaged to the 3rd decimal place.

Grades K-5	Grades 6-11
<ul style="list-style-type: none">• Academic Scholar Award is given to students in each homeroom who have an overall average of 93- 96 when all academic subjects are averaged together.• Principal's Scholar Award is given to students in each homeroom who have an average of 97 or higher when all academic subjects are averaged together.• Top Scholar Award is given to the student in each homeroom with the highest overall average when all academic subjects are averaged together.• Gryphon Scholar Award is given to the student in each grade level who has the highest overall average when all academic subjects are averaged together.• Most Improved Scholar Award is given to the student in each homeroom who has worked diligently to make the most progress and as a result has improved his/her academic standing.• ACE Good Citizen Award is given to a student in each homeroom who has best embodied "the best version of myself" throughout the school year.	<ul style="list-style-type: none">• Academic Achievement Award is given to the student in each grade level who has an average of 93 or higher when all academic subjects are averaged together.• Principal's Award is given to the student who has an average of 97 or higher when all academic subjects are averaged together.• Top Scholar Award is given to the student in each grade level with the highest combined average when all academic subjects are averaged together.• ACE Good Citizen Award is given to the student in each grade level who has best embodied "the best version of myself" throughout the school year.

SCHOOL IDs

PARENTS, WE NEED YOUR HELP WITH IDs. All ACE students will be issued a school ID. Students in grades K-2 are required to have the ID attached to their book bag. Students in grades 3-12 are required to wear the ID attached to their collar DAILY. We ask that parents supervise this in order to maintain safety and security for our students. Students who do not have their ID will either purchase a new ID at the cost of \$5.00 or call a parent to bring their ID. Parents can pay for this online through the payment portal. We will NOT allow students to “charge” for IDs. **Students will wait on their parent in the office until payment is made or the ID is brought to the school.**

The school ID should not be damaged or modified in any way. Students may not cover the information with stickers, cut the corners, chew the corners, etc. If this happens, the student will be required to purchase another ID at a cost of \$5.00. Payment can be made via the ACE website (www.acemacon.org) under the Parent Tab > Payment Portal

SCHOOL SAFETY

Disruption of Public Schools (O.C.G.A. 20-2-1181) It shall be unlawful for any person to knowingly, intentionally, or recklessly disrupt or interfere with the operation of any public school, public school bus, or public school bus stop as designated by local school boards of education. Any person violating this Code section shall be guilty of a misdemeanor of a high and aggravated nature.

Emergency Preparedness Plan/Emergency Drills The Georgia Emergency Management Agency reviews and approves the school system's comprehensive School Safety Plan and each school's Emergency Preparedness Plan. These plans are coordinated with county, state, and federal emergency plans. Fire/evacuation drills will be held on a monthly basis. In addition, drills for severe weather, lockdown of the school will be held at least once each year. Parents/guardians should remind their children that during emergency drill students must respond quietly and quickly and must follow the direction given by their teachers and administrators.

Loitering on School Property (O.C.G.A. 20-2-1180) It is unlawful for any person to remain within the school safety zone when that person does not have a legitimate cause or need to be present thereon. Students are not allowed to enter the premises of a school other than his/her school unless prior permission is received from an administrator of the school to be visited or unless the school is hosting a school-related function, such as an academic or athletic activity. A student may not enter or remain in any school building on weekends or after school hours without authorization or permission.

Student Emergency Safety Information It is critical for the school to be able to contact parents/guardians at any time students are at school. The school must have the parents'/guardians' current address and home, cellular, and business telephone numbers. Emergency contact persons/guardians and their telephone numbers are needed in case a parent/guardian cannot be reached. This information is required at the time of registration and whenever a change occurs with the parents'/guardians' address, telephone or emergency contact information.

Nicotine –Free Schools School policy prohibits the use of all tobacco/nicotine products everywhere, by everyone, 24 hours per day, seven days per week on any school property. This includes any and all vaping devices.

Visitors Sign-In Upon Entering Schools – (O.C.G.A. § 20-2-1180) Georgia law requires that visitors, with the exception of students, school system employees, law enforcement officers or other public safety officials in the performance of an emergency call, shall sign in at the designated location, as stated on posted signs of any school building, between the official starting and dismissal times and provide a reason for their presence at the school.

The school administrator or designee shall have the authority to ask any visitor to explain his or her presence in the school at any time when the school is in official session. Any person, who does not have legitimate need or cause to be on the premises or on school property and/or who fails to sign-in at the designated location may be in violation of Georgia law and upon investigation, may face criminal prosecution of a misdemeanor of a high and aggravated nature.

SENIOR ACTIVITIES

Only those students classified as a 12th grader, and who have paid senior dues, will be allowed to participate in senior activities. Dual enrollment students are expected to keep up with the information about events at school – *they need to have a buddy at school who will keep them informed.*

SEVERE WEATHER INFORMATION

In the event of severe weather, we will make every effort to use our phone calling system to alert our parents. Nonetheless, please watch the local news, check your email, and visit our website/Facebook page for updates.

If school is cancelled, that day becomes a distance learning day. Students should log into D2L and continue with their assigned work.

SOCIAL MEDIA

Almost everyone utilizes social media such as Facebook, Instagram, Snapchat, etc. to share information about themselves and/or their family. Organizations use social media for the same reason: to share information about the organization. There have been many, many incidences over the last few years of young people disseminating hurtful information via social media. Again, we are seeing parents being disparaging of others and ACE. Please see Parent Behavior – page 31 and Code of Conduct, page 47.

ACE will use Facebook to share information about our school community with our stakeholders. Our ACE Facebook page will not be used as an opportunity to bash our school, our students or our teachers and we reserve the right to delete or block individuals who post negative or hurtful comments. At ACE, we want to model respectful behavior and civility at all times, and this is as true with our behavior on social media as it is with personal communication.

We ask that parents who establish “Class of” pages follow these same expectations. Please remember that **teachers and staff members are not responsible for posting notifications to these parent-driven forums.** We will post general information to our ACE school page and then parents may share as needed.

SOLICITATION

Students are not allowed to solicit funds for personal/religious related events on school property. Nothing should be sold on campus unless it is sponsored by a school staff member.

STUDENT RECORDS/PICTURES

The Family Education Rights and Privacy Act (FERPA) requires that student records be maintained confidentially and provides parents and students various rights with respect to student records. In addition, FERPA allows certain types of personally identifiable information, known as “Directory Information” to be released by ACE without the consent of a parent or student.

Students and parents can review their rights under FERPA at ACE’s website found at: www.acemacon.org. Parents may request that ACE not release any directory information regarding his or her student by notifying **Esterine Stokes**, in writing, no later than **August 12, 2022**.

ACE features pictures of students (with names) on our website, Facebook page, yearbook and with news media. If your child's picture and/or name may **not** be used in any of these types of media, parents must notify Esterine Stokes, in writing, no later than **August 12, 2022**.

STUDENT DRIVERS

Students who are in **grades 10-12** and have a legal driver's license may drive to and from school. They may utilize the parking lot at ACE designated for student drivers and must park in their designated parking space. For safety purposes, all student vehicles must be registered with the school. An ACE Parking Decal must be displayed on the designated area of the vehicle. The vehicle must be properly parked in the parking spot. Parking Permits are non-transferrable and only the individual purchasing the Parking Permit may use the permit. Violations of this will result in the revocation of the parking privilege. Parking Permits will be issued to students who possess a valid Georgia Driver's License, provide proof of insurance and complete the registration form. Cost is \$25.00.

Please understand that driving a car and parking at ACE is a privilege and not a right. As such, student drivers must:

- Drive onto the ACE property with care and caution.
- Radios/CD players should not be played loud enough to be heard outside of the car.
- Students must exit their car immediately after parking and report to the designated area of the building.
- Student drivers are dismissed at 3:15 p.m. (via the Silent Dismissal System). No student should go to their car before this time without specific permission from an administrator. Students leaving should report to their car and exit the property quietly and carefully.
- Student drivers who also transport siblings, must pick up the sibling from their designated area and walk them to the student parking lot. The student driver **MUST** present a car pool decal to the siblings' teacher.
- Students who have activities after school may go to their car to get equipment or clothing and to leave their books/bookbags. They must report to the designated area immediately after this.
- ACE is not responsible for lost or stolen items in or around the vehicle.
- ACE is not responsible, nor will we be held liable for any violation of state law regarding young drivers.
- It is not ACE's responsibility to monitor student drivers and the individuals they transport once they leave campus.
- If a student is riding home with a student driver, the driver must have a carpool decal for the rider for the rider to be dismissed.
- After the 5th tardy, student drivers will lose driving privileges for two weeks. Driving privileges will be reinstated if student goes two weeks with 0 tardies.
- After the 10th tardy, **NO DRIVING PRIVILEGES** for the remainder of the year.

STUDENTS' RIGHTS

- All students have the right to feel safe from threats and bodily harm while at school. Disruptive behaviors are never acceptable, and when they occur, will result in the appropriate consequences and/or disciplinary action including having a parent come to the school to take the student home.
- Parents who have a conflict with a student other than their own child and/or parent are requested to speak to the administration.
- At no time may parents approach a child not their own, directly.
- All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence, harassment, or other verbal or physical conduct against a student or employee will **NOT** be tolerated. Law enforcement will be called if necessary.

SUPPORT SERVICES

ACE has several opportunities to support students who may need additional support with their academics.

- 504: Students who have a medically diagnosed condition which impacts one or more life activities may qualify for a 504 Plan. Parents should reach out to the grade-level counselor for more information.
- Response to Intervention (RTI): RTI is an approach that has three tiers of support. The RTI supports students in academic and/or behavior areas.
- Special Education: Special Education support is offered to students that qualify. Students with unique learning needs will have a plan developed to meet their individual educational needs.
- Tutoring: Tutoring is offered by all teachers KD - 12. For students in grades KD - 5, parents should reach out to their child's teachers to set up tutoring. For students in grades 6 - 12, teachers' tutoring plan can be found in their syllabi students receive at the beginning of the year and on teachers' D2L pages. **ACE students may be REQUIRED to attend tutoring.**

SUSPENSION

Students who are suspended have been removed from the regular school setting because of their failure to comply with rules. While we encourage students to keep up by using D2L, they will receive zeroes for the work that is missed during the time of the suspension. Any tests or projects assigned prior to a student's suspension and due while the student is on suspension may be turned in upon their return from suspension (i.e. the day of returning). Students who have multiple suspension will be required to meet with the administration and their parents to determine if ACE is the best place for that student. ACE does NOT hold In- School-Suspension.

TECHNOLOGY

We recognize that the use of technology is prevalent in society. Students and staff have access to the Internet and a variety of technology devices. Students and staff utilize websites and applications as well as a variety of other digital resources that allow them to interact, share, create and innovate.

When using ACE technology or network access, students are expected to follow the Student Code of Conduct, including respecting others' privacy. Online student accounts are used for legitimate educational purposes and will be subject to monitoring, including review of text and attachments that are related to that student or students. At NO TIME should a student consider his/her use of ACE networked applications, data or technology as private or confidential in any way.

While the school does use Internet filters, there may be times when a student accidentally or purposefully discover inappropriate materials online. The Academy for Classical Education DOES NOT CONDONE the use of such materials. Inappropriate use of ACE technology or network access is a violation of the Code of Conduct.

Access is a privilege, not a right, and all students are expected to treat this learning tool with respect. ACE technology, network access, and electronic resources must not be used to:

- Harm other people.
- Interfere with the work of other people.
- Steal property (including plagiarism and copyright violation)
- Gain unauthorized access to other people's files or program
- Gain unauthorized access to online resources, including using someone else's password
- Make changes to the hardware or software configuration of any machine, including installing or deleting any software.
- Improper use of the network, including introducing software viruses and/or bypassing local school or office security policies or Internet filters.

- Steal or damage data and/or computers and network equipment.
- Access, upload, download, and/or distribute pornographic, hate-oriented, profane, obscene, or sexually explicit material.

Failure to follow these guidelines can violate the Official Code of Georgia, O.C.G.A., Codes 16-9-90, 16-9-91, 16-9-93 and 16-9-93.1 as well as Title XVII of United States Public Law 106-554, known as the Children's Internet Protection Act. Such use can lead to disciplinary actions, up to and including loss of access to ACE technology resources and further disciplinary actions as defined by existing ACE policies. Such disciplinary actions may include confiscation of technology being used inappropriate if an incident occurs.

Acceptable Use Policy

Introduction

The aim of this Acceptable Use Policy (AUP) is to ensure that students will benefit from learning opportunities offered by the school's technologies in a safe and effective manner.

The Academy for Classical Education:

- Views the use of technologies as a part of the delivery of its blended learning educational curriculum.
- Defines technologies, including but not limited to, as Internet access, desktop computers, thin clients, Chromebooks, D2L, Google for Education accounts, Infinite Campus accounts, etc.
- Recognizes that access to technologies in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for life after ACE.
- Expects that all students will use various technologies throughout their learning experiences.
- Establishes this policy to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities.
- Takes precaution to filter out inappropriate materials; however, acknowledges that it is impossible to monitor all content
- Considers access to technologies a school resource and privilege. Therefore, if the school AUP is not adhered to, this privilege will be withdrawn, and appropriate sanctions as outlined in the Student Handbook will be imposed.
- Provides access to the Internet, including websites, resources, content, and online tools.

Technologies Usage Guidelines

All technologies are intended for educational purposes. All users are expected to use good judgment and to follow the specifics of this document. Students are expected to take responsibility for their own actions, and the Academy for Classical Education shall not be held liable for the actions of anyone accessing the available technologies.

The following outlines both the acceptable and unacceptable use of technologies.

1. It is the policy of ACE to maintain a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, disability, or any other characteristics protected by law. Students will observe this in the use of technologies by using appropriate, non-abusive language, refraining from making defamatory remarks, racial slurs, or bullying, and by not using obscene or profane language. Cyberbullying will not be tolerated. Students will not engage in any e-activities intended to cause physical or emotional harm to another person.

2. Accounts and passwords for Google for Education, the network, and Infinite are provided for each user's personal use only. Passwords should not be shared with anyone. Students must not use another person's password. If you suspect that someone has discovered and/or used your password, you must have it changed immediately.
3. Students will keep personally-owned devices turned off and put away during school hours. It is most preferable if personally-owned devices are kept off-campus. Personal devices may be confiscated at any time and an administrator may view contents of personal devices if it appears the device was used in violation of school rules and this policy.
4. Not all materials accessible through the Internet is of educational value. Students are expected to refrain from seeking, accessing, uploading, downloading, transmitting, sharing, or distributing material that is not relevant to their assignments or course work.
5. Students should assume that most materials available on the Internet are protected by copyright. Unauthorized copying or use of copyrighted materials is prohibited.
6. Students are expected to understand that web filters are a safety precaution and should not try to circumvent it when browsing the Internet.
7. Students will not vandalize school computers by causing physical damage, reconfiguring the computer systems, or introducing malicious programs (e.g. computer viruses). Student assume full responsibility for any costs, liabilities, or damages arising from the way the student chooses to use technologies.
8. Any use of technologies for illegal purposes or activities is prohibited. This includes, but is not limited to, gaining unauthorized access to other systems, arranging for the sale or purchase of drugs and alcohol, participating in criminal activity, threatening others, transferring obscene materials or attempting to do any of the above.
9. Any use of technologies for commercial purposes is prohibited.
10. Any use of technologies for political purposes is prohibited.
11. Students shall not access, upload, download, transmit, share, or distribute material that is pornographic, obscene, sexually explicit, threatening, discriminatory, intimidating, abusive, harassing, or offensive.
12. Students should not plagiarize content, including words or images, from the Internet. Students should not take credit for things they did not create themselves, or misrepresent themselves as an author or creator of something found online. Research should be appropriately cited using MLA format giving credit to the original author.
13. Students will not access chat rooms or social networking sites. Students are also prohibited from using technologies to blog or to send and receive instant messages. Games must not be played, accessed, or downloaded. Students are also prohibited from accessing any forms of social media at school or using school devices.
14. Students must not attempt to gain unauthorized access to any file servers or data at ACE, outside file servers or data, or go beyond the user's authorized access. This includes logging in through another person's account and/or accessing another person's files. Students will not seek information on, obtains copies of, or modify files, other data, or passwords belonging to other students.
15. Students will use their Google for Education accounts and D2L accounts appropriately as a way to submit work, communicate with teachers, and complete assignments. Both Google and D2L are accessible from both the inside and outside the school network. Students will not use their personal G-mail accounts to complete assignments or communicate with teachers.

Privacy

Students at ACE should not have the expectation of privacy or confidentiality in the content of electronic communications or other computer files sent or received and/or stored on the school computer network. Students should be aware that the data they create, review, or send on the network, Google for Education accounts, or Desire2Learn is the property of the Academy for Classical Education, and that data may be recovered and reviewed, even after it has been deleted. ACE also reserves the right to monitor use of technologies and to examine all data stored on the server. Web browsing may be monitored and web activity may be retained. All communications, regardless of content or purpose, are public and are not private. All communications may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. Network administrators may review communications to maintain integrity school-wide and ensure that students are using the system in a responsible manner.

Violations

ACE reserves the right to deny, revoke, or suspend, without prior notification, specific user privileges and/or take other disciplinary action including suspension or expulsion from school, for violation of this policy. Additionally, all handbook regulations apply to use of technologies. In the event that there is a claim that a student has violated any of the guidelines in this policy, the matter will be investigated. ACE will notify appropriate law enforcement agencies of illegal activities conducted through the use of technologies. ACE will also cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through technologies.

TELEPHONE

The telephones in the main office or in any of the offices are for school business and must be used as such. Again, we ask parents not to call or text their child and we ask students not to use their cell phone in the bathroom or other areas to contact a parent. ACE faculty and staff are happy to contact parents.

TESTING

ACE complies with state requirements to administer end-of-grade and end-of-course testing each spring (Georgia Milestones). Additionally, all 2nd graders are tested for Gifted, and high school students are offered the opportunity to take the PSAT, SAT and Advanced Placement testing. Benchmarks are given throughout the year in all grade levels.

TITLE IX: Sexual harassment, Sexual Assault, Discrimination Based on Sex

Title IX of the Education Amendments of 1972, prohibits sex discrimination in any federally funded educational program. This applies to all institutions receiving federal financial support and includes all educational experiences—academics, athletics, and extracurricular activities. The U.S. Department of Education's Office for Civil Rights (OCR) provides guidance and enforcement of the law with regard to sex discrimination, which includes sexual harassment and sexual assault.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision,
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

Examples that may constitute sexual harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature;
- Writing graffiti of a sexual nature;
- Distributing sexually explicit texts, e-mails, pictures, or videos;
- Making sexual jokes, rumors, or suggestive remarks;
- Physical violence, including rape and sexual assault

Below is a list of individuals designated to handle inquiries regarding the school's Title IX non-discrimination policies:

Title IX Compliance Officer

Laura Perkins, Principal

Laura.perkins@acemacon.org

478-238-5757

5665 New Forsyth Road – Macon, GA 31210

When can a formal complaint be filed?

A formal complaint may be filed when an individual believes that there has been a violation of their rights in regard to their health, safety or civil liberties. Individuals may file the formal complaint with Mrs. Laura Perkins. An Individual can begin the process by emailing Laura.perkins@acemacon.org or calling 478-238-5757.

UNIFORMS (Dress code) _____

The use of a uniform provides a common element upon which the culture of a school is built. At ACE, we want our students to be known by the content of their character and their abilities, rather than by fashion.

- Students in Kindergarten and 1st grade must have an emergency uniform. Under garments, shirts and pants should be placed in a gallon-size zip-loc bag and turned in to their teachers. However, students should be able to manage bathroom needs on their own and ACE employees will not assist your child with their personal restroom needs. If necessary, parents will be called.
- Athletic shoes are for daily wear as children will be going outside for recess and physical education. However, we have provided an option for a dress shoe. Remember – a dress shoe is dressy (canvas slip-on styles and boat shoes are **not** acceptable styles) and must be able to be polished. In other words, it must be a leather type material.
- Monogramming is NOT required. Macon Monogramming located on Forsyth Road and Embroidery Plus located on Vineville Avenue have our selected monogramming logos and crest. We will NOT release our art work to the public. Please keep in mind, if you choose to duplicate our artwork and monogram on your own and the color or design varies, we reserve the right to consider it a dress code violation.

An important part of the uniform is the school issued ID. All ACE Scholars will be issued one school ID and it must be worn every day. Please encourage your child to place his/her ID in his/her book bag once they get into the car so that the ID is ready to put on prior to getting out of the car the next day. Replacement IDs can be purchased for \$5.00.

Uniform Policy – ALL STUDENTS

The personal grooming of students should be in accord with the standards set by the uniform dress code. Students should be clean and neat when at school. ACE uniform allows for exceptions for religious observations.

Tops (The ACE logo MAY be placed on shirts, jackets, etc. but no other logo will be allowed.)	
Polo/golf- type colored shirt (long or short sleeve)	<ul style="list-style-type: none"> • Must be white or navy blue only. • Must be plain or have school logo only (no Izod, Polo or other brand emblems) • Long sleeves may not be worn under a short sleeve unless it is the same color or white. • Sleeves must not extend past the wrist. • Must fit appropriately • If an undershirt is worn, it must be white or the same color of the top shirt. • Shirt must be tucked into pants.
Oxford-type shirt (collared, button, long or short sleeve)	<ul style="list-style-type: none"> • Must be white or navy only • Must be plain or have school logo only • Long sleeve may not be worn under a short sleeve • Must fit appropriately • Sleeves must not extend past the wrist. • If a shirt is worn underneath, it must be white. • Shirt must be tucked into pants
Turtlenecks	<ul style="list-style-type: none"> • Navy or white only • Sleeves must not extend past the wrist. • Must fit appropriately • Shirt must be tucked into pants.
Girls Dress	<ul style="list-style-type: none"> • Navy, Khaki, Evergreen or Evergreen plaid only (*no red in the plaid) • Must be plain or have school logo on top left chest area only • Note: If a girl would like to wear bloomers or shorts under a dress, then the bloomers/shorts must be the same color as the dress (navy or green) • Must be appropriately sized
Sweatshirt, Sweaters & Pull-overs	<ul style="list-style-type: none"> • Navy only (must have a white or navy collared shirt underneath) or ACE Approved Spirit/Athletics sweatshirt/pullover. • No hoods • May have school logo (ONLY) on left chest area • Child's name MUST be on the label.
Vests	<ul style="list-style-type: none"> • Navy only • Shirt must be worn underneath vest • May have school logo (ONLY) on left chest area • Child's name MUST be on the label.
Bottoms (logo not required)	

Pants	<ul style="list-style-type: none"> • Khaki or navy blue • Must be cotton twill, chino material or corduroy • Capri pants are acceptable for girls • Regular length pants should reach the top of the shoe (no longer) • Must fit correctly at waist • Must not contain leg zippers, must not have tapered legs or contrasting top stitching • If pants have belt loops, belt (navy blue, brown or black only) must be worn • Shirt must be tucked in • Cargo and denim are not allowed. • Leggings/Jeggings are NOT allowed.
Shorts	<ul style="list-style-type: none"> • Khaki or navy blue only • Must be cotton twill or chino material • Must fit correctly at waist • Length of shorts should be no shorter than finger-tip when arms are straight (this is for both boys and girls) • If shorts have belt loops, belts (navy blue, brown or black only) must be worn and shirt must be tucked in • Must not contain leg zippers or contrasting top stitching • Cargo and denim not allowed
Skirts/Skorts All grade levels	<ul style="list-style-type: none"> • Navy Blue or Khaki, or Evergreen Plaid (no red in plaid) • Length of skirt should be no shorter than finger-tips when arms are straight.. We do not suggest purchasing skirts from LandsEnd because the length is TOO short. • Girls should NOT roll the skirts up so as to make them shorter. • If wearing shorts or bloomers under a skirt, the shorts or bloomers must be the same color as the skirt. • Note: Parents, this is up to you to police. Please DO NOT send your daughter to school in short skirts!
Shoes, Socks, Belts	
Shoes for daily wear (boys)	<ul style="list-style-type: none"> • Solid white or solid black athletic shoes (soles, shoe and laces must be all white or all black) • No high tops or mid-tops • No design of any kind
Shoes for daily wear (girls)	<ul style="list-style-type: none"> • Solid white or solid black athletic shoes (soles, shoe and laces must be all white or all black) • No high tops or mid-tops • No design of any kind
Shoes for <u>dress</u> (boys)	<ul style="list-style-type: none"> • Black or brown • May be loafer or lace-up • No high tops or mid-tops • No boots • Heel must not exceed 1 inch • No clogs, platforms, rollers or sandals • No shoes that light up • No type of cloth shoe is permitted – Shoes MUST be polished, and cloth cannot be polished. • No design of any kind

Shoes for <u>dress</u> (girls)	<ul style="list-style-type: none"> • Black, brown or navy only • May be loafer, lace-up or Mary Janes. (Low-heeled pump, no more than 2 inches high, may be worn in grades 8-12) • No high tops or mid-tops • No boots • Shoes must be polished • No clogs, platforms, rollers or sandals • No shoes that light up • Must not be backless or open-toed • Approved styles include Mary Janes, Penny Loafers, Oxfords (one color), plain pumps • No type of cloth should be permitted – the shoe must be able to be polished • No design of any kind
Socks	<ul style="list-style-type: none"> • White, navy or black. If wearing brown dress shoes, tan/brown socks are allowed. • Single color knee socks allowed • No designs, accessories, beads or charms permitted
Tights	<ul style="list-style-type: none"> • Navy or white only • Leggings and Jeggings are NOT permitted in any grade level.
Hose	<ul style="list-style-type: none"> • Nude or navy only (Grades 8-12)
Belt	<ul style="list-style-type: none"> • Black, brown or navy • Should not have large or ornate buckle, studs or chains
Accessories	
Hair	<ul style="list-style-type: none"> • Hair should be neat, clean and not distracting. • Hair bands, hair ornaments, hair scarfs, must be white, navy blue, evergreen or evergreen plaid. • Boys should be clean shaven. No facial hair.
Jewelry (other)	<ul style="list-style-type: none"> • Jewelry should be kept to a minimum. • Students may wear one watch (not anything with Wi-Fi or Bluetooth capability), one bracelet, one necklace, and one ring. • Girls may wear one stud earring in each ear (must be either gold/silver/pearl and no larger than a quarter). No dangly or hoop earrings allowed. Boys may not wear earrings. • No ankle bracelets. • The school has the authority to ask students to remove jewelry that distracts from the learning environment. (This is at the discretion of school leadership.) • No hair scrunchies on wrists.
Cosmetics	<ul style="list-style-type: none"> • No make-up allowed in grades K-5 • Grades 6-12: ACE Scholars are young ladies and should wear minimal amounts of make-up. <ul style="list-style-type: none"> ○ Excessive make-up such as false eye lashes, bright or neon-colored eye shadow, etc. will not be allowed. ○ Lipstick/Lip Gloss should be light in color and in the red/pink/coral color range. No bright/dark colors, no blues, greens, purples, etc. ○ Girls may wear clear or light-colored pink (no fluorescent colors) nail polish in grades K-12; nails should be trimmed to a natural length (not filed to a point). • Due to unknown allergies by other students and staff all students and staff are asked to refrain from scented lotions or perfumes while at school.
Neck Ties	<ul style="list-style-type: none"> • Girls and boys may wear neck ties with an oxford-type shirt. • Ties must be navy blue or plaid. Plaid must be purchased from Parker Uniforms or LandsEnd.

Bookbag	<ul style="list-style-type: none"> • Must be navy blue only. (Black or brown leather on the bottom is acceptable for reinforcement.) • Parents should place a luggage tag on the book bag for identification purposes. • Parents can have the students' initials or name on the book bag in white lettering if they choose. • Book bags or athletic bags may not be carried on the front of the body during the school day.
Lunch Box	<ul style="list-style-type: none"> • A parent may select any kind of lunch box or bag for their child to bring lunch to school. A brown paper bag is equally appropriate. Make sure you write your child's name in the lunch box with a permanent marker.
Outdoor Wear	<ul style="list-style-type: none"> • There are no specific guidelines for heavy coats or raincoats. However, these items must be removed upon entering the building. • Any coat, sweater, or pullover that will be worn inside the building throughout the day, MUST BE NAVY BLUE and must have a uniform shirt on underneath.
Lanyard	<ul style="list-style-type: none"> • Students are required to wear his/her student ID (except Kindergarten, 1st and 2nd whose ID should be attached to his/her bookbag). • Students may either use a clip (provided by the school) or a lanyard. Lanyards of any color/design are allowed provided there is no inappropriate language or image (at the discretion of the administration).

School Related Athletic/Extra-Curricular Wear:

- Athletes will have an assigned uniform shirt to wear on game day with their regular school uniform pants/skirt/shorts.
- Other clothing related to athletic or extra-curricular activities (t-shirts) may be worn on Fridays only with the regular uniform bottoms and shoes.
- *Any school-related jacket, pull-over or outer wear must have a uniform collared shirt underneath the jacket. The administration reserves the right to request that a student remove their jacket in the event it is believed that the shirt worn is out of uniform or untucked. Habitual offenders will not be allowed to wear their jacket in the building.*

Non-Permitted Items:

- Tattoos or writing on skin
- Hats of any kind or hooded sweatshirts are not permitted in the building
- Dark glasses worn for fashion or dark glasses that would normally be worn outside
- Any distracting jewelry
- No facial piercings, no multiple piercings in ears.
- Overly large clothing that sags below the waist area
- Rhinestone, silver ringed, studded or belts with designs. Plain belts only.
- Extreme hairstyles (Natural colors only; no neon pink, blue, purple, etc.)
- Wearing, carrying, and displaying gang paraphernalia, names, signs, or symbols of gang membership or any derogatory or demeaning remark, comment, sign or symbol are prohibited.
- Blue jean material, knit pull-on pants, jogging pants, cargo pants, biker pants, jeggings, leggings, or extremely tight pants/shorts are not permitted.
- No shoes with wheels, airbrushing, house slippers, or flip flops are permitted on school grounds.
- Extreme makeup (false eyelashes, neon eye shadow, etc.)
- Shorts or skirts that are too short.
- Pajamas, boxer shorts, slippers, cut-off sweat pants
- Revealing shirts
- Pants with holes whether by design or wear
- Exposed underwear
- Leg warmers
- Unfastened belts
- Chains or other items dangling from clothing
- Monogramming clothing with your child's initial is fine provided the stitching is either white or navy blue. We do NOT recommend

- monogramming your child's name on any clothing.
- No Facial hair (ACE reserves the right to decline the use of any picture that does not meet the uniform standards, including facial hair).

- Fanny packs
- Ponchos
- No extra book bag carried on the front of the body

The administrative staff reserves the right to deny any type of clothing, accessory, haircut/color that disrupts the learning environment. Additionally, ACE reserves the right to decline the use of any picture that does not meet the uniform standards, including facial hair.

NOT PERMITTED:

Wallabees	Hey Dude	Mid-top Tennis Shoes	High-top Tennis Shoes
			

VARSITY LETTERMAN JACKETS

Varsity Letterman jackets can be purchased through the school, by students who have participated in specific GHSA sanctioned activities and who meet a specific benchmark established by the organization. Students interested in purchasing a letterman jacket should speak with the coach, director of the organization or Coach Josh McLendon.

VISITORS

Visitors, INCLUDING PARENTS, are not permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Georgia Driver's License to the front office personnel to obtain a Visitor's Pass. Visitors must sign in and out, state with whom they are visiting, and the purpose of the visit, before obtaining a pass. Visitors are not allowed to randomly visit classrooms because this disrupts the instructional work being done. Teachers will be in contact with parents on a routine basis and will be available to meet with parents. Cooperation will enable the school to provide a safe and orderly learning environment for all students.

WEAPONS

Although House Bill 60 that went into effect July 2016 allows people with a license to carry a gun into a school safety zone, school functions or on school provided transportation with the approval from the appropriate school official, we have decided

that only licensed police personnel will be allowed to carry a gun/weapon onto the property of the Academy for Classical Education or to any school function off the campus.

WITHDRAWAL PROCEDURES

Parents wishing to withdraw their child from school must complete the withdrawal form from the Registrar's office. All outstanding fees must be paid and books returned at the time of the withdrawal.

YOUTH/RELIGIOUS GROUPS

Individuals representing various youth/religious community organizations visiting ACE during school hours are required to submit documentation from their organization identifying them as a part of that organization. These individuals must also submit a background check prior to their visit. Permission to visit the campus should be granted by an ACE administrator. Visitors to the school must be dressed appropriately.

Please note:

The Administrative Staff of the Academy for Classical Education reserves the right to make changes/additions to this handbook as the need arises. Parents will be notified of any changes via email.

The ACE administration cannot foresee every situation that may come up during the school year. However, if behavior interrupts the operation of the classroom, the hallway or the school in general, the results could be as simple as a warning or as serious as an expulsion.

Academy for Classical Education

STUDENT CODE OF CONDUCT

The mission and vision for The Academy for Classical Education is to build the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life. In order to accomplish this, we must have a learning environment **where teachers can teach and students can learn.**

Throughout the process leading to the opening of ACE, we have made every effort to explain to parents that behaviors that disrupt the learning environment cannot and will not be tolerated. Parents are reminded that ACE is a school of choice. By choosing to attend ACE, parents have chosen to agree to the most basic of all rules and that is that they will send their child to school, ready and willing, and equipped to learn, and ready and willing to be respectful of the total school environment and the people in it. It is the responsibility of each of us as parents, to instill within our own children a respect for others and a respect for school. The responsibility of the school is to educate each child to that child's highest ability. When school employees are forced to assume responsibility for teaching a child how to behave or forced to stop teaching in order to redirect or remove a child from class, valuable instructional time is lost for others. Further, during our first year, we repeatedly heard from our students how much better they felt about school once distractions and misbehaviors were removed. We intend to continue to work to have no interruptions in the academic school day as a result of a student's misbehavior regardless of the reason.

Thus, at ACE, no teacher will be expected to teach any child how to behave while at school, or to stop teaching others in order to correct a child's behavior. Further, at ACE we do not have individuals hired solely to provide discipline nor do we have an In-School Suspension Program. Students who refuse to comply with this most basic request - to arrive at school willing to learn and willing to behave - will have the opportunity to return home so that these expectations can be reinforced by their parent.

The following expectations for conduct will enable all ACE Scholars and families to understand what we anticipate of each student while at school, while at school-sponsored activities, as well as in activities that are non-school related. Students who are involved in activities at school or outside of school that endanger the health, safety, and well-being of others or disrupt the learning environment will be subject to possible expulsion and could potentially face involvement with our local law enforcement.

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal may undertake corrective measures, which he or she believes to be in the best interest of the student, and the school provided any such action does not violate school board policy or procedures.

We will contact a child's parent when a disciplinary event occurs because we respect the parents' right to know of behavioral issues. We know that a parent is the best teacher for their child in matters of student behavior.

In summary...**DON'T TOUCH ANYBODY'S ANYTHING!**

EXPECTATIONS FOR STUDENT BEHAVIOR

ACE Scholars shall:

- Attend school regularly and be punctual.
- Be respectful to adults and fellow students at all times.
- Obey the expectations of the school, its teachers and staff and all adults employed at ACE.
- Be honest in all that they say and do.
- Complete all assignments to a high level.
- Not engage in behavior that disrupts or injures others at ACE or elsewhere.
- Show pride in themselves and ACE by dressing neatly and being well-groomed.
- Show pride in their school by taking care of the facility, books, furniture and all instructional materials.
- Work well with others and if problems occur, seek advice or help from others.
- Protect the learning environment against all interruptions by reporting to their teacher or the administrators if problems arise.
- Always treat everyone at ACE with respect and courtesy.

At ACE:

- We want all students to have a positive educational experience free from the negative behaviors that sometimes can be brought into a classroom by students who are ill-mannered, poorly behaved, or aggressive in nature.
- We ask that all parents send their child or children to school with the understanding that they will NOT disrupt or hijack the learning environment in any way. We say this as clearly and concisely as we can here in our Student Handbook/Code of Conduct and will continue to say it at parent meetings.
- In the event a student of any age creates a situation in a classroom where other students or the teacher feels uncomfortable, marginalized or threatened, we will immediately remove that child from the classroom and contact the parent.
- Students with special needs will have their rights protected under the law; however, the same will be true in the event other students or teachers feel threatened. At such time an IEP meeting will be convened to discuss the appropriateness of the IEP, its accommodations and the child's best possible placement.

DISCIPLINARY ACTION

The word “discipline” comes from a Latin word meaning “instruction” or “to teach”. Thus, discipline should be used to enable an individual to reflect and acknowledge wrong-doing, receive the appropriate consequences for that wrong-doing, and have an understanding so that the event does not occur again. We recognize that the first and BEST teachers of our ACE Scholars for all things are their parents. Unfortunately, sometimes young people do make mistakes when they are away from their parents. ACE Faculty and Staff will work tirelessly to provide an environment where teachers can teach, and students will truly want to learn. Students who fail to recognize that what they are doing is negatively impacting them as well as the school community will face the sanctions imposed by the school and ultimately risk their placement at ACE. Remember, at ACE a student is **always** an **ACE Scholar** and the behaviors exhibited will **always** reflect on the student, their family, and their school! Discipline will be handled in a progressive manner with each infraction building toward a more severe consequence. Below (pages 46-51) are the levels of misconduct and their possible consequences. Students and parents should recognize that a student accused of a Tier III or Tier IV infraction risks being removed from ACE.

DISCIPLINARY HEARING POLICY

A disciplinary tribunal will be held within 10 school days of any serious violation or numerous violations of the Code of Conduct in which the Principal believes that a suspension of more than ten days or an expulsion is appropriate. These violations typically fall in the Tier IV category in the Code of Conduct but can also include repetitive Tier I, Tier II and Tier III behaviors.

Hearing Officer

Disciplinary tribunals will be conducted by an independent Hearing Officer. Hearing Officers must meet at least one of the following qualifications:

- 1) Legal counsel in good standing with the State Bar of Georgia
- 2) Have experience as a teacher, counselor, or administrator in a public school system
- 3) OR has completed an approved GaDOE tribunal training course.

The Hearing Officer will serve as the presiding officer and may rule on issues of procedure and admissibility of evidence presented during the tribunal. The Hearing Officer will determine if the student violated the Code of Conduct; and if the Code was violated, imposing appropriate disciplinary action. The maximum penalty that can be imposed by a Hearing Officer is permanent expulsion. Permanent Expulsion means that the student may not attend school, a school function, or be on school property (including extensions of school property).

Notice: The School shall provide written notice of the relevant procedures to the student's parent/guardian. The notification shall include the following:

1. A brief statement of the act(s) student is alleged to have committed, along with the portion of the Code of Conduct allegedly violated.
2. The maximum penalty which may be administered for the alleged misconduct, and a recommendation for discipline.
3. A copy of this tribunal process.
4. The date, time and place of the hearing.
5. The names of witnesses expected to be called at the hearing and a short summary of evidence that may be presented.
6. A statement that a hearing is required unless the student's parent/guardian waives the hearing.
7. A statement that at the hearing the student is entitled to be represented by an advocate (spokesperson) of his/her choice, including an attorney if so desired; and that the student may subpoena witnesses and utilize other compulsory process upon request.
8. A statement that all parties are afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses.

The Notice of Hearing shall be delivered to the student's parent/guardian either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation, to the last known address of the parent/guardian. If notice is delivered in person, a written confirmation of delivery should be obtained by the person delivering the notice. Service shall be deemed to be perfected when the notice is deposited in the United States mail with sufficient postage addressed to the last known address of the student/parent/guardian.

Continuance:

If good and sufficient cause exists, the Principal may reschedule a hearing. Upon rescheduling, written notice of the rescheduled date and time of the hearing will be sent to the student's parent/guardian/representative either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation.

The student's parent/guardian/representative may request a continuance of the hearing from the Principal. Continuances should be requested no later than 24 hours in advance of the scheduled hearing date and time. Extenuating circumstances should be presented for approval. If a continuance is requested or caused by the student's parent/guardian or representative, the student will continue to serve his/her recommended School level discipline during the time of the continuance and until the hearing is conducted and the Hearing Officer has rendered a decision.

Waiver of Hearing: The formal tribunal may be bypassed if the school, the student and a parent/guardian agree that the student is guilty of the charges; that the disciplinary action proposed by the school is appropriate; and that the parent/guardian will waive the student's right to a hearing. Such agreement must be reduced to writing in a formal *Tribunal Waiver Agreement* that clearly states that the student admits guilt to the charges, that all parties agree to the consequences, and that the parent/guardian and student clearly waive the right to a hearing. A signed *Tribunal Waiver Agreement* will be presented to the Hearing Officer to determine if the Hearing Officer is willing to accept the agreement as its decision. If the tribunal adopts the agreement as its decision, the decision becomes final and cannot be appealed by the School or the student's parent/guardian. If the agreement is not adopted as the decision of the tribunal, the *Tribunal Waiver Agreement* will become null and void, all parental rights will be restored and a new hearing date and time will be established.

Procedural Objections: Objection to the sufficiency of the notice and/or other procedural objections shall be waived unless written notice thereof is filed with the School no less than 24 hours prior to the time the tribunal is scheduled to begin. The tribunal may be postponed until such defects have been removed or remedied.

Hearing Process: The Hearing Officer will meet at the appointed time and place to review the case. At this time, the Principal or designee will present the facts of the case against the student as well as the reason for the recommendation. The Principal/designee, the School's attorney, the student's parent/guardian or representative, and the Hearing Officer are entitled to question witnesses about any matters which are relevant to the charges against the student or the appropriate discipline. The Hearing Officer has the authority to limit unproductively long or irrelevant questioning. The student's parent/guardian, or other appointed representative present for the hearing, will be able to ask questions and present arguments against the recommendation. The burden of proof is a preponderance of the evidence (more likely than not) and shall be on the School. The proceedings will be tape recorded for review by the school's Governing Board in the event that the tribunal's decision is appealed.

Legal Representation at the Disciplinary Tribunal: If the student is represented by an attorney, the School's attorney will be present. The student's parent/guardian must notify the Principal not less than 48 hours prior to the tribunal if the student may be represented by an attorney. Failure to give such notice can result in the tribunal being continued so the School's attorney may be present.

Appeals: Any party may appeal the tribunal decision to the school's governing board by filing a written notice of appeal within twenty (20) calendar days of the date of decision. The appeal should be addressed to the attention of the school's governing board Chair and delivered to the Principal. Appeals via email alone may be accepted but appealing parties must confirm receipt with the Principal within the 20-calendar day appeal timeline. Appeals by the Principal must be approved by the Board Chair. Upon the appeal of a decision of the Hearing Officer, the Governing Board will render its decision within 10 school days from the date the school's governing board receives notice of the appeal, unless all parties agree to a different date. The decision shall be in writing and a copy shall be provided to the student/parent/guardian, and the Principal. The Governing Board may take any action it deems appropriate, and any decision of the Board is final. The Board may not impose a punishment that is harsher than that imposed by the Hearing Officer without an explanation of the harsher punishment. Imposing a harsher penalty without stating any reasons is a denial of due process.

The tribunal and any appeals will be closed as required by state and federal law. The parties shall have the right to be represented by legal counsel during the appeal.

BULLYING

Children of all ages have negative interactions with other students from time to time. It is important that we as adults teach children how to deal with adversity. At ACE, we have three guidance counselors with whom they can speak about issues that arise. Not all negative interactions rise to the level of bullying.

ACE prohibits the bullying or intimidation of a student by another student at all times. It is very important that information in all situations be weighed and evaluated, but bullying has become an issue in schools that severely compromises the well-being of the student(s) involved. In the event a student has been accused of or committed the offense of bullying or has been the victim of bullying, the school will notify the parent(s), guardian(s), or other person(s) having control or charge of such student.

As per Georgia Law regarding bullying:

- Upon a finding that a student in grades K-12 has committed his/her first or second offense of bullying in the current school year, said student will be subject to the penalties and consequences of Tier II or III respectively.
- Upon a finding that a student in grades K-5 has committed his/her third or fourth offense of bullying in the current school year, said student will be subject to the penalties and consequences of Tier III or IV respectively.
- O.C.G.A. § 20-2-751.4(b)(2) requires that upon a finding by the ACE disciplinary hearing officer, panel, or tribunal of school officials that a student in grades six through 12 has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative school.

We are including below information in this section on bullying, taken from the Georgia Department of Education. It is important for all of us to know and understand just what bullying is as well as the consequences for this act. In every setting – school, work and life in general – people do things to one another that might be construed as bullying. Thus, we believe that by educating everyone regarding Georgia Law concerning bullying, we will all be better informed.

What Is Bullying? (Information taken from GADOE website) Georgia Law O.C.G.A. 20-2-751.4 defines bullying to mean an act that is: (1) any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; (2) any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; (3) any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate (a) causes another person substantial physical harm; (b) has the effect of substantially interfering with a student's education; (c) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; (d) has the effect of substantially disrupting the orderly operation of the school. You can learn more about this from the DOE site at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Bullying-Prevention-Toolkit.aspx>

In addition, GADOE has added cyberbullying to this issue as a result of the 2015 passing of House Bill 131 known as "The End of Cyberbullying Act." HB 131 modifies the definition of bullying to include acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originates on school property or with school equipment, if the electronic communication 1) is directed specifically at students or school personnel, 2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and 3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

When Can My Child Be Disciplined for Bullying? Bullying is not limited to acts that occur on school grounds. Your child may be disciplined for bullying that occurs on transportation made available for school purposes, and at school-related functions or activities.

With the advent of technology, your child may also be disciplined for “cyber-bullying” that takes place through a computer, computer system, computer network, or other electronic technology of a school system. (See above)

Investigation and Parental Notification

We have urged parents whose children have been targeted on social media, Instagram, etc. to contact the local Sheriff's Department and file a complaint. This has been the most effective tool in fighting this issue. However, it is VERY important for all parents to monitor their child's use of social media at all times! We cannot emphasize this enough. Young people can lead very different lives on their social media sites and others can easily take advantage of them through various sites. Children in grades Kindergarten through 8th grade should have no or very limited access to social media.

Discipline and Punishment

Georgia has some of the strongest punishments for bullying. Penalties may vary from school to school. Some of the recently revised school codes provide that disciplinary action will be taken, ranging from counseling, in-school suspension, short-term suspension, and long-term suspension, to expulsion or referral to an alternative school. Please remember that at ACE, we do not have ISS. Students who are accused of bullying may be suspended up to 10 days or referred for a Hearing resulting in an alternative placement through remote instruction.

How Can I Help My Child?

The consequences to bullying are serious both for the individual bullying as well as for the victim. You can help your child by reviewing our Code of Conduct to understand what is considered bullying and what is at stake in terms of disciplinary action. Talk to your child to discuss how to avoid engaging in bullying behavior.

You can read more about the Georgia Department of Education's rules on Bullying by going to <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Bullying-Prevention-Toolkit.aspx>

You can also help us by reporting behaviors that you feel are of a bullying nature to your child's teacher immediately or by contacting the parents of the individual doing the bullying. It is important to remember that some behaviors are age-related. Children do tend to pick on one another at various times in the developmental process. Our job as adults is to both teach children who are picking on others how to interact more positively as well as to teach children how to cope with negative situations while at the same time, being able to recognize negative behaviors that have an impact on a child's well-being. In the end, if as a parent, you feel your child is at risk as either a person who treats others negatively or who is treated in a negative fashion, please make us aware of the situation so that we can monitor it here at school.

SEARCHING OF STUDENTS

Any student may be searched if there is reasonable suspicion and such circumstances exist to warrant a search. Situations under which school authorities would be acting properly in searching a student or his possessions without a warrant are:

- if the contraband item is in plain view;
- if the evidence or contraband is discovered while responding to an emergency;
- if the official has reasonable suspicion to believe the individual is armed and dangerous;
- and in all other circumstances where the school official acts to protect the life and property and health of students, teachers, or other individuals.

Parents' Liability Under House Bill 1450, passed by the 1982 Georgia General Assembly, "parents and guardians of minor children will be liable for their willful or malicious damage to school property up to \$5,000 plus court costs."

STAFF/STUDENT ABUSE

At ACE we value respectful interactions between and among students and between students and faculty or staff members. It is the policy of the Academy for Classical Education to prohibit any act of harassment of students by other students or employees based upon race, color, national origin, sex or disability at all times and during all occasions while at school, in the workplace or at any school event or activity. Any such act by a student or employee shall result in prompt and appropriate discipline, including the possible termination of employment, as well as a report made to the PSC, or suspension or expulsion of the student.

Any student, parent, employee, or other individual who believes that a student has been subjected to harassment by other students or employees of ACE should promptly report the same to the principal who will conduct a full investigation or will contact the local law enforcement agency to conduct said investigation. Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. If at any point in the investigation of reported sexual or verbal harassment of a student or faculty member, the principal determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation.

DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

ACE has discipline authority over its students whenever the interests of the school are involved. Therefore, the *Code of Conduct* Handbook applies at the following times and places:

- On school grounds at any time;
- Off school grounds at school activity, function, or event;
- While the student is on school-sponsored transportation;
- When either the alleged perpetrator or the alleged victim is en route from school to home, en route from a school activity, function, or event to home, en route from a school activity, function, or event;
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;
- Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;

- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c));
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave);
- On and off school grounds when the act constitutes a violation of cyberbullying by the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Facebook, Twitter, Instagram, Kik, Tik-Tok, etc.), chat rooms, texts, and instant messaging; and
- On or off school grounds when cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim.

INVESTIGATION OF MISCONDUCT _____

When a violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to investigate. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. If administrators believe a request for a due process hearing will be made, he/she should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school security personnel, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately. The determination of whether or not a student has violated the Code of Conduct Handbook will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? If the parent disagrees with this decision, they may petition to the school principal. If they disagree with the principal's decision, they may petition in writing to the governing board.

LEVELS OF MISCONDUCT AND DISCIPLINARY ACTIONS

The ACE administration cannot foresee every situation that may come up during the school year. However, if behavior interrupts the operation of the classroom, the hallway or the school in general, the results could be as simple as a warning or as serious as an expulsion.

Tier I Misconduct

This level of correction is used when the behavior engaged is of a minor but consistent action warranting intervention on the part of the teacher or other school staff. These actions create a breach in the teacher being able to teach and the student being able to learn. The consequences for any infraction is left to the discretion of the administrator based on variables involved in the incident.

Examples of these actions might be but are not limited to the following:

- Violations of classroom rules
- Chewing gum
- Eating in the classroom
- Uniform issues (failure to follow the uniform policy)
- Bringing toys or items from home to school that are unrelated to the lesson taught.
- Bringing cards, trading cards, etc.
- Loud talking, loud laughing or use of a tone that disrupts the learning process in the classroom, hallway, cafeteria, etc.
- Arguing with another student or the teacher that interrupts the learning environment
- Leaving books or other materials strewn about in the classroom creating an unsafe area to walk
- Failing to stay in an assigned area of the classroom after being asked to remain in an area
- Lying to a teacher
- Failure to follow directions given by an adult
- First incident involving cell phones
- Putting hands on another student – pushing, shoving, kicking, biting, pinching, slapping, etc.
- Going to your car during the school day without a pass from an administrator.

Tier I Disciplinary Actions may include but are not limited to the following:

- Immediate removal of the student from the classroom or area where the infraction occurs and request made for parent to come to the school.
- A written or verbal warning by the teacher, counselor, media specialist, custodian, lunchroom staff, administrative support staff or administrator.
- Teacher conference with the student and the parent.
- Student placed on behavior contract.
- Student required to remain for teacher detention.
- Any other disciplinary action deemed appropriate by the assigned administrator.

Parents please remember: We do not tolerate student disruptions during class time. Regardless of the age of the child, a student who disrupts class by blurting out repeatedly, moving about the classroom so as to remove the attention of the students from the teacher, fails to follow classroom rules, argues or belittles other students, throwing things, hitting, pushing or shoving others will be removed from class and the parent will be called to come and get the child.

Tier II Misconduct

This level of correction is used when the behavior engaged is persistent and repeated and interferes with the smooth operation of the instructional environment or in the running of the school program. These actions can occur in the classroom, in the gym, in the cafeteria, outside of the school building or at school sanctioned or even non-school events. This might include but is not limited to repeated acts of minor misconduct as seen in Tier I; of actions of a student against another student, adult or ACE property that does not seriously endanger the health, safety, or well-being of others but does disturb the learning environment or the school climate. The consequences for any infraction is left to the discretion of the administrator based on variables involved in the incident.

Examples of these actions might be but are not limited to the following:

- Repeated violations of Tier I misconduct.
- Disruption and interference with the normal operation of school. (This includes pulling a fire alarm, blocking the entrance to a classroom so that students or teachers could not enter, disorderly conduct, refusal to give a school employee their name, urging other students to violate the rules of the school, and using a cell phone in a bathroom or other part of the school to contact others.)
- Talking back, shouting or defiance directed at any adult employed by ACE.
- Continued failure to follow the uniform policy (shirt, pants, skirt, skort or dress that are not in the school colors, shoes that are incorrect for the outfit (casual or dress), shoes not included in the uniform policy, shirt untucked, failure to wear a belt when the pants or skirt have belt loops, etc.)
- Academic dishonesty (cheating which may include turning in someone else’s work, copying answers from the student seated near you, plagiarism using another student’s work or materials from the internet, etc.).
- Taking items that belong to another student or adult.
- Taking items from other students’ backpacks or clothing, while in the locker room, gym, bathroom, etc. Placing items in toilet, sink or trashcan.
- Possession of vaping device or vaping products.
- Using a cell phones or any electronic device on school property (unless with the permission of and in the presence of school personnel).
- Being in possession of devices such as fidget spinners or other attention devices without a 504 or an IEP requiring that device.
- Defacing or destroying student ID.
- Destruction of school properties such as consumables, crayons, markers, stapler, pencil sharpener, hand sanitizer machine, student ID, books or other classroom materials, etc.
- Tampering of any kind with school technology.
- Visiting any inappropriate site on school technology. An inappropriate site is ANY site that is not related to what is going on with the lesson at hand.
- Disrespectful or demeaning language directed at another student or adult.
- Disrespectful behavior to a staff member or any adult.
- Vulgar, profane or discriminatory language or behavior directed at another student or adult.
- Public displays of affection-kissing, hugging or touching one another inappropriately (1st offense)
- Threatening another student or adult either by word or behavior (this includes pushing, shoving, tripping, etc.).
- Bullying on the first offense, harassment, cyber-bullying, or intimidation as defined in Georgia law O.C.G.A. § 20-2-2751.4.
- Any act that disrupts the learning environment or the orderly process of the school operation.
- Second incident involving cell phones.
- Bringing a laser light to school for any reason.
- Cutting class (not reporting to class, going to the bathroom and remaining there during the class period, going to another teacher’s classroom without permission, going to the library, going to the lunchroom, leaving campus without signing out, etc. are all considered cutting class)
- Leaving school without permission (i.e. not signing out through the main office).
- Throwing any item in the hallway, classroom, dining room, bathroom, etc.
- Throwing an item at an individual that could potentially cause harm.

Tier II Disciplinary Actions may include but are not limited to the following:

<ul style="list-style-type: none"> • Immediate removal of the student from the classroom or area where the infraction occurs and request made for parent to come to the school. • Restitution of stolen or broken item. • Grade penalty of an assigned “0” if infraction is for academic dishonesty. 	<ul style="list-style-type: none"> • Any other intervention or consequence deemed appropriate by teacher, counselor, parent or administrator. • Cell phones confiscated • Parents are required to purchase a replacement ID. • Possible suspension from school • Possible referral for expulsion
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Tier III Misconduct

This level of correction is used when the student's misbehavior is repeated but the offenses may not be related; however, the smooth operation of the instructional environment or the running of the school program may be impeded. These actions can occur in the classroom, in the gym, in the cafeteria, outside of the school building or at school sanctioned or even non-school events. This might include but is not limited to repeated acts of misconduct as seen in Tier I and Tier II; of actions of a student against another student, adult or ACE property that could endanger the health, safety, or well-being of others and may also disturb the learning environment or the school climate. These behaviors are of a serious nature and may result in a student's suspension from school and school activities. The consequences for any infraction is left to the discretion of the administrator based on variables involved in the incident.

Examples of these actions might be but are not limited to the following:

- Instigating/"boosting" any altercations between or among students while on campus or at a school activity.
- Any behaviors from Tier I or Tier II that are repeated and are not corrected by discipline administered. (This would include a 5th or more offense of failure to wear an ID.)
- The fourth failure to comply with the uniform policy.
- Second infraction involving academic dishonesty.
- Second infraction of being in possession of a vaping device.
- Refusing to follow directives given by an administrator involving a disciplinary consequence.
- Lying (committing perjury), falsifying, omitting information, misrepresenting or erroneously reporting information regarding instances of alleged inappropriate behavior by any ACE student toward another student in regard to an incident that has occurred.
- Bullying on the second offense, harassment, cyber-bullying, or intimidation as defined in Georgia law O.C.G.A. § 20-2-2751.4.
- General Sexual Misconduct/Sexual Harassment to include:
 - Displays of affection (including but not limited to: hand holding, frontal hug, kissing, or inappropriate touching in the hallways, classrooms, locker rooms, bathrooms or anywhere on the ACE campus. This includes snapping of one another with towels in locker rooms, taking videos in locker rooms, peering over stalls in locker rooms or bathrooms, etc.)
 - Inappropriate or unwanted touching of another student or adult.
 - Grabbing, touching, pinching, or slapping a student or faculty member while on campus, school-sponsored events, including athletic fields.
 - Exposing of body parts, intimate or otherwise, lewd behavior (showing personal parts of the body to others)
 - Making sexual remarks or unwelcome advances towards other students, staff or faculty; asking for sexual favors explicitly, via social media, or online format
- Using vulgar/profane, racially derogatory, sexually derogatory, or aggressive language toward another student or adult including disrespectful language or behavior directed at a teacher, administrator or any ACE school personnel.
- Fighting/shoving/pushing another student or adult in an aggressive manner.
- Defacing, damaging or destroying the property of another individual.
- Defacing, damaging or destroying the property of ACE.
- Encouraging others to become involved in acts that are prohibited or disrupt the learning environment or the school environment at large.
- Bringing any item related to a weapon on campus or to a school event.
- Bringing any medication to school without consulting with the nurse and leaving the medication in the clinic; carrying medication, in particular prescribed medication, on the student's person; bringing any legal or illegal medication or substance onto school property.

- Tampering in any way with a student or a faculty/staff member's food or drink. This includes stealing a lunch box, stealing food from a lunch box, removing food from a student, faculty/staff member's plate and eating it, licking it or touching it in any way.
- Using another student's ID number to purchase breakfast or lunch
- Taking still or video pictures of any individual while on school property with or without their clear and express permission. This includes taking pictures of other students and/or staff members.
- Visiting any site that includes pornography, profane music and/or lyrics, indecent pictures of individuals, graphic behaviors including fighting, etc.
- Posting comments or videos via social media, websites, chat rooms, etc. about the school, teachers, students or parents of a disparaging, rude or vulgar nature.
- Soliciting sexually inappropriate pictures.
- Placing vulgar or inappropriate pictures on websites and encouraging students to visit those websites either at school or at home.
- Sending vulgar texts, Instagram posts, etc. to any individual at ACE including students, teachers or other personnel.
- Having vulgar, profane or sexual pictures, texts, etc. in possession or sharing such with any other student particularly younger students.
- Using sexual or explicit language with any other students or in the presence of students, particularly younger students.
- Sexting or the sending of any type of sexual explicit or implicit message using a cell phones or other technological device.
- Placing pictures of other individuals on social media with derogatory commentary about their personal characteristics, sexual orientation, ethnicity, etc.
- Third incident involving cell phones
- Having any type of cigarette, (nicotine, marijuana or CBD), matches, rolling papers, drug paraphernalia or any smoking/vaping device on campus or at a school related event/trip.
- Being in possession of liquor/alcohol; providing liquor/alcohol to other students; imbibing in liquor/alcohol on school campus or at a school event.
- Being in possession of any CBD/THC product on school campus or at a school event.
- Creating any disturbance that disrupts or distracts from the learning environment and potentially inhibits the smooth operation of the school/classroom.
- Disrupting the testing environment.
- Second infraction of tampering with school technology in any form or fashion.
- Tampering with technology so as to remove evidence of inappropriate online activity.
- Engaging in larceny/theft of school property regardless of the value.
- Engaging in larceny/theft of another student's property regardless of the value.
- Accessing/altering school/teacher records.
- Compromising test security of any standardized test
- Referring to a staff member in a negative, sexual, or racist fashion or making threatening or aggressive comments via any social media platform.
- Obtaining access to another student's username and password.
- Obtaining access to another student's ID number; using that number to purchase meals.
- Use of the ACE crest or logo.
- Violation of the Acceptable Use Policy (Technology)

Tier III Disciplinary Actions may include but are not limited to the following:

- Immediate removal of the student from the classroom or area where the infraction occurs and request made for parent to come to the school.
- Grade penalty of an assigned "0" if infraction is for academic dishonesty.
- Restitution to individual or to the school.
- Suspension from school of no less than 1 day and no more than 10 days.
- Community service as determined by the administrator.
- Any other intervention or consequence deemed appropriate by teacher, counselor, parent or administrator.
- Cell phones confiscated and held for the remainder of the school year.
- Referral for expulsion.
- Possible involvement of local law enforcement.
- Any other intervention or consequence deemed appropriate by teacher, counselor, parent or administrator.

Tier IV Misconduct

This level of correction is used with the behavior that is of a serious nature. Tier IV Misconduct is of such a serious nature that the student will be removed from the classroom or the area where the act takes place immediately and will be subject to long term suspension or expulsion as well as a possible involvement of local law enforcement.

In the event a misconduct warrants a possible referral for expulsion, the student will be granted a hearing as per O.C.G.A. 20-2-753. The Disciplinary Hearing Officer will hold the hearing within 10 days of the incident.

The Georgia State Board of Education rule 160-4-8-.15 provides that individuals selected by the LEA to be the Disciplinary Hearing Officer must have experience as a teacher, counselor or administrator in a public school system. In addition, all qualified Disciplinary Hearing Officers have the initial and ongoing Tribunal training course that meets the requirements of the SBOE rule prior to the individual servicing in such capacity.

Examples of these actions might be but are not limited to the following:

- Making oral or written communication, creating a document, or making a symbolic gesture or contact of a threatening, undermining, or provoking nature to any student or school employee at ACE. This includes, but is not limited to, disrespectful conduct, insults, use of profanity, ethnic, racial, sexual, disability, or religious slurs, or harassment that includes a "hit list," "people to kill, shoot, injure..." or a statement of any kind about bringing a weapon to school and injuring people.
- Tampering, defacing or disturbing staff, student or visitor vehicles parked on campus at any time
- Hate speech of any kind directed at ACE teachers, administrators, staff, or any employee of ACE or contracted by ACE including dining hall staff, custodial staff, construction staff, landscaping staff, etc.
- Any act of violence that impacts the climate, culture and morale of the student body and the faculty/staff.
- Verbal assault including the threatening of violence to other students or staff of ACE as well as to any individual on the ACE campus.
- Physical assault/fighting directed at or to other students or staff of ACE as well as to any individual on the ACE campus.
- Trespassing on ACE campus after hours or when suspended from school.
- Defacing ACE campus.
- Third act of bullying, harassment, cyber-bullying or intimidation as defined in Georgia law O.C.G.A. § 20-2-2751.4.
- Fighting or physical violence towards another student whether it causes harm or otherwise.
- Sexual harassment in any form.
- Having possession of, sharing or distributing obscene or pornographic material in print or computer, flash-drive, CD, DVD, etc.
- Having possession of or attempting to sell or give bullets or shells, paint cartridges for paint ball guns, BB's, or any type or part of a firearm.
- Having possession of a knife, blade, box cutter or any cutting device that could cause harm.
- Engaging in any type of behavior in the community that requires placement at a YDC facility or requires the use of a monitoring device.
- Engaging in any type of behavior or conduct that is punishable as a felony or is a delinquent act which would be a felony if committed by an adult including, but not limited to:
 - Aggravated assault
 - Aggravated battery
 - Sexual battery or aggravated sexual battery
 - Rape or statutory rape
 - Sodomy or aggravated sodomy
 - Child molestation or aggravated child molestation
 - Enticing a child for indecent purposes

- Cruelty to children
 - Murder, felony murder, or voluntary manslaughter
 - Kidnapping
 - Robbery
 - Burglary
 - Arson
 - Terroristic threat
- Selling, giving, delivering to another person, or possessing, using, or being under the influence of marijuana (including but not limited to marijuana suckers, candy, etc), any controlled substance, any medication not prescribed to the taker, or any dangerous drug while on campus or at any school function.
 - Selling, giving, delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; possessing, using, or under the influence of alcohol prior to attending school or while at school; possessing, using, or under the influence of alcohol prior to or during a school-related activity.
 - Engaging in conduct which contains the elements of an offense relating to abusing glue or aerosol paint, or relating to volatile chemicals.
 - Engaging in conduct that contains the elements of public lewdness.
 - Engaging in sexual conduct on campus or at a school sponsored activity.
 - Engaging in conduct that contains the elements of the offense of criminal damage to property in the first or second degree, either on or off campus.
 - Stealing, extorting, gambling, or possessing stolen property.
 - Using, exhibiting, or possessing a firearm.
 - Using, exhibiting, or possessing another weapon Using, exhibiting, or possessing fireworks of any kind whether homemade or purchased.
 - Discharging or participating in the discharge of a fire extinguisher.
 - Discharging or participating in the discharge of a fire alarm anywhere within or on the ACE school campus.
 - Engaging in serious and persistent offenses that disrupt or materially interfere with the orderly process in the classroom, the school or any school-related activity.
 - **Fighting will not be tolerated. Any students involved in a fight may be suspended for up to 10 days of school and will possibly be referred for a Disciplinary Hearing.**

Tier IV Disciplinary Actions may include but are not limited to the following:

- Suspension
- Long Term Suspension
- Expulsion
- Referral to Law Enforcement

VIOLENCE AGAINST TEACHERS OR OTHER SCHOOL OFFICIALS OR EMPLOYEES

ACE will have zero tolerance for any kind of intentional violence inflicted on an ACE school official or an ACE employee.

Students shall not inflict violence on ACE teachers or other school officials or employees. Physical violence shall include:

- Category 1 - intentionally making physical contact of an insulting or provoking nature with the person
- Category 2 - intentionally making physical contact which causes physical harm to another unless such physical contact or physical harm was in defense of him or herself

Consequences for committing physical violence against a school official:

In the event a student is charged with violence against a school employee the student may be subject to the following consequences based on the level of the charge:

- Category 1: The student will be disciplined by expulsion and criminal charges filed.
- Category 2: The student will be disciplined by expulsion and criminal charges filed.

SEXUAL HARASSMENT

ACE will have zero tolerance for any kind of harassment including sexual harassment. It shall be a violation of this policy for any ACE student to sexually harass another student or school employee or for a school employee to harass a student.

Examples of Sexual Harassment

- Unwelcome leering, sexual flirtations or propositions
- Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversation
- Sexual jokes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching or grabbing an individual's body or clothes in a sexual way

State Mandated Process for Student Reporting of Acts of Sexual Abuse or Sexual Misconduct

O.C.G.A. 20-2-751.7

- Any student (*or parent or friend of a student*) who has been the victim of an act of sexual abuse or sexual misconduct by an ACE student, teacher, administrator, or other school system employee or ACE student, is urged to make an oral report of the act to any teacher, counselor, or administrator at his/her school. Parents or friends of victimized students who have knowledge of sexual abuse or sexual misconduct by an ACE student, teacher, administrator, or other school system employee, are also urged to make an oral report of the act to the counselor, or administrator his/her school. The individual reporting the event must provide their contact information to the individual to whom they are reporting the incident.
- Any teacher, counselor, or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the

incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the Chairman of the Governing Board or the Chairman's designee.

- Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority.
- Pursuant to ACE procedures, upon receipt of a report under this policy, the principal shall immediately contact the Chairman of the Governing Board, which will initiate an investigation into the allegations.
- Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the Professional Standards Commission Ethics Division.
- When it is determined that reports should be made to various outside agencies, the Complex Principal will notify the Chairman of the Governing Board and the Complex Principal will contact appropriate police authorities, and will coordinate with the appropriate authorities to make a report to the appropriate child welfare agencies, and will coordinate with the Chairman of the Governing Board to make a report to the Professional Standards Commission.

WEAPONS

It is the policy of ACE that a student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon. Weapons may include, but are not limited to:

- a pistol;
- a revolver;
- mace;
- any weapon designed or intended to propel a missile of any kind;
- any dirk, bowie knife, switchblade knife, ballistic knife;
- any knife having a blade of two or more inches;
- a straight-edge razor, or razor blade;
- a box-cutter
- a spring stick, "brass" knuckles (i.e., whether made from metal, thermoplastic, wood, or other similar material);
- blackjack, bat, club, or other bludgeon-type weapon;
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g. nun chuck, shuriken, or fighting chain
- any disc (e.g., throwing star or oriental dart), of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled or any weapon of like kind;
- any stun gun or Taser as defined in subsection (a) of Code Section 16-11-106.

Students who possess firearms on campus shall be subject to expulsion from ACE pursuant to the Student Discipline Process and will be referred to law enforcement officials. ACE retains the authority to modify such expulsion requirement on a case-by-case basis.

The Academy for Classical Education does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors.

Videos shown in the classroom must be of instructional value. A permission form must be completed (see Mrs. Carol Tyner) and approved by Mrs. Perkins or Mrs. Stokes in order to show any video not in the school media collection.

At no time should any "R" rated videos be shown at ACE. We depend on your professionalism in regard to videos, but if it appears that videos are being used as the only instructional tool, or to fill time, we will have that conversation with you individually.

Plan for reading as opposed to watching an excessive number of videos. ***All videos must be previewed IN FULL FROM BEGINNING UNTIL END by the teacher before the approval request form is submitted to an administrator.***

The Academy for Classical Education does not and shall not discriminate based on race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors.

Academy for Classical Education

POLICY FOR THE “PROTECT STUDENTS FIRST ACT”

A. Definitions:

1. “Divisive Concepts” means any of the following concepts, including views espousing such concepts:
 - a. One race is superior to another race;
 - b. The United States of America is fundamentally racist;
 - c. An individual, by virtue of his or her race, is inherently or consciously racist or oppressive toward individuals of other races;
 - d. An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race;
 - e. An individual’s moral character is inherently determined by his or her race;
 - f. An individual, solely by virtue of his or her race, bears individual responsibility for actions committed in the past by other individuals of the same race;
 - g. An individual, solely by virtue of his or her race, should feel anguish, guilt or any other form of psychological distress;
 - h. Performance-based advancement or the recognition and appreciation of character traits such as hard work ethic are racist or have been advocated for by individuals of a particular race to oppress individuals of another race; or
 - i. Any other form of race scapegoating or race stereotyping.
2. “Espousing personal political beliefs” means an individual, while performing official duties as part of his or her employment or engagement with a school or local school system, intentionally encouraging or attempting to persuade or indoctrinate a student, school community member, or other school personnel to agree with or advocate for such individual’s personal beliefs concerning divisive concepts.
3. “Race scapegoating” means assigning fault or blame to a race, or to an individual of a particular race because of his or her race. Such term includes, but is not limited to, any claim that an individual of a particular race, consciously and by virtue of his or her race, is inherently racist or is inherently inclined to oppress individuals of other races.
4. “Race stereotyping” means ascribing character traits, values, moral or ethical codes, status, or beliefs to an individual because of his or her race.

B. Requirements:

1. The governing body of ACE shall prohibit an employee from discriminating against students and other employees based on race.
2. The governing body of ACE shall ensure that curricula and training programs encourage employees and students to practice tolerance and mutual respect and to refrain from judging others based on race.

STATE BOARD OF EDUCATION
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3. ACE may provide curricula or training programs that foster learning and workplace environments where all students, employees, and school community members are respected; provided, however, that any curriculum, classroom instruction, or mandatory training program, whether delivered or facilitated by school personnel or a third party engaged by a school or local school system, shall not advocate for divisive concepts.
4. Nothing in this policy shall be construed or applied to:
 - a. Inhibit or violate the rights protected by the Constitutions of Georgia and the United States of America or undermine intellectual freedom and free expression;
 - b. Infringe upon the intellectual vitality of students and employees of local boards of education, local school systems or other schools;
 - c. Prohibit a local board of education, local school system, or other school from promoting concepts such as tolerance, mutual respect, cultural sensitivity, or cultural competency; provided, however, that such efforts do not conflict with the requirements of Code section 20-1-11 and other applicable laws;
 - d. Prohibit a school administrator, teacher or other school personnel, or an individual facilitating a training program from responding in a professionally and academically appropriate manner and without espousing personal political beliefs to questions regarding specific divisive concepts raised by students, school community members or participants in a training program;
 - e. Prohibit the discussion of divisive concepts, as part of a larger course of instruction, in a professionally and academically appropriate manner and without espousing personal political beliefs;
 - f. Prohibit the full and rigorous implementation of locally approved curriculum linked to Georgia Standards of Excellence, Advanced Placement, International Baccalaureate Diploma Program, dual enrollment coursework, or elements of such curricula; provided, however, that such implementation is done in a professionally and academically appropriate manner and without espousing personal political beliefs;
 - g. Prohibit the use of curricula that addresses the topics of slavery, racial oppression, racial segregation, or racial discrimination, including topics relating to the enactment and enforcement of laws resulting in racial oppression, segregation, and discrimination in a professionally and academically appropriate manner and without espousing personal political beliefs;
 - h. Create any right or benefit, substantive or procedural, enforceable at law or in equity, by any party against a local board of education, local school system, or other school, or the departments, agencies, entities, officers, employees, agents, or any other personnel affiliated with such local board of education, local school system, or other school; or
 - i. Prohibit a state or federal court or agency of competent jurisdiction from ordering training or other remedial action that discusses divisive concepts due to a finding of discrimination, including discrimination based on race.

C. Complaint Resolution:

No later than August 1, 2022, each local board of education and the governing body of each charter school shall adopt a complaint resolution process to address complaints alleging

violations of any provision of the subsections listed earlier in this policy. The complaint resolution process shall provide that:

1. A school or local school system shall not be required to respond to a complaint made pursuant to this policy unless it is made by:
 - a. A parent or legal guardian of a student enrolled at the school where the alleged violation occurred;
 - b. A student who has reached the age of majority or is a lawfully emancipated minor who is enrolled at the school where the alleged violation occurred; or
 - c. An individual employed as a school administrator, teacher, or other personnel at the school where the alleged violation occurred;
2. The complaint shall first be submitted in writing to the principal of the school where the alleged violation occurred;
3. The complaint shall provide a reasonably detailed description of the alleged violation; (see guidance)
4. Within five (5) school days of receiving the complaint; the school principal or designee shall review the complaint and take reasonable steps to investigate the allegations contained in the complaint;
5. Within ten (10) school days of receiving the complaint, the school principal or designee shall confer with the complainant;
 - a. The school principal or designee shall inform the complainant whether a violation occurred, in whole or in part;
 - b. If a violation occurred, in whole or in part, the school principal or designee shall inform the complainant of what remedial steps have been taken or will be taken; provided that the confidentiality of student or personnel information shall not be violated;
 - c. Another schedule may be mutually agreed upon by the complainant and the school principal or designee regarding this ten (10) days response limit.
6. Following such conference, within three (3) school days of a request by the complainant, the school principal or designee of the school, charter school or local system shall provide to the complainant
 - a. A written summary of the findings of the investigation, and
 - b. A statement of remedial measures, if any,provided, however, that such written response shall not disclose any confidential student or personnel information.
7. The determinations provided above shall be reviewed by the local superintendent or designee, or the governing body of a state charter school, as applicable, within ten (10) school days of receiving a written request for such review by the complainant addressed to the local superintendent/designee or local governing body of a state charter school; provided, however, that confidential student or personnel information shall not be subject to review pursuant to this paragraph;
 - a. The decision of the local superintendent/designee following the review provided for in the above subparagraph 6 above shall be subject, within a reasonable length of time, to review by the local board of education as provided for in Code Section 20-2-1160; provided, however, that confidential student or personnel information shall not be subject to review pursuant to this subparagraph.

- b. The decision of the governing body of a state charter school following the review provided for in paragraph 6 above shall be subject to review within in a reasonable length of time by the State Charter Schools Commission, whereupon the State Charter Schools Commission shall take appropriate remedial measures, including, but not limited to, revocation of a state charter school's charter; provided, however that confidential student or personnel information shall not be subject to review pursuant to this subparagraph.
8. Following a decision by a local board of education regarding a complaint made, any party listed in the original complaint (complainant, employee who allegedly committed the violation) who is aggrieved by the decision of the local board of education shall have the right to appeal such decision to the Georgia State Board of Education for a hearing as provided in Code Section 20-2-1160.
9. The Georgia State Board of Education shall, after hearing an appeal brought pursuant to Section C paragraph 8 above, make written findings regarding whether any violations, in whole or in part, of the provisions of this policy occurred at a school in such school system.
 - a. If the State Board of Education finds that one or more of such violations occurred, it shall direct the Georgia Department of Education to develop a corrective action plan to be provided to the local school system within ten (10) calendar days of such finding. The local school system shall have 30 calendar days to implement the corrective action plan.
 - b. If the Georgia State Board of Education finds that such local school system has not implemented the corrective action plan; in cases where the local school system at issue has been granted one or more waivers as provided in Article 4 of Chapter 2 of this title, Code Section 20-2-244, or Code Section 20-2-2065, the State Board of Education shall order the immediate suspension of one or more waivers included in the local school system's contract with the State Board of Education for such waivers;
 - i. The State Board of Education shall exercise discretion in determining which waivers shall be subject to such order of suspension and shall, as may be reasonable and practicable, narrowly tailor such order to address specific violations of provisions contained in this policy; and
 - ii. An order suspending a local school system's waivers shall be in effect no less than twelve (12) months from the date of such order. If a local school system's contract with the State Board of Education providing for such waivers is greater than twelve (12) months, then no longer than such remainder;
 - c. If the Georgia State Board of Education finds that such local school system has not implemented the corrective action plan; in cases where the local school system has not been granted a waiver, the State Board of Education shall refer the matter to the State School Superintendent to determine whether to exercise his or her suspension authority as provided in Code Section 20-2-4.
10. Nothing in this policy shall be construed to prohibit any cause of action available at law or in equity to a complainant who is aggrieved by a decision of a local board of education, the governing body of a charter school, or the State Charter Schools Commission.

STATE BOARD OF EDUCATION

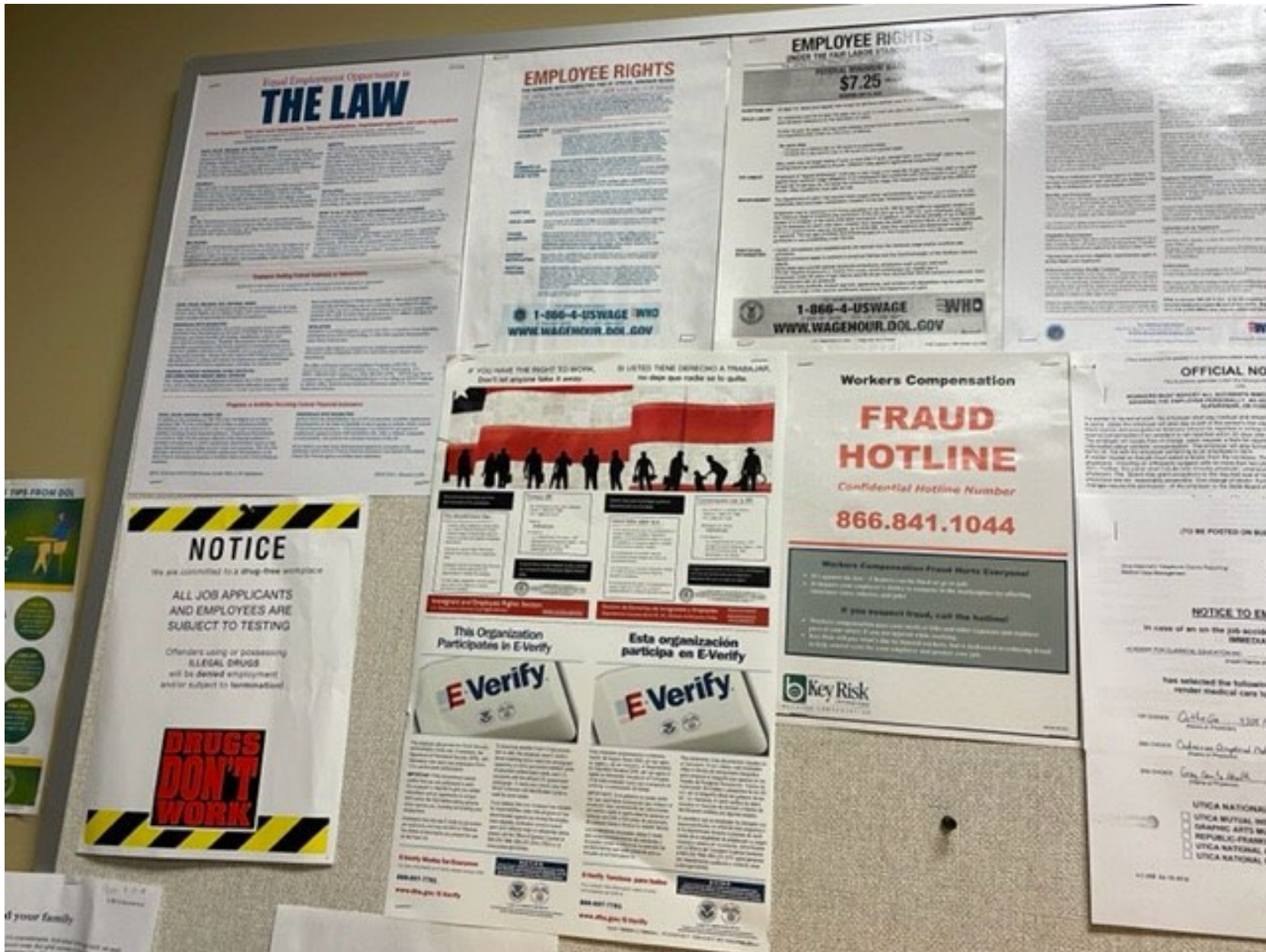
JUNE 15, 2022

D. Records Request

1. Any individual described in this policy shall have the right at any time, including prior to filing a complaint, to request, in writing, from the local school superintendent or school principal nonconfidential records which he or she reasonably believes may substantiate a complaint under this policy. The local school superintendent or school principal shall produce such records for inspection within a reasonable amount of time not to exceed three business days of receipt of a request.
2. In those instances where some, but not all, of the records requested are available for inspection within three business days, the local school superintendent or school principal shall make available within that period such records that are available for inspection.
3. In any instance where some or all of such records are unavailable within three business days of receipt of the request, and such information exists, the local school superintendent or school principal shall, within such time period, provide the requester with a description of such records and a timeline for when the records will be available for inspection and shall provide the records or access thereto as soon as practicable but in no case later than 30 days after receipt of the request.
4. If the local school superintendent or school principal denies a parent's request for records or does not provide existing responsive records within 30 days, the parent may appeal such denial or failure to respond to the local board of education or charter school governing board. The local board of education or charter school governing board must place such appeal on the agenda for its next public meeting. If it is too late for such appeal to appear on the next meeting's agenda, the appeal must be included on the agenda for the subsequent meeting.
5. Nothing in this subsection shall be construed to prohibit any cause of action available at law or in equity to a parent who is aggrieved by a decision of a local board of education or the governing body of a charter school made pursuant to this policy.

E. Other

1. Provisions contained in this policy shall not be subject to waivers pursuant to Code Section 20-2-82 for a strategic waivers school system; Code Section 20-2-244 for a local board of education; Code Section 20-2-2063.2 for a charter system; or Code Section 20-2-2065 for a charter school established pursuant to Article 31 or Article 31A of this chapter, a charter system, or schools within a charter system."



FLSA Notices – ACE Mailroom



EMPLOYEE RIGHTS

PAID SICK LEAVE AND EXPANDED FAMILY AND MEDICAL LEAVE UNDER THE FAMILY FIRST CONSUMER RESPONSE ACT

The Family First Coronavirus Response Act (FFCRA) has been signed into law. It provides for paid sick leave and expanded family and medical leave for employees who are affected by the COVID-19 pandemic. These provisions will apply from April 1, 2020 through December 31, 2020.

PAID LEAVE ENTITLEMENTS

Generally, employers are considered the best qualified to determine if paid sick leave based on the nature of the job. In this regard, 2017 House, H.R. 5051 and Senate, S. 2232, are the best qualified to determine if paid sick leave based on the nature of the job. In this regard, 2017 House, H.R. 5051 and Senate, S. 2232, are the best qualified to determine if paid sick leave based on the nature of the job. In this regard, 2017 House, H.R. 5051 and Senate, S. 2232, are the best qualified to determine if paid sick leave based on the nature of the job.

ELIGIBLE EMPLOYEES

In general, employees of private-sector employers with more than 50 employees, and certain public sector employees, are eligible for up to 10 days of paid sick leave for COVID-19 related reasons. One exception is for employees who have been employed for at least 1 year prior to their leave request. They are eligible for up to 3 days of paid sick leave for COVID-19 related reasons. Employees who have been employed for at least 1 year prior to their leave request are eligible for up to 3 days of paid sick leave for COVID-19 related reasons.

QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19

An employee is eligible to take leave related to COVID-19 for the employee is normally scheduled to work under the following circumstances:

- is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
- has been advised by a health care provider that the employee is experiencing symptoms related to COVID-19;
- is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
- is caring for an individual subject to an order described in (1) or (2) who is unable to care for themselves.

EMPLOYMENT

The U.S. Department of Labor (DOL) and the U.S. Department of Justice (DOJ) have the authority to investigate and enforce compliance with the FFCRA. Employees may file a charge, complaint, or otherwise dispute against an employer who is violating their rights under the FFCRA. The FFCRA, however, does not create a private right of action for an individual to sue an employer for a violation of the FFCRA. Employees in violation of the FFCRA will be subject to penalties and enforcement actions.

PAID AND YOUR FUTURE

For additional information, visit us at www.dol.gov or call 1-866-487-2349. TTY: 1-877-268-2247. www.dol.gov/ffcractips

Quick BENEFITS TIPS FROM DOL

How much paid leave can employees take?

In general, eligible FFCRA employees are entitled to either a 5-day employee sick leave or 10-day employee family and medical leave.

5-DAY SICK LEAVE

You are eligible for 5 days of paid sick leave if you are unable to work because of COVID-19.

OR

You have COVID-19 symptoms and are seeking a diagnosis.

10-DAY FAMILY AND MEDICAL LEAVE

You must care for your child whose school, child care provider, or place of care is impacted due to COVID-19.

OR

You must care for your child whose school, child care provider, or place of care is impacted due to COVID-19.

AND You are an employee of at least 50 employees.

TIME OFF Up to 5 days of paid sick leave at highest of regular rate or minimum wage.

TIME OFF Up to 10 days of paid sick leave at highest of 2/3 regular rate or minimum wage.

TIME OFF Up to 10 additional days of family leave paid at 2/3 regular rate.

Learn more at dol.gov/FFCRA

NEED PROTECTION?

There's an app for that.

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of Georgia Educators

P.O. Box 942279 | Atlanta, GA 31134
770-233-8100 | 800-234-0861
Fax: 770-233-8109 | www.pageinc.org

PAGE Membership Application

Name Print _____

School System _____

School _____

Name _____

School _____

Street Address _____

The PAGE membership application gives you access to the state's best professional legal and liability insurance. That's why...

MetLife Advantages™

Comfort for you and your family

The one predictable thing about life is that it's unpredictable. That's why grief counseling services are so important. Whether it's help coping with a loss or a major life change we offer through LifeWorks US Inc. are ready to support you at no extra cost.

Confidential support 24/7
Making sure you receive professional support, it could be that:

- A loved one has died
- You've finalized a divorce

These counseling sessions are personal or over the phone with a professional. If you feel you'd like extra support, you'll find professional services health insurance coverage.

Confidential Legal and Financial

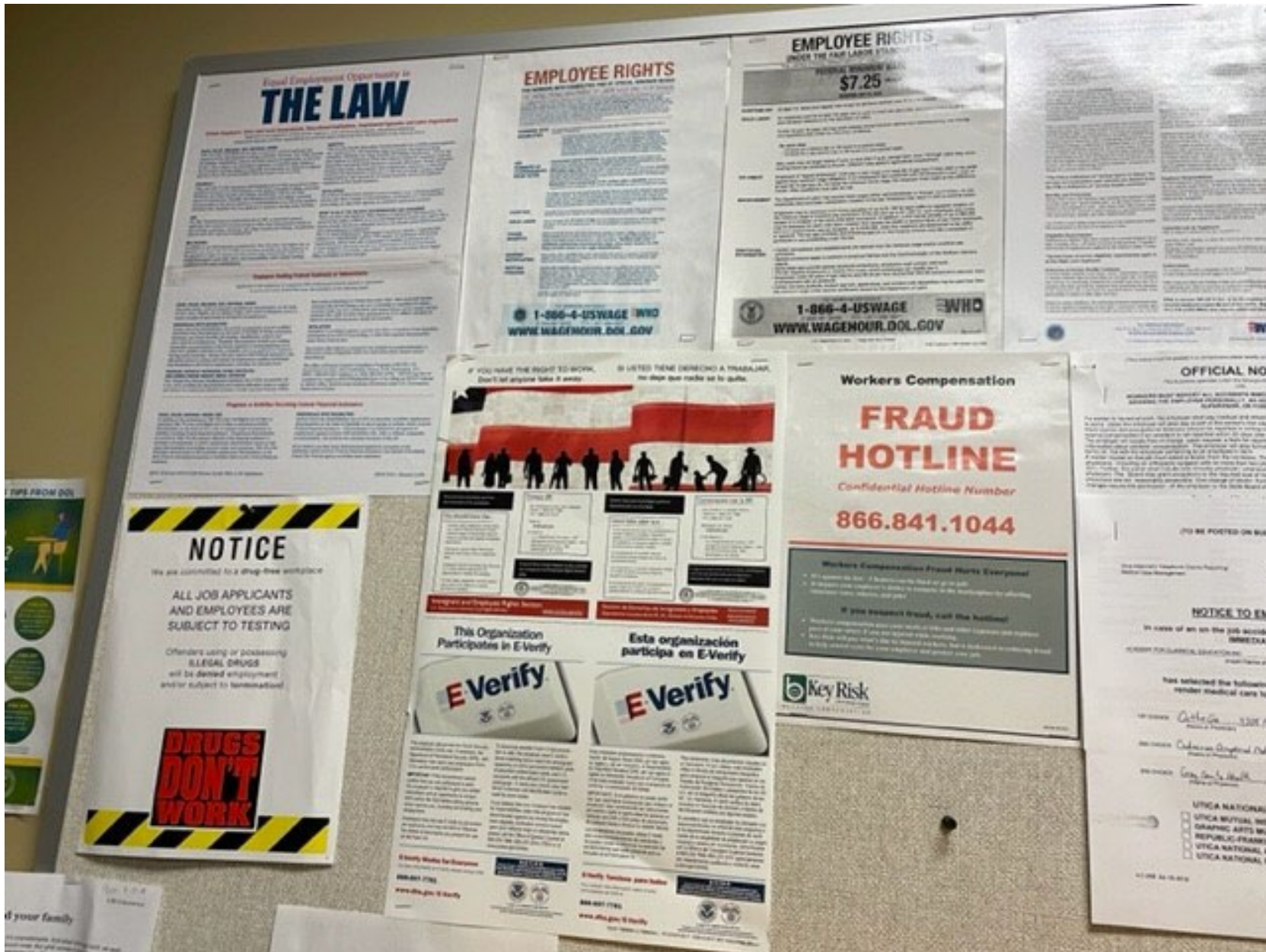
- Access to a LifeWorks™ in-house legal team

To speak with a professional, call 1-800-234-0861

FLSA Notices – ACE Mailroom

Workroom #2





FLSA Notices – ACE Mailroom



EMPLOYEE RIGHTS

PAID SICK LEAVE AND EXPANDED FAMILY AND MEDICAL LEAVE UNDER THE FAMILY FIRST CORONAVIRUS RESPONSE ACT

The Families First Coronavirus Response Act (FFCRA) has been enacted. Employees are entitled to paid sick leave and expanded family and medical leave under the FFCRA. These provisions will apply from April 1, 2020 through December 31, 2020.

PAID LEAVE ENTITLEMENTS

Generally, employers are considered the best qualified person to determine if an employee is eligible for paid sick leave or expanded family and medical leave under the FFCRA. The following are the key provisions of the FFCRA:

- 10 days of paid sick leave for employees up to 80 hours, and 12 weeks of expanded family and medical leave for employees up to 1,200 hours.
- 50% of the employee's regular rate of pay for the first 10 days of paid sick leave and 60% of the employee's regular rate of pay for the remaining 5 days.
- 12 weeks of paid sick leave and expanded family and medical leave for employees up to 1,200 hours.

ELIGIBLE EMPLOYEES

In general, employees of private-sector employers with more than 50 employees, and certain public sector employees, are eligible for paid sick leave or expanded family and medical leave under the FFCRA. The following are the key provisions of the FFCRA:

- Employees who have been employed for at least 1 year prior to their leave request may be eligible for up to 10 days of paid sick leave and 12 weeks of expanded family and medical leave.
- Employees who have been employed for at least 1 year prior to their leave request may be eligible for up to 12 weeks of expanded family and medical leave.

QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19

An employee is eligible to take leave related to COVID-19 for the following reasons:

- to self-quarantine or isolate, based on a good faith belief that the employee is infected with or suspected of being infected with COVID-19;
- to care for an individual who is self-quarantining or isolating based on a good faith belief that the individual is infected with or suspected of being infected with COVID-19;
- to care for an individual who is hospitalized or in a residential care facility based on a good faith belief that the individual is infected with or suspected of being infected with COVID-19;
- to care for an individual who is hospitalized or in a residential care facility based on a good faith belief that the individual is infected with or suspected of being infected with COVID-19;

EMPLOYERS

The U.S. Department of Labor and the U.S. Department of Health and Human Services have issued guidance to employers and employees regarding the FFCRA. Employers may be liable for violations of the FFCRA. This document is provided as a general guide and does not constitute an offer of insurance or any other financial product. For additional information, visit www.dol.gov or call 1-866-487-2349. #FFCRA #EmployeeRights

Quick BENEFITS TIPS FROM DOL

How much paid leave can employees take?

In general, eligible for 10 days of paid sick leave and 12 weeks of expanded family and medical leave.

TIME OFF
Up to 10 days of paid sick leave at 100% of regular rate of pay.

TIME OFF
Up to 12 weeks of expanded family and medical leave at 2/3 regular rate of pay.

TIME OFF
Up to 12 additional weeks of family leave at 2/3 regular rate of pay.

Learn more at dol.gov/FFCRA

NEED PROTECTION?

There's an app for that.

PAGE
Professional Association of Georgia Educators

PAGE Membership Application

NAME: _____

SCHOOL SYSTEM: _____

SCHOOL: _____

STREET ADDRESS: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

The PAGE membership application gives you access to the state's best professional legal and liability insurance. That's why you need it.

MetLife Advantages™

Comfort for you and your family

The one predictable thing about life is that it's unpredictable. That's why grief counseling services are so important. Whether it's help coping with a loss or a major life change, we offer through LifeWorks US Inc. are ready to support you at no extra cost.

Confidential support 24/7
Making sure you receive professional support, it could be that simple.

- A loved one has died
- You've finalized a divorce

These counseling sessions are personal or over the phone with a professional counselor.

Confidential Legal and Financial Support

- Access to a LifeWorks™ in-house legal and financial advisor.

FLSA Notices – ACE Mailroom

Workroom #2



Academy for Classical Education

This begins on page
59 of Handbook.

STUDENT CODE OF CONDUCT

The mission and vision for The Academy for Classical Education is to build the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life. In order to accomplish this, we must have a learning environment **where teachers can teach and students can learn**.

Throughout the process leading to the opening of ACE, we have made every effort to explain to parents that behaviors that disrupt the learning environment cannot and will not be tolerated. Parents are reminded that ACE is a school of choice. By choosing to attend ACE, parents have chosen to agree to the most basic of all rules and that is that they will send their child to school, ready and willing, and equipped to learn, and ready and willing to be respectful of the total school environment and the people in it. It is the responsibility of each of us as parents, to instill within our own children a respect for others and a respect for school. The responsibility of the school is to educate each child to that child's highest ability. When school employees are forced to assume responsibility for teaching a child how to behave or forced to stop teaching in order to redirect or remove a child from class, valuable instructional time is lost for others. Further, during our first year, we repeatedly heard from our students how much better they felt about school once distractions and misbehaviors were removed. We intend to continue to work to have no interruptions in the academic school day as a result of a student's misbehavior regardless of the reason.

Thus, at ACE, no teacher will be expected to teach any child how to behave while at school, or to stop teaching others in order to correct a child's behavior. Further, at ACE we do not have individuals hired solely to provide discipline nor do we have an In-School Suspension Program. Students who refuse to comply with this most basic request - to arrive at school willing to learn and willing to behave - will have the opportunity to return home so that these expectations can be reinforced by their parent.

The following expectations for conduct will enable all ACE Scholars and families to understand what we anticipate of each student while at school, while at school-sponsored activities, as well as in activities that are non-school related. Students who are involved in activities at school or outside of school that endanger the health, safety, and well-being of others or disrupt the learning environment will be subject to possible expulsion and could potentially face involvement with our local law enforcement.

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal may undertake corrective measures, which he or she believes to be in the best interest of the student, and the school provided any such action does not violate school board policy or procedures.

We will contact a child's parent when a disciplinary event occurs because we respect the parents' right to know of behavioral issues. We know that a parent is the best teacher for their child in matters of student behavior.

In summary...**DON'T TOUCH ANYBODY'S ANYTHING!**

EXPECTATIONS FOR STUDENT BEHAVIOR

ACE Scholars shall:

- Attend school regularly and be punctual.
- Be respectful to adults and fellow students at all times.
- Obey the expectations of the school, its teachers and staff and all adults employed at ACE.
- Be honest in all that they say and do.
- Complete all assignments to a high level.
- Not engage in behavior that disrupts or injures others at ACE or elsewhere.
- Show pride in themselves and ACE by dressing neatly and being well-groomed.
- Show pride in their school by taking care of the facility, books, furniture and all instructional materials.
- Work well with others and if problems occur, seek advice or help from others.
- Protect the learning environment against all interruptions by reporting to their teacher or the administrators if problems arise.
- Always treat everyone at ACE with respect and courtesy.

At ACE:

- We want all students to have a positive educational experience free from the negative behaviors that sometimes can be brought into a classroom by students who are ill-mannered, poorly behaved, or aggressive in nature.
- We ask that all parents send their child or children to school with the understanding that they will NOT disrupt or hijack the learning environment in any way. We say this as clearly and concisely as we can here in our Student Handbook/Code of Conduct and will continue to say it at parent meetings.
- In the event a student of any age creates a situation in a classroom where other students or the teacher feels uncomfortable, marginalized or threatened, we will immediately remove that child from the classroom and contact the parent.
- Students with special needs will have their rights protected under the law; however, the same will be true in the event other students or teachers feel threatened. At such time an IEP meeting will be convened to discuss the appropriateness of the IEP, its accommodations and the child's best possible placement.

DISCIPLINARY ACTION

The word "discipline" comes from a Latin word meaning "instruction" or "to teach". Thus, discipline should be used to enable an individual to reflect and acknowledge wrong-doing, receive the appropriate consequences for that wrong-doing, and have an understanding so that the event does not occur again. We recognize that the first and BEST teachers of our ACE Scholars for all things are their parents. Unfortunately, sometimes young people do make mistakes when they are away from their parents. ACE Faculty and Staff will work tirelessly to provide an environment where teachers can teach, and students will truly want to learn. Students who fail to recognize that what they are doing is negatively impacting them as well as the school community will face the sanctions imposed by the school and ultimately risk their placement at ACE. Remember, at ACE a student is **always** an **ACE Scholar** and the behaviors exhibited will **always** reflect on the student, their family, and their school! Discipline will be handled in a progressive manner with each infraction building toward a more severe consequence. Below (pages 46-51) are the levels of misconduct and their possible consequences. Students and parents should recognize that a student accused of a Tier III or Tier IV infraction risks being removed from ACE.

DISCIPLINARY HEARING POLICY

A disciplinary tribunal will be held within 10 school days of any serious violation or numerous violations of the Code of Conduct in which the Principal believes that a suspension of more than ten days or an expulsion is appropriate. These violations typically fall in the Tier IV category in the Code of Conduct but can also include repetitive Tier I, Tier II and Tier III behaviors.

Hearing Officer

Disciplinary tribunals will be conducted by an independent Hearing Officer. Hearing Officers must meet at least one of the following qualifications:

- 1) Legal counsel in good standing with the State Bar of Georgia
- 2) Have experience as a teacher, counselor, or administrator in a public school system
- 3) OR has completed an approved GaDOE tribunal training course.

The Hearing Officer will serve as the presiding officer and may rule on issues of procedure and admissibility of evidence presented during the tribunal. The Hearing Officer will determine if the student violated the Code of Conduct; and if the Code was violated, imposing appropriate disciplinary action. The maximum penalty that can be imposed by a Hearing Officer is permanent expulsion. Permanent Expulsion means that the student may not attend school, a school function, or be on school property (including extensions of school property).

Notice: The School shall provide written notice of the relevant procedures to the student's parent/guardian. The notification shall include the following:

1. A brief statement of the act(s) student is alleged to have committed, along with the portion of the Code of Conduct allegedly violated.
2. The maximum penalty which may be administered for the alleged misconduct, and a recommendation for discipline.
3. A copy of this tribunal process.
4. The date, time and place of the hearing.
5. The names of witnesses expected to be called at the hearing and a short summary of evidence that may be presented.
6. A statement that a hearing is required unless the student's parent/guardian waives the hearing.
7. A statement that at the hearing the student is entitled to be represented by an advocate (spokesperson) of his/her choice, including an attorney if so desired; and that the student may subpoena witnesses and utilize other compulsory process upon request.
8. A statement that all parties are afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses.

The Notice of Hearing shall be delivered to the student's parent/guardian either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation, to the last known address of the parent/guardian. If notice is delivered in person, a written confirmation of delivery should be obtained by the person delivering the notice. Service shall be deemed to be perfected when the notice is deposited in the United States mail with sufficient postage addressed to the last known address of the student/parent/guardian.

Continuance:

If good and sufficient cause exists, the Principal may reschedule a hearing. Upon rescheduling, written notice of the rescheduled date and time of the hearing will be sent to the student's parent/guardian/representative either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation.

The student's parent/guardian/representative may request a continuance of the hearing from the Principal. Continuances should be requested no later than 24 hours in advance of the scheduled hearing date and time. Extenuating circumstances should be presented for approval. If a continuance is requested or caused by the student's parent/guardian or representative, the student will continue to serve his/her recommended School level discipline during the time of the continuance and until the hearing is conducted and the Hearing Officer has rendered a decision.

Waiver of Hearing: The formal tribunal may be bypassed if the school, the student and a parent/guardian agree that the student is guilty of the charges; that the disciplinary action proposed by the school is appropriate; and that the parent/guardian will waive the student's right to a hearing. Such agreement must be reduced to writing in a formal *Tribunal Waiver Agreement* that clearly states that the student admits guilt to the charges, that all parties agree to the consequences, and that the parent/guardian and student clearly waive the right to a hearing. A signed *Tribunal Waiver Agreement* will be presented to the Hearing Officer to determine if the Hearing Officer is willing to accept the agreement as its decision. If the tribunal adopts the agreement as its decision, the decision becomes final and cannot be appealed by the School or the student's parent/guardian. If the agreement is not adopted as the decision of the tribunal, the *Tribunal Waiver Agreement* will become null and void, all parental rights will be restored and a new hearing date and time will be established.

Procedural Objections: Objection to the sufficiency of the notice and/or other procedural objections shall be waived unless written notice thereof is filed with the School no less than 24 hours prior to the time the tribunal is scheduled to begin. The tribunal may be postponed until such defects have been removed or remedied.

Hearing Process: The Hearing Officer will meet at the appointed time and place to review the case. At this time, the Principal or designee will present the facts of the case against the student as well as the reason for the recommendation. The Principal/designee, the School's attorney, the student's parent/guardian or representative, and the Hearing Officer are entitled to question witnesses about any matters which are relevant to the charges against the student or the appropriate discipline. The Hearing Officer has the authority to limit unproductively long or irrelevant questioning. The student's parent/guardian, or other appointed representative present for the hearing, will be able to ask questions and present arguments against the recommendation. The burden of proof is a preponderance of the evidence (more likely than not) and shall be on the School. The proceedings will be tape recorded for review by the school's Governing Board in the event that the tribunal's decision is appealed.

Legal Representation at the Disciplinary Tribunal: If the student is represented by an attorney, the School's attorney will be present. The student's parent/guardian must notify the Principal not less than 48 hours prior to the tribunal if the student may be represented by an attorney. Failure to give such notice can result in the tribunal being continued so the School's attorney may be present.

Appeals: Any party may appeal the tribunal decision to the school's governing board by filing a written notice of appeal within twenty (20) calendar days of the date of decision. The appeal should be addressed to the attention of the school's governing board Chair and delivered to the Principal. Appeals via email alone may be accepted but appealing parties must confirm receipt with the Principal within the 20-calendar day appeal timeline. Appeals by the Principal must be approved by the Board Chair. Upon the appeal of a decision of the Hearing Officer, the Governing Board will render its decision within 10 school days from the date the school's governing board receives notice of the appeal, unless all parties agree to a different date. The decision shall be in writing and a copy shall be provided to the student/parent/guardian, and the Principal. The Governing Board may take any action it deems appropriate, and any decision of the Board is final. The Board may not impose a punishment that is harsher than that imposed by the Hearing Officer without an explanation of the harsher punishment. Imposing a harsher penalty without stating any reasons is a denial of due process.

The tribunal and any appeals will be closed as required by state and federal law. The parties shall have the right to be represented by legal counsel during the appeal.

BULLYING

Children of all ages have negative interactions with other students from time to time. It is important that we as adults teach children how to deal with adversity. At ACE, we have three guidance counselors with whom they can speak about issues that arise. Not all negative interactions rise to the level of bullying.

ACE prohibits the bullying or intimidation of a student by another student at all times. It is very important that information in all situations be weighed and evaluated, but bullying has become an issue in schools that severely compromises the well-being of the student(s) involved. In the event a student has been accused of or committed the offense of bullying or has been the victim of bullying, the school will notify the parent(s), guardian(s), or other person(s) having control or charge of such student.

As per Georgia Law regarding bullying:

- Upon a finding that a student in grades K-12 has committed his/her first or second offense of bullying in the current school year, said student will be subject to the penalties and consequences of Tier II or III respectively.
- Upon a finding that a student in grades K-5 has committed his/her third or fourth offense of bullying in the current school year, said student will be will be subject to the penalties and consequences of Tier III or IV respectively.
- O.C.G.A. § 20-2-751.4(b)(2) requires that upon a finding by the ACE disciplinary hearing officer, panel, or tribunal of school officials that a student in grades six through 12 has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative school.

We are including below information in this section on bullying, taken from the Georgia Department of Education. It is important for all of us to know and understand just what bullying is as well as the consequences for this act. In every setting – school, work and life in general – people do things to one another that might be construed as bullying. Thus, we believe that by educating everyone regarding Georgia Law concerning bullying, we will all be better informed.

What Is Bullying? (Information taken from GADOE website) Georgia Law O.C.G.A. 20-2-751.4 defines bullying to mean an act that is: (1) any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; (2) any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; (3) any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate (a) causes another person substantial physical harm; (b) has the effect of substantially interfering with a student's education; (c) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; (d) has the effect of substantially disrupting the orderly operation of the school. You can learn more about this from the DOE site at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Bullying-Prevention-Toolkit.aspx>

In addition, GADOE has added cyberbullying to this issue as a result of the 2015 passing of House Bill 131 known as "The End of Cyberbullying Act." HB 131 modifies the definition of bullying to include acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originates on school property or with school equipment, if the electronic communication 1) is directed specifically at students or school personnel, 2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and 3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

When Can My Child Be Disciplined for Bullying? Bullying is not limited to acts that occur on school grounds. Your child may be disciplined for bullying that occurs on transportation made available for school purposes, and at school-related functions or activities.

With the advent of technology, your child may also be disciplined for “cyber-bullying” that takes place through a computer, computer system, computer network, or other electronic technology of a school system. (See above)

Investigation and Parental Notification

We have urged parents whose children have been targeted on social media, Instagram, etc. to contact the local Sheriff's Department and file a complaint. This has been the most effective tool in fighting this issue. However, it is VERY important for all parents to monitor their child's use of social media at all times! We cannot emphasize this enough. Young people can lead very different lives on their social media sites and others can easily take advantage of them through various sites. Children in grades Kindergarten through 8th grade should have no or very limited access to social media.

Discipline and Punishment

Georgia has some of the strongest punishments for bullying. Penalties may vary from school to school. Some of the recently revised school codes provide that disciplinary action will be taken, ranging from counseling, in-school suspension, short-term suspension, and long-term suspension, to expulsion or referral to an alternative school. Please remember that at ACE, we do not have ISS. Students who are accused of bullying may be suspended up to 10 days or referred for a Hearing resulting in an alternative placement through remote instruction.

How Can I Help My Child?

The consequences to bullying are serious both for the individual bullying as well as for the victim. You can help your child by reviewing our Code of Conduct to understand what is considered bullying and what is at stake in terms of disciplinary action. Talk to your child to discuss how to avoid engaging in bullying behavior.

You can read more about the Georgia Department of Education's rules on Bullying by going to <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Bullying-Prevention-Toolkit.aspx>

You can also help us by reporting behaviors that you feel are of a bullying nature to your child's teacher immediately or by contacting the parents of the individual doing the bullying. It is important to remember that some behaviors are age-related. Children do tend to pick on one another at various times in the developmental process. Our job as adults is to both teach children who are picking on others how to interact more positively as well as to teach children how to cope with negative situations while at the same time, being able to recognize negative behaviors that have an impact on a child's well-being. In the end, if as a parent, you feel your child is at risk as either a person who treats others negatively or who is treated in a negative fashion, please make us aware of the situation so that we can monitor it here at school.

SEARCHING OF STUDENTS

Any student may be searched if there is reasonable suspicion and such circumstances exist to warrant a search. Situations under which school authorities would be acting properly in searching a student or his possessions without a warrant are:

- if the contraband item is in plain view;
- if the evidence or contraband is discovered while responding to an emergency;
- if the official has reasonable suspicion to believe the individual is armed and dangerous;
- and in all other circumstances where the school official acts to protect the life and property and health of students, teachers, or other individuals.

Parents' Liability Under House Bill 1450, passed by the 1982 Georgia General Assembly, "parents and guardians of minor children will be liable for their willful or malicious damage to school property up to \$5,000 plus court costs."

STAFF/STUDENT ABUSE

At ACE we value respectful interactions between and among students and between students and faculty or staff members. It is the policy of the Academy for Classical Education to prohibit any act of harassment of students by other students or employees based upon race, color, national origin, sex or disability at all times and during all occasions while at school, in the workplace or at any school event or activity. Any such act by a student or employee shall result in prompt and appropriate discipline, including the possible termination of employment, as well as a report made to the PSC, or suspension or expulsion of the student.

Any student, parent, employee, or other individual who believes that a student has been subjected to harassment by other students or employees of ACE should promptly report the same to the principal who will conduct a full investigation or will contact the local law enforcement agency to conduct said investigation. Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. If at any point in the investigation of reported sexual or verbal harassment of a student or faculty member, the principal determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation.

DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

ACE has discipline authority over its students whenever the interests of the school are involved. Therefore, the *Code of Conduct Handbook* applies at the following times and places:

- On school grounds at any time;
- Off school grounds at school activity, function, or event;
- While the student is on school-sponsored transportation;
- When either the alleged perpetrator or the alleged victim is en route from school to home, en route from a school activity, function, or event to home, en route from a school activity, function, or event;
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;

- Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c));
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave);
- On and off school grounds when the act constitutes a violation of cyberbullying by the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Facebook, Twitter, Instagram, Kik, Tik-Tok, etc.), chat rooms, texts, and instant messaging; and
- On or off school grounds when cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim.

INVESTIGATION OF MISCONDUCT

When a violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to investigate. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. If administrators believe a request for a due process hearing will be made, he/she should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school security personnel, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately. The determination of whether or not a student has violated the Code of Conduct Handbook will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? If the parent disagrees with this decision, they may petition to the school principal. If they disagree with the principal's decision, they may petition in writing to the governing board.

LEVELS OF MISCONDUCT AND DISCIPLINARY ACTIONS

The ACE administration cannot foresee every situation that may come up during the school year. However, if behavior interrupts the operation of the classroom, the hallway or the school in general, the results could be as simple as a warning or as serious as an expulsion.

Tier I Misconduct

This level of correction is used when the behavior engaged is of a minor but consistent action warranting intervention on the part of the teacher or other school staff. These actions create a breach in the teacher being able to teach and the student being able to learn. The consequences for any infraction is left to the discretion of the administrator based on variables involved in the incident.

Examples of these actions might be but are not limited to the following:

- Violations of classroom rules
- Chewing gum
- Eating in the classroom
- Uniform issues (failure to follow the uniform policy)
- Bringing toys or items from home to school that are unrelated to the lesson taught.
- Bringing cards, trading cards, etc.
- Loud talking, loud laughing or use of a tone that disrupts the learning process in the classroom, hallway, cafeteria, etc.
- Arguing with another student or the teacher that interrupts the learning environment
- Leaving books or other materials strewn about in the classroom creating an unsafe area to walk
- Failing to stay in an assigned area of the classroom after being asked to remain in an area
- Lying to a teacher
- Failure to follow directions given by an adult
- First incident involving cell phones
- Putting hands on another student – pushing, shoving, kicking, biting, pinching, slapping, etc.
- Going to your car during the school day without a pass from an administrator.

Tier I Disciplinary Actions may include but are not limited to the following:

- Immediate removal of the student from the classroom or area where the infraction occurs and request made for parent to come to the school.
- A written or verbal warning by the teacher, counselor, media specialist, custodian, lunchroom staff, administrative support staff or administrator.
- Teacher conference with the student and the parent.
- Student placed on behavior contract.
- Student required to remain for teacher detention.
- Any other disciplinary action deemed appropriate by the assigned administrator.

Parents please remember: We do not tolerate student disruptions during class time. Regardless of the age of the child, a student who disrupts class by blurting out repeatedly, moving about the classroom so as to remove the attention of the students from the teacher, fails to follow classroom rules, argues or belittles other students, throwing things, hitting, pushing or shoving others will be removed from class and the parent will be called to come and get the child.

Tier II Misconduct

This level of correction is used when the behavior engaged is persistent and repeated and interferes with the smooth operation of the instructional environment or in the running of the school program. These actions can occur in the classroom, in the gym, in the cafeteria, outside of the school building or at school sanctioned or even non-school events. This might include but is not limited to repeated acts of minor misconduct as seen in Tier I; of actions of a student against another student, adult or ACE property that does not seriously endanger the health, safety, or well-being of others but does disturb the learning environment or the school climate. The consequences for any infraction is left to the discretion of the administrator based on variables involved in the incident.

Examples of these actions might be but are not limited to the following:

- Repeated violations of Tier I misconduct.
- Disruption and interference with the normal operation of school. (This includes pulling a fire alarm, blocking the entrance to a classroom so that students or teachers could not enter, disorderly conduct, refusal to give a school employee their name, urging other students to violate the rules of the school, and using a cell phone in a bathroom or other part of the school to contact others.)
- Talking back, shouting or defiance directed at any adult employed by ACE.
- Continued failure to follow the uniform policy (shirt, pants, skirt, skort or dress that are not in the school colors, shoes that are incorrect for the outfit (casual or dress), shoes not included in the uniform policy, shirt untucked, failure to wear a belt when the pants or skirt have belt loops, etc.)
- Academic dishonesty (cheating which may include turning in someone else's work, copying answers from the student seated near you, plagiarism using another student's work or materials from the internet, etc.).
- Taking items that belong to another student or adult.
- Taking items from other students' backpacks or clothing, while in the locker room, gym, bathroom, etc. Placing items in toilet, sink or trashcan.
- Possession of vaping device or vaping products.
- Using a cell phones or any electronic device on school property (unless with the permission of and in the presence of school personnel).
- Being in possession of devices such as fidget spinners or other attention devices without a 504 or an IEP requiring that device.
- Defacing or destroying student ID.
- Destruction of school properties such as consumables, crayons, markers, stapler, pencil sharpener, hand sanitizer machine, student ID, books or other classroom materials, etc.
- Tampering of any kind with school technology.
- Visiting any inappropriate site on school technology. An inappropriate site is ANY site that is not related to what is going on with the lesson at hand.
- Disrespectful or demeaning language directed at another student or adult.
- Disrespectful behavior to a staff member or any adult.
- Vulgar, profane or discriminatory language or behavior directed at another student or adult.
- Public displays of affection-kissing, hugging or touching one another inappropriately (1st offense)
- Threatening another student or adult either by word or behavior (this includes pushing, shoving, tripping, etc.).
- Bullying on the first offense, harassment, cyber-bullying, or intimidation as defined in Georgia law O.C.G.A. § 20-2-2751.4.
- Any act that disrupts the learning environment or the orderly process of the school operation.
- Second incident involving cell phones.
- Bringing a laser light to school for any reason.
- Cutting class (not reporting to class, going to the bathroom and remaining there during the class period, going to another teacher's classroom without permission, going to the library, going to the lunchroom, leaving campus without signing out, etc. are all considered cutting class)
- Leaving school without permission (i.e. not signing out through the main office).
- Throwing any item in the hallway, classroom, dining room, bathroom, etc.
- Throwing an item at an individual that could potentially cause harm.

Tier II Disciplinary Actions may include but are not limited to the following:

<ul style="list-style-type: none">• Immediate removal of the student from the classroom or area where the infraction occurs and request made for parent to come to the school.• Restitution of stolen or broken item.	<ul style="list-style-type: none">• Any other intervention or consequence deemed appropriate by teacher, counselor, parent or administrator.• Cell phones confiscated• Parents are required to purchase a replacement ID.• Possible suspension from school
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- Grade penalty of an assigned “0” if infraction is for academic dishonesty.

- Possible referral for expulsion

Tier III Misconduct

This level of correction is used when the student’s misbehavior is repeated but the offenses may not be related; however, the smooth operation of the instructional environment or the running of the school program may be impeded. These actions can occur in the classroom, in the gym, in the cafeteria, outside of the school building or at school sanctioned or even non-school events. This might include but is not limited to repeated acts of misconduct as seen in Tier I and Tier II; of actions of a student against another student, adult or ACE property that could endanger the health, safety, or well-being of others and may also disturb the learning environment or the school climate. These behaviors are of a serious nature and may result in a student’s suspension from school and school activities. The consequences for any infraction is left to the discretion of the administrator based on variables involved in the incident.

Examples of these actions might be but are not limited to the following:

- Instigating/” boosting” any altercations between or among students while on campus or at a school activity.
- Any behaviors from Tier I or Tier II that are repeated and are not corrected by discipline administered. (This would include a 5th or more offense of failure to wear an ID.)
- The fourth failure to comply with the uniform policy.
- Second infraction involving academic dishonesty.
- Second infraction of being in possession of a vaping device.
- Refusing to follow directives given by an administrator involving a disciplinary consequence.
- Lying (committing perjury), falsifying, omitting information, misrepresenting or erroneously reporting information regarding instances of alleged inappropriate behavior by any ACE student toward another student in regard to an incident that has occurred.
- Bullying on the second offense, harassment, cyber-bullying, or intimidation as defined in Georgia law O.C.G.A. § 20-2-2751.4.
- General Sexual Misconduct/Sexual Harassment to include:
 - Displays of affection (including but not limited to: hand holding, frontal hug, kissing, or inappropriate touching in the hallways, classrooms, locker rooms, bathrooms or anywhere on the ACE campus. This includes snapping of one another with towels in locker rooms, taking videos in locker rooms, peering over stalls in locker rooms or bathrooms, etc.)
 - Inappropriate or unwanted touching of another student or adult.
 - Grabbing, touching, pinching, or slapping a student or faculty member while on campus, school-sponsored events, including athletic fields.
 - Exposing of body parts, intimate or otherwise, lewd behavior (showing personal parts of the body to others)
 - Making sexual remarks or unwelcome advances towards other students, staff or faculty; asking for sexual favors explicitly, via social media, or online format
- Using vulgar/profane, racially derogatory, sexually derogatory, or aggressive language toward another student or adult including disrespectful language or behavior directed at a teacher, administrator or any ACE school personnel.
- Fighting/shoving/pushing another student or adult in an aggressive manner.
- Defacing, damaging or destroying the property of another individual.
- Defacing, damaging or destroying the property of ACE.
- Encouraging others to become involved in acts that are prohibited or disrupt the learning environment or the school environment at large.
- Bringing any item related to a weapon on campus or to a school event.
- Bringing any medication to school without consulting with the nurse and leaving the medication in the clinic; carrying medication, in particular prescribed medication, on the student’s person; bringing any legal or illegal medication or substance onto school property.

- Tampering in any way with a student or a faculty/staff member's food or drink. This includes stealing a lunch box, stealing food from a lunch box, removing food from a student, faculty/staff member's plate and eating it, licking it or touching it in any way.
- Using another student's ID number to purchase breakfast or lunch
- Taking still or video pictures of any individual while on school property with or without their clear and express permission. This includes taking pictures of other students and/or staff members.
- Visiting any site that includes pornography, profane music and/or lyrics, indecent pictures of individuals, graphic behaviors including fighting, etc.
- Posting comments or videos via social media, websites, chat rooms, etc. about the school, teachers, students or parents of a disparaging, rude or vulgar nature.
- Soliciting sexually inappropriate pictures.
- Placing vulgar or inappropriate pictures on websites and encouraging students to visit those websites either at school or at home.
- Sending vulgar texts, Instagram posts, etc. to any individual at ACE including students, teachers or other personnel.
- Having vulgar, profane or sexual pictures, texts, etc. in possession or sharing such with any other student particularly younger students.
- Using sexual or explicit language with any other students or in the presence of students, particularly younger students.
- Sexting or the sending of any type of sexual explicit or implicit message using a cell phones or other technological device.
- Placing pictures of other individuals on social media with derogatory commentary about their personal characteristics, sexual orientation, ethnicity, etc.
- Third incident involving cell phones
- Having any type of cigarette, (nicotine, marijuana or CBD), matches, rolling papers, drug paraphernalia or any smoking/vaping device on campus or at a school related event/trip.
- Being in possession of liquor/alcohol; providing liquor/alcohol to other students; imbibing in liquor/alcohol on school campus or at a school event.
- Being in possession of any CBD/THC product on school campus or at a school event.
- Creating any disturbance that disrupts or distracts from the learning environment and potentially inhibits the smooth operation of the school/classroom.
- Disrupting the testing environment.
- Second infraction of tampering with school technology in any form or fashion.
- Tampering with technology so as to remove evidence of inappropriate online activity.
- Engaging in larceny/theft of school property regardless of the value.
- Engaging in larceny/theft of another student's property regardless of the value.
- Accessing/altering school/teacher records.
- Compromising test security of any standardized test
- Referring to a staff member in a negative, sexual, or racist fashion or making threatening or aggressive comments via any social media platform.
- Obtaining access to another student's username and password.
- Obtaining access to another student's ID number; using that number to purchase meals.
- Use of the ACE crest or logo.
- Violation of the Acceptable Use Policy (Technology)

Tier III Disciplinary Actions may include but are not limited to the following:

- Immediate removal of the student from the classroom or area where the infraction occurs and request made for parent to come to the school.
- Grade penalty of an assigned "0" if infraction is for academic dishonesty.
- Restitution to individual or to the school.
- Suspension from school of no less than 1 day and no more than 10 days.
- Community service as determined by the administrator.
- Any other intervention or consequence deemed appropriate by teacher, counselor, parent or administrator.
- Cell phones confiscated and held for the remainder of the school year.
- Referral for expulsion.
- Possible involvement of local law enforcement.
- Any other intervention or consequence deemed appropriate by teacher, counselor, parent or administrator.

Tier IV Misconduct

This level of correction is used with the behavior that is of a serious nature. Tier IV Misconduct is of such a serious nature that the student will be removed from the classroom or the area where the act takes place immediately and will be subject to long term suspension or expulsion as well as a possible involvement of local law enforcement.

In the event a misconduct warrants a possible referral for expulsion, the student will be granted a hearing as per O.C.G.A. 20-2-753. The Disciplinary Hearing Officer will hold the hearing within 10 days of the incident.

The Georgia State Board of Education rule 160-4-8-.15 provides that individuals selected by the LEA to be the Disciplinary Hearing Officer must have experience as a teacher, counselor or administrator in a public school system. In addition, all qualified Disciplinary Hearing Officers have the initial and ongoing Tribunal training course that meets the requirements of the SBOE rule prior to the individual servicing in such capacity.

Examples of these actions might be but are not limited to the following:

- Making oral or written communication, creating a document, or making a symbolic gesture or contact of a threatening, undermining, or provoking nature to any student or school employee at ACE. This includes, but is not limited to, disrespectful conduct, insults, use of profanity, ethnic, racial, sexual, disability, or religious slurs, or harassment that includes a "hit list," "people to kill, shoot, injure..." or a statement of any kind about bringing a weapon to school and injuring people.
- Tampering, defacing or disturbing staff, student or visitor vehicles parked on campus at any time
- Hate speech of any kind directed at ACE teachers, administrators, staff, or any employee of ACE or contracted by ACE including dining hall staff, custodial staff, construction staff, landscaping staff, etc.
- Any act of violence that impacts the climate, culture and morale of the student body and the faculty/staff.
- Verbal assault including the threatening of violence to other students or staff of ACE as well as to any individual on the ACE campus.
- Physical assault/fighting directed at or to other students or staff of ACE as well as to any individual on the ACE campus.
- Trespassing on ACE campus after hours or when suspended from school.
- Defacing ACE campus.
- Third act of bullying, harassment, cyber-bullying or intimidation as defined in Georgia law O.C.G.A. § 20-2-2751.4.
- Fighting or physical violence towards another student whether it causes harm or otherwise.
- Sexual harassment in any form.
- Having possession of, sharing or distributing obscene or pornographic material in print or computer, flash-drive, CD, DVD, etc.
- Having possession of or attempting to sell or give bullets or shells, paint cartridges for paint ball guns, BB's, or any type or part of a firearm.
- Having possession of a knife, blade, box cutter or any cutting device that could cause harm.
- Engaging in any type of behavior in the community that requires placement at a YDC facility or requires the use of a monitoring device.
- Engaging in any type of behavior or conduct that is punishable as a felony or is a delinquent act which would be a felony if committed by an adult including, but not limited to:
 - Aggravated assault
 - Aggravated battery
 - Sexual battery or aggravated sexual battery
 - Rape or statutory rape
 - Sodomy or aggravated sodomy
 - Child molestation or aggravated child molestation
 - Enticing a child for indecent purposes
 - Cruelty to children

- Murder, felony murder, or voluntary manslaughter
 - Kidnapping
 - Robbery
 - Burglary
 - Arson
 - Terroristic threat
- Selling, giving, delivering to another person, or possessing, using, or being under the influence of marijuana (including but not limited to marijuana suckers, candy, etc), any controlled substance, any medication not prescribed to the taker, or any dangerous drug while on campus or at any school function.
 - Selling, giving, delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; possessing, using, or under the influence of alcohol prior to attending school or while at school; possessing, using, or under the influence of alcohol prior to or during a school-related activity.
 - Engaging in conduct which contains the elements of an offense relating to abusing glue or aerosol paint, or relating to volatile chemicals.
 - Engaging in conduct that contains the elements of public lewdness.
 - Engaging in sexual conduct on campus or at a school sponsored activity.
 - Engaging in conduct that contains the elements of the offense of criminal damage to property in the first or second degree, either on or off campus.
 - Stealing, extorting, gambling, or possessing stolen property.
 - Using, exhibiting, or possessing a firearm.
 - Using, exhibiting, or possessing another weapon Using, exhibiting, or possessing fireworks of any kind whether homemade or purchased.
 - Discharging or participating in the discharge of a fire extinguisher.
 - Discharging or participating in the discharge of a fire alarm anywhere within or on the ACE school campus.
 - Engaging in serious and persistent offenses that disrupt or materially interfere with the orderly process in the classroom, the school or any school-related activity.
 - **Fighting will not be tolerated. Any students involved in a fight may be suspended for up to 10 days of school and will possibly be referred for a Disciplinary Hearing.**

Tier IV Disciplinary Actions may include but are not limited to the following:

- Suspension
- Long Term Suspension
- Expulsion
- Referral to Law Enforcement

VIOLENCE AGAINST TEACHERS OR OTHER SCHOOL OFFICIALS OR EMPLOYEES

ACE will have zero tolerance for any kind of intentional violence inflicted on an ACE school official or an ACE employee.

Students shall not inflict violence on ACE teachers or other school officials or employees. Physical violence shall include:

- Category 1 - intentionally making physical contact of an insulting or provoking nature with the person
- Category 2 - intentionally making physical contact which causes physical harm to another unless such physical contact or physical harm was in defense of him or herself

Consequences for committing physical violence against a school official:

In the event a student is charged with violence against a school employee the student may be subject to the following consequences based on the level of the charge:

- Category 1: The student will be disciplined by expulsion and criminal charges filed.
- Category 2: The student will be disciplined by expulsion and criminal charges filed.

SEXUAL HARASSMENT

ACE will have zero tolerance for any kind of harassment including sexual harassment. It shall be a violation of this policy for any ACE student to sexually harass another student or school employee or for a school employee to harass a student.

Examples of Sexual Harassment

- Unwelcome leering, sexual flirtations or propositions
- Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversation
- Sexual jokes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching or grabbing an individual's body or clothes in a sexual way

State Mandated Process for Student Reporting of Acts of Sexual Abuse or Sexual Misconduct

O.C.G.A. 20-2-751.7

- Any student (*or parent or friend of a student*) who has been the victim of an act of sexual abuse or sexual misconduct by an ACE student, teacher, administrator, or other school system employee or ACE student, is urged to make an oral report of the act to any teacher, counselor, or administrator at his/her school. Parents or friends of victimized students who have knowledge of sexual abuse or sexual misconduct by an ACE student, teacher, administrator, or other school system employee, are also urged to make an oral report of the act to the counselor, or administrator his/her school. The individual reporting the event must provide their contact information to the individual to whom they are reporting the incident.
- Any teacher, counselor, or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the

incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the Chairman of the Governing Board or the Chairman's designee.

- Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority.
- Pursuant to ACE procedures, upon receipt of a report under this policy, the principal shall immediately contact the Chairman of the Governing Board, which will initiate an investigation into the allegations.
- Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the Professional Standards Commission Ethics Division.
- When it is determined that reports should be made to various outside agencies, the Complex Principal will notify the Chairman of the Governing Board and the Complex Principal will contact appropriate police authorities, and will coordinate with the appropriate authorities to make a report to the appropriate child welfare agencies, and will coordinate with the Chairman of the Governing Board to make a report to the Professional Standards Commission.

WEAPONS

It is the policy of ACE that a student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon. Weapons may include, but are not limited to:

- a pistol;
- a revolver;
- mace;
- any weapon designed or intended to propel a missile of any kind;
- any dirk, bowie knife, switchblade knife, ballistic knife;
- any knife having a blade of two or more inches;
- a straight-edge razor, or razor blade;
- a box-cutter
- a spring stick, "brass" knuckles (i.e., whether made from metal, thermoplastic, wood, or other similar material);
- blackjack, bat, club, or other bludgeon-type weapon;
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g. nun chuck, shuriken, or fighting chain
- any disc (e.g., throwing star or oriental dart), of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled or any weapon of like kind;
- any stun gun or Taser as defined in subsection (a) of Code Section 16-11-106.

Students who possess firearms on campus shall be subject to expulsion from ACE pursuant to the Student Discipline Process and will be referred to law enforcement officials. ACE retains the authority to modify such expulsion requirement on a case-by-case basis.

PROCEDURAL SAFEGUARDS

PROCEDURAL SAFEGUARDS 34 C.F.R. §104.36

An LEA that operates a public elementary or secondary education program or activity shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of students who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the student to examine relevant records, an impartial hearing with opportunity for participation by the student's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of section 615 of the Education of the Handicapped Act is one means of meeting this requirement.

SECTION 504 PROCEDURAL SAFEGUARDS

Overview: Any student or parent or guardian (“grievant”) may request an impartial hearing due to the school system’s actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system’s Section 504 Coordinator; however, a grievant’s failure to request a hearing in writing does not alleviate the school system’s obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system’s Section 504 Coordinator. The school system’s Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

Hearing Request: The Request for the Hearing must include the following:

- a. The name of the student.
- b. The address of the residence of the student.
- c. The name of the school the student is attending.
- d. The decision that is the subject of the hearing.
- e. The requested reasons for review.
- f. The proposed remedy sought by the grievant.
- g. The name and contact information of the grievant.

Within 10 business days from receiving the grievant’s Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in

writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

Mediation: The school system may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and school system must agree to participate. The grievant may terminate the mediation at any time.

If the mediation is terminated without an agreement, the school system will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

Hearing Procedures:

- a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
- c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the LEA to defend its position/decision regarding the claims (i.e. An LEA shall place a disabled student in the general educational environment operated by the LEA unless it is demonstrated by the LEA that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. (34 C.F.R.§104.34). One or more representatives of the school system, who may

be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

h. The hearing shall be closed to the public.

i. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

k. Testimony shall be recorded by court reporting or audio recording at the expense of the LEA. All documentation related to the hearing shall be retained by the LEA.

l. Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.

m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

Decision: The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

Review: If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

ESL Services Assessment

- 1. Only English spoken/understood
- 2. Mostly English spoken/understood
- 3. English & other language spoken/understood
- 4. Some English spoken/understood
- 5. No English spoken/understood

What language does your child best understand and speak?

N/A

Which language does your child most frequently speak at home?

N/A

Which language do adults in your home most frequently use when speaking with your child?

N/A

P.S. (Pat) Kelly

WORK EXPERIENCE

Academy for Classical Education, Macon, Georgia

Chief Financial Officer, Dec. 2016-Present

- Prepare and submit to the Governing Board a proposed annual budget.
- Oversee the transaction processing systems to include purchasing, payables, receivables, and payroll.
- Implement operational best practices to include Financial Policies and Procedures.
- Manage and oversee Revenue Bond repayments and loan covenants.
- Analyze monthly budgeting and accounting reports to maintain expenditure controls.
- Monitor cash balances and cash forecasts.
- Maintain relations with external auditors and investigate their findings and recommendations.
- Supervise the performance of all contracts and service agreements.
- Report financial results to the Governing Board.

Crawford County Board of Commissioners, Roberta, Georgia

County Manager, Aug. 2006-Dec. 2016

- Supervise the administration of the affairs of the county and see that the ordinances, resolutions, and regulations of the BOC and the laws of the State of Georgia are faithfully executed and enforced.
- Exercise managerial authority and supervision over the County Manager's staff and all department heads under the jurisdiction of the Board of Commissioners.
- Keep the BOC fully advised as to the financial condition and needs of the County. Supervise the performance of all contracts made by any person, company, or corporation with the county for work done for the BOC.
- Make or cause to be made a full written report to the BOC each month showing the operations and expenditures of each department of the county government for the preceding month.
- Manage and oversee Revenue Bond repayments and loan covenants.
- Prepare and submit to the BOC a proposed annual budget.

Bike Tech, Inc., Byron, Georgia

CFO/CEO, Aug. 1984 - June 2005

- Oversee regional and local sale managers and their staffs.
- Plan and direct staffing, training, and performance evaluations to develop and control sales and service programs.
- Review operational records and reports to project sales and determine profitability.
- Represent company at trade association meetings to promote services.
- Prepare budgets and approve budget expenditures.

EDUCATION

Community College of the Air Force, Montgomery, Alabama

Associates in Applied Science

High School Diploma – McLean Virginia 1978

THE ACADEMY FOR CLASSICAL EDUCATION



Employee Handbook 2022-2023

The Academy for Classical Education
5665 New Forsyth Rd.
Macon, GA 31210
www.acemacon.org

The Academy for Classical Education

School Motto: Scientia est Potentia!
(Knowledge is Power!)

Dear Colleagues:

Welcome back to our 9th year! Now more than ever before, it is so important that we retain a sense of physical, mental and emotional balance for ourselves, our family and for our students. Part of that sense of balance is an optimism that the work we are doing really matters because it does! At the start of summer, I received the *Carl Vinson Institute for Government* report entitled "Teacher Burnout in Georgia - Voices from the Classroom." I have sent you a copy of this as well. We know that the phenomenon of burnout is real. We also know that much-if not most-of what traditional public school faculty and staff deal with "out there" is an anomaly here and we must appreciate that fact.

It is so important that we all **allow** (note I have said ALLOW) ourselves permission to enjoy our lives and enjoy what we do here at ACE.

I will remind you of a few items again, just as I have reminded you about in the past....

- ❖ **We are ALL in this together. If we are successful, we are ALL successful. If even one of us fails, we ALL fail. Everything any one of us does at ACE, greatly impacts all of us at ACE.**
- ❖ Be courageous in all that you do to create the very best classroom environment for our ACE SCHOLARS. Preserve and protect the learning environment against all costs and reserve the right to be as creative as you want to be while at the same time valuing our ACE Scholars and the knowledge they should and must acquire.
- ❖ Our role at ACE is to educate NOT to indoctrinate. Our personal beliefs cannot become a part of the curriculum.
- ❖ Honor our curriculum. In order for us to be the best, we have to be faithful to the standards we have established. The classical education curriculum brings the very best and most proven academic information to our classrooms. If you are with us it is because you too, believe that the classical education curriculum is the best. Be true to it and to ACE.
- ❖ Be scrupulous stewards of what we have. Guard at all costs against waste. We pledge that what we have will always go towards helping you create the best classroom experience for our ACE Scholars. What that means is that we must all be respectful of our copying costs, paper, ink cartridges, utility usage AND our attendance! The money we bring in is truly OUR money and we must all use it wisely. Any ideas you might have that can help us in this effort would be welcomed!
- ❖ Work to be a part of this very special organization. We believe that the best organizations are really more like a family. We work hard together, we play hard together, we laugh with one another and we cry with one another. Get to know your colleagues and allow them to get to know you. We all will be spending a great deal of time together and that time is spent well when you enjoy the people with whom you are around. Remember that our ACE Scholars will watch us and will mimic our interactions with others. Make those interactions positive!
- ❖ In order to be sure that faculty and staff are always aware of day-to-day as well as upcoming activities, we have **The Augur**. This will be sent out electronically each evening or morning so that you can be reminded of up-coming activities. If you have information you would like your colleagues to know, please send it to Laura Perkins and copy to Esterine Stokes prior to the end of the school day and it will be included in the next morning's missive.

We are going to have a great year because at ACE we are all AWESOME!

Laura Perkins, Principal/CEO

Mission Statement:

The mission of the Academy for Classical Education is to build the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life.

Goals:

ACE is committed to continuous improvement based on 6 school-wide goals upon which all decisions will be made:

1. To protect and ensure the integrity of the teaching/learning environment.
2. To ensure that all financial expenditures and human resources decisions align with preserving the integrity of the teaching/learning environment.
3. To provide a rigorous, relevant educational experience for all ACE students in a student-centered environment that encourages students to think and analyze the experiences they encounter, and to develop life skills that will enable them to be creative, self-directing, productive members of the Macon/Bibb County community or any setting in which they may find themselves.
4. To provide a holistic educational experience for all ACE students making sure that the individual skills of each student is fostered and allowed to grow.
5. To utilize all resources both inside the school community as well as the Macon/Bibb County community to bring innovation and expertise to the learning process for ACE students.
6. To encourage parents to participate in the ACE experience by providing opportunities for volunteerism and other parental/family leadership roles.

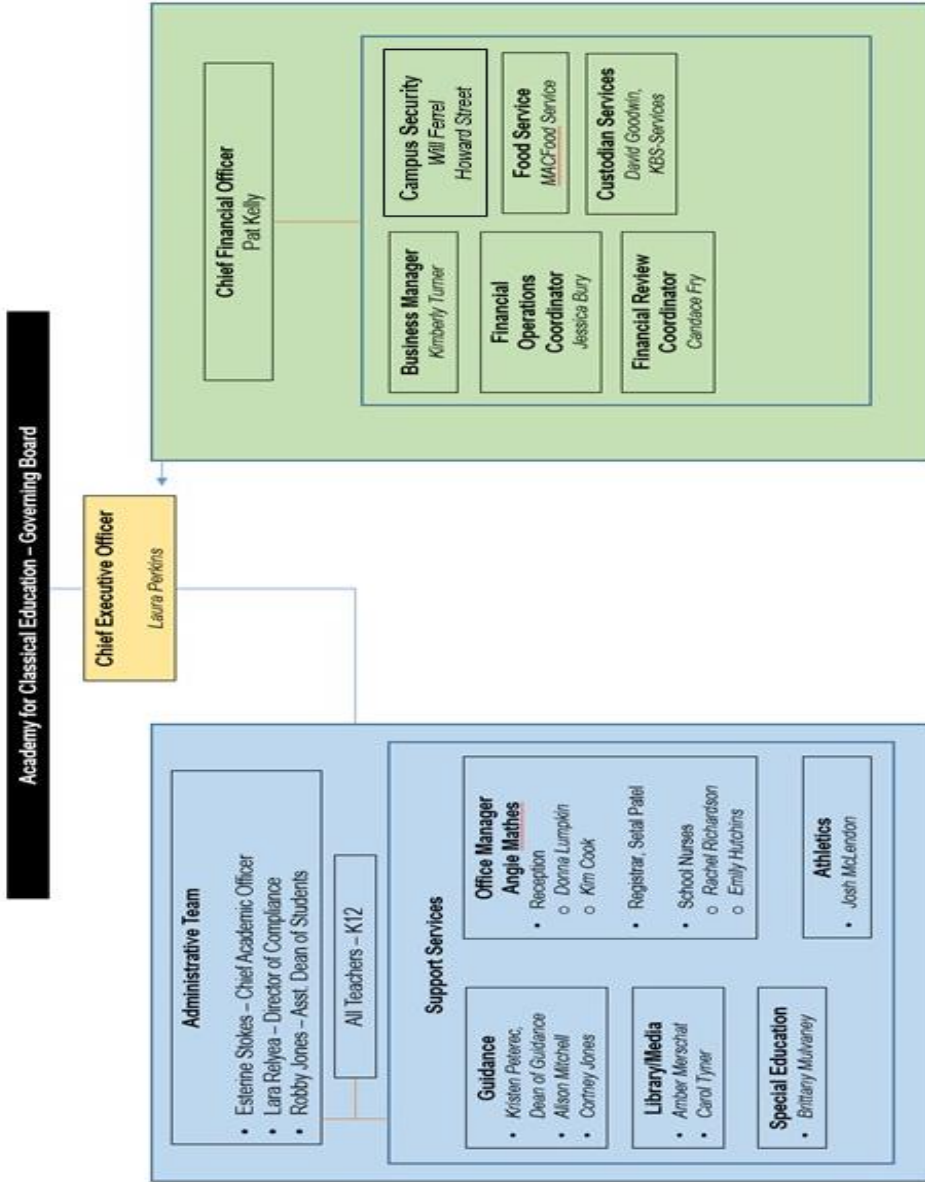
We Believe:

That students must have a solid foundation for learning before they can understand the importance of education and that the classical education curriculum best serves an individual's long term intellectual goals over the traditional modern, progressive models because classical education:

- values knowledge for its own sake.
- upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts.
- demands moral virtue of its adherents.
- prepares human beings to assume their places as responsible citizens in the world at large.

Most importantly, we want to create an environment where teachers can teach, and students will learn!

ACADEMY FOR CLASSICAL EDUCATION ORGANIZATIONAL CHART



2022-2023 INSTRUCTIONAL CALENDAR

ACADEMY FOR CLASSICAL EDUCATION - 2022-2023 CALENDAR

Aug. 2022	1 First day of school	Jan. 2023	2 Holiday 3 Teachers Return 4 Students Return 16 MLK Holiday
S M T W T F S		S M T W T F S	
1 2 3 4 5 6		1 2 3 4 5 6 7	
7 8 9 10 11 12 13		8 9 10 11 12 13 14	
14 15 16 17 18 19 20		15 16 17 18 19 20 21	
21 22 23 24 25 26 27		22 23 24 25 26 27 28	
28 29 30 31		29 30 31	
Sep. 2022	5 Labor Day	Feb. 2023	20-24 Winter Break
S M T W T F S		S M T W T F S	
1 2 3		1 2 3 4	
4 5 6 7 8 9 10		5 6 7 8 9 10 11	
11 12 13 14 15 16 17		12 13 14 15 16 17 18	
18 19 20 21 22 23 24		19 20 21 22 23 24 25	
25 26 27 28 29 30		26 27 28	
Oct. 2022	10-14 Fall Break	March. 2023	27-31 Spring Break
S M T W T F S		S M T W T F S	
1		1 2 3 4	
2 3 4 5 6 7 8		5 6 7 8 9 10 11	
9 10 11 12 13 14 15		12 13 14 15 16 17 18	
16 17 18 19 20 21 22		19 20 21 22 23 24 25	
23 24 25 26 27 28 29 30 31		26 27 28 29 30 31	
Nov. 2022	21-25 Thanksgiving Holidays	April 2023	
S M T W T F S		S M T W T F S	
1 2 3 4 5		1	
6 7 8 9 10 11 12		2 3 4 5 6 7 8	
13 14 15 16 17 18 19		9 10 11 12 13 14 15	
20 21 22 23 24 25 26		16 17 18 19 20 21 22	
27 28 29 30		23 24 25 26 27 28 29	
Dec. 2022	15-16 Half Days 19-30 Christmas Holidays	May 2023	24-25 Half Day 25 Last day for students 26 Graduation 29 School Closed
S M T W T F S		S M T W T F S	
1 2 3		1 2 3 4 5 6	
4 5 6 7 8 9 10		7 8 9 10 11 12 13	
11 12 13 14 15 16 17		14 15 16 17 18 19 20	
18 19 20 21 22 23 24		21 22 23 24 25 26 27	
25 26 27 28 29 30 31		28 29 30 31	

Policies/Rules

Teachers will be responsible to the administrative team for carrying out policies of the governing board as they relate to the function of the school, to their assigned room and to the immediate contact with students and parents.

Teachers will be expected:

- to furnish such after school time as needed for assisting students, conferring with parents, and doing other necessary out-of-school work.
- to direct and evaluate the learning experiences of students in both curricular and extra-curricular activities.
- to provide guidance to students which will promote their proper educational development and welfare.
- to be responsible for student accounting.
- to provide for the care and protection of school property.
- to always supervise students.
- to cooperate with and participate in the planning and evaluation of the school program.
- to participate in the businesses and activities of the faculty.
- to take part in the in-service programs of the school.
- to maintain cordial relationships with colleagues.
- to follow the ethics of the profession. (See "Code of Ethics" inserted at back)
- to support actively the parent-teachers organization.
- to enforce policies and regulations as established by the governing board.
- to accept their fair share of supervisory duties at pupil activities in buildings and on grounds during and after school hours as well as athletic events, academic events, fine arts, events, Prom, other dances, etc.



GENERAL INFORMATION

ACCIDENTS

If a STUDENT is injured:

- Teachers are responsible for bringing injured children to the office so that parents can be notified by the office.
- An accident report must be completed by the teacher on duty. Any accident, no matter how small, **must be reported**. Accident forms are available in the office. DO NOT LET A STUDENT SUSTAIN AN INJURY AND NOT REPORT THAT INJURY TO THE OFFICE!
- We will have 2 part-time school nurses which means that a nurse will be on site virtually all the time. In the event of an accident or injury OR if the student becomes ill, the student should be taken to the nurse UNLESS the student is injured to an extent that they should not be moved. Contact the office immediately and request that the nurse be sent to your room. When you call for the nurse, be sure and let the person to whom you are speaking know if the student has fainted, is nauseated, is bleeding, etc. If needed, the nurse, campus police or an administrator will call for an ambulance. It is equally important that order and calm be maintained if other students are nearby. Do not allow students or adults to cluster around the sick child and if needed, have a near-by teacher move the remaining students out of the room.
- Even though the nurse will make a parent contact, the teacher should email the parent just as a follow-up and to check on the child.

If a TEACHER is injured:

- Workmen's Compensation covers you while you are completing your assigned duties. It does not cover you on the way to and from school.
- If you are injured while at school, no matter how slightly, notify Mrs. Angie Mathes immediately so she can fill out an accident report. If you plan to deviate from your assigned duties in any way, it must be noted and/or approved by the principal or their designee.

AFTER HOURS USE OF THE BUILDING

Faculty members are welcome to work in the building after hours and on the weekends. If you notice anything out of order, broken, leaking, etc. please alert Mrs. Perkins by email (Laura.perkins@acemacon.org) or phone 478.747.5310.

AGENDAS

Each student will be given an ACE Student Handbook which contains information relevant to them as well as the Code of Conduct. This booklet also has an agenda at the back of the book. During the first week of school **all teachers** are asked to teach all students the purpose of an agenda for both personal and professional use, and we ask that teachers train all students to write homework and other relevant information in that agenda daily.

ANNOUNCEMENTS – School-wide

- Announcements will be made daily via the intercom system. If you have an announcement that needs to be made, the information should be emailed to Laura Perkins and copied to Esterine Stokes by 7 a.m. for the announcement to be included on the morning announcements and no later than 2 PM to be included on the afternoon announcements. Please do not send a runner to the office with an announcement, just prior to any routinely made announcements.
- All information needs to be included in the announcement - Who, What, When and Where- as well as the duration of time that the announcement should be made. This announcement should include the signature of a faculty member.
- Faculty/Staff members and students should remain quiet during announcements. If caught in the hall during an announcement, all staff members, students, and visitors should stop wherever he/she may be and remain quiet. Teachers are reminded that THEY are to expect silence from their students during announcements and should convey this clearly at the start of the year and as needed.
- **During Announcements ALL students are to remain silent.** They are expected to stand and be still for the Pledge of Allegiance reciting the words to the Pledge and the same for the Student Declaration. Regardless of the grade level teachers should NOT allow students to talk during the announcements.

ANNOUNCEMENTS – Faculty/Staff

- Announcements to the faculty and staff will be done electronically daily via **The Augur**.
- Be sure and check the announcements (**The Augur**) before the day gets started so that you are aware of upcoming events and activities!!!
- Any information shared with you in the Augur, or by email from an administrator, is FOR YOUR EYES ONLY, unless you are specifically told to announce to students. Confidential emails from counselors or special education staff should NEVER be shared.

ARRIVAL/DEPARTURE (FACULTY & STAFF)

Please understand that teaching is not an 8-5 job.

- **Teaching hours are from 7:45 am until 3:15 pm unless otherwise instructed. (This is TEACHING TIME!)**
- **Teachers should be in their classroom by 7:30 a.m.**
- Some faculty may have early or late duty which changes this slightly.
- All ACE faculty and staff must sign in each day. VERY IMPORTANT POINT!!!!!! Sign in sheets are in the two main workrooms. SIGN IN DAILY!!!!
- It is also important to know that while emergencies and sickness do happen, the success of our students depends on their teacher(s) being present every day. It is very difficult to model punctuality and attendance if we are late or absent.
- One last time, as professionals we are not clock watchers. Sometimes we have to be available at events in the evening, after school, or on weekends. That is the nature of the beast. We try very hard to respect your family time so please be respectful of our requests for your presence at school events.
- We will provide everyone with a list of substitutes. In the event you need to be out of school, contact a substitute and confirm that they will be subbing for you. Text this information to Angie Mathes at 478.319.2562 as soon as possible but no later than 6:30 am. Be sure that you have left a copy of your class roll(s) and a lesson plan for the substitute. There should be no wasted instructional time because you are absent.
- Teachers must be in their rooms at the beginning of the period and remain there until the bell. Students should never be left unsupervised.
- Personal matters, for the most part, should be dealt with outside of school hours. During unavoidable situations, teachers should attend to personal matters at break, between classes, and during planning period.
- DO NOT leave your students alone in the classroom. No matter how well behaved you think they may be, no matter what the grade level, DO NOT LEAVE (even if that means stepping down the hall to speak with another teacher).

ASSEMBLIES

As part of our instructional program, ACE will occasionally offer students the chance to congregate and be informed by guest speakers or programs. **All teachers should attend all activities and sit among your students.** We expect our students to model the same appropriate behavior they exhibit in the classrooms. It is important that we practice the behaviors we expect to see during assemblies prior to the time an assembly occurs. The following general guidelines should be followed when attending such assemblies and we ask teachers to discuss these expectations prior to any assembly:

- All students are to enter in an orderly fashion and be seated with the teacher who takes them to the assembly.
- All students are to remain quiet, seated and attentive during all programs.

- A courteous reception should be extended to everyone, regardless of the type of program.
- All students are to remain seated until they have been dismissed by their team teachers.
- Whistling, booing, putting their head down, talking or other acts of discourtesy show a lack of maturity, respect and consideration. These types of displays are not acceptable behavior for an ACE Scholar.

ATTENDANCE (STUDENT)

- Grammar school teachers will check attendance in the morning.
- Junior High and High School teachers review attendance each period.
- DO NOT PROVIDE ACCESS TO INFINITE CAMPUS TO STUDENTS!
- If a student is NOT in class, mark the student absent.
- If you need to make any changes to attendance once you have entered it, you must email Kimberly.cook@acemacon.org.
- ALL teachers should keep a paper copy of attendance. Mark your attendance on the paper copy and then enter it into IC. Keep notes on the paper copy about tardies, etc. Many times, at the end of the year when we are trying to determine perfect attendance, we may ask you if a student was really absent or did he/she come in late and you failed to change it in IC.
- A student's attendance record is a legal document that can be obtained for evidence. It MUST be correct.
- If you are requesting that a group of students be absent from class (field trip, special guest speaker, etc.)
- Make sure you email the faculty or the specific teachers at least 5 days prior to the event.
- For Grades 6-12, students should be given a paper pass to the event with the teacher's name on it.
- After your event, you should email the list of students (WHO ACTUALLY ATTENDED) to Kimberly Cook (Kimberly.cook@acemacon.org) for all students.
- If you cause a student to be tardy to his/her next class, you MUST write the student a pass (in INK, student's name, destination, time he/she left, and your signature).
- You should never keep a student from reporting to one of his/her classes unless YOU specifically have gotten permission from the teacher. Do not go by what the student is telling you.
- Please do not email the faculty indicating that your entire class will be late to their next class unless you are prepared to provide the names of every student in the class. Otherwise, Sally can show up in Mrs. Relyea's class and say she was late because of you – when in fact, Sally isn't even in her class. She was walking late with other students who were in Mrs. Relyea's class.

As the classroom teacher, it is helpful if you will contact parents when students miss school if for no other reason than to express your concern. If you have a concern about a student who is frequently missing school, please document that and turn the information in to Mrs. Courtney Jones (grades K-5), Mrs. Alison Mitchell (grades 6-8) and Mrs. Kristen Peterec (grades 9-12). Refer to Page 11 of Student Handbook. (Please remember that YOU are the first line of defense with attendance. It is important that you be aware of whether students are at school or NOT at school especially if there appears to be a problem with attendance.)

ATTENDANCE (ALL EMPLOYEES)

If you are absent from work, you must turn in the appropriate pink form to Mrs. Mathes. This is for ANY reason you are absent from work. Employees are also asked to communicate with their Grade Level Chair/ Department Chair any time they will be out of school. Do NOT ask a colleague to “cover for you.” Leave must be documented.

- LEAVE (BEREAVEMENT) In case of death in his or her immediate family, an employee will be allowed three days bereavement leave. Immediate family includes husband, wife, children, parents, mother-in-law, father-in-law, grandparents, sisters, brothers, daughter-in-law, brother-in-law, aunts, uncles, grandparents-in-law, or any members of the family who live with the employee.
- LEAVE (SICK) Sick leave is accrued monthly at 10 hours per month July through April. Sick leave allotment for the year is 100 hours.
 - We need you here at school. We reserve the right to request medical documentation in the event a teacher is frequently out of school. If your absences become problematic, this information will be shared with the Governing Board in February when teacher renewals are discussed and if improvement is not noted, the teacher will be at risk for termination. Please remember that your absence compromises your students' ability to learn.
 - A doctor's certificate will always be required for an absence of more than five consecutive days. A doctor's certificate will be required for any days of sick leave granted at the beginning or end of a school year as well as during pre- and post-planning.
 - As soon as an individual realizes they are too sick to come to work, they should make arrangements for a substitute teacher and text this information to Angie Mathes at 478.319.2562 prior to but no later than 6:30 am. It is impossible to find substitutes during the morning hours. Please be mindful of this and contact a substitute from our recommended list as soon as you realize you cannot come to school.
- LEAVE (PERSONAL) Full-time employees assigned to the operation of programs for the school may utilize earned sick leave for personal reasons. Every faculty member will have 3 personal days as part of their earned sick days. Employees requesting personal leave will not be asked to disclose a reason when making the request. Approval or disapproval of the request for personal leave cannot be conditioned upon any requirement imposed upon the employee to disclose the specific purpose of the leave. Requests for personal leave must be received 10 days in advance of the requested leave date by completing a personal leave form located in Mrs. Mathes' office. Please do not assume that the leave will be approved.
- LEAVE (PROFESSIONAL) Professional leave must be requested at least 10 days in advance. Professional leave forms are available in the school office. If reimbursement is going to be needed, teachers are asked to complete the Professional Leave forms for Request for Reimbursement when the professional leave is requested. The dates on the professional leave form and the employee expense form must match.

- LEAVING CAMPUS during the school day. Before leaving the campus, you must let an administrator know that you are leaving and how long you will be gone. You may not farm your students out to another teacher and just leave (a leave form may be required depending on the length of time you will be gone).

Certain periods of time are of special importance for **ALL** ACE Faculty and Staff to be on the job. Requests to use personal leave on such days will be honored only for crisis events and only if the request is made and documentation of need is submitted. **Please look at your personal calendar NOW and mark school required days of attendance so that you do not have a last-minute conflict.** Such days covered by this paragraph are:

- Standardized Testing Days
- Pre-Planning through the 10th day of school
- The last ten working days for all school-based personnel and post planning
- One working day before and after the holidays of Thanksgiving, Christmas, Labor Day, Fall Break, Winter Break and Spring Holidays.

Please do not ask to take time off during these times. You are receiving this information well in advance so plans can be made accordingly.

Please be sure that you do not make any plans that would involve your missing major school activities such as testing dates, Honors Programs/Baccalaureate, Graduation, etc. Through *The Augur*, we will frequently remind you of upcoming activities.

BULLYING BY STUDENTS

Bullying in accordance with O.C.G.A. § 20-2-751.4, bullying means an act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is:

- Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
- Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
- Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
- Causes another person substantial physical harm within the meaning of O.C.G.A. § 16-5-23.1 or visible bodily harm as defined in O.C.G.A. § 16-5-23.1;
- Has the effect of substantially interfering with a student's education;
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening education environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/GaDOE%20Bullying%20Policy_August%202011.pdf

Bullying is a serious issue, but students and parents don't always understand what bullying is AS WELL AS what it is not. None-the-less, if you notice something, please report it to your designated counselor so that it can be investigated and document this in IC.

CAMPUS SECURITY

ACE has established its own Campus Security program starting the 2022-2023 school year. William Ferrel, formerly with the Bibb County Sheriff's Department will be our lead officer in this department. Our Campus Security will ensure the safety of all ACE scholars and all ACE faculty and staff. Mr. Howard Street will continue in his role within our Campus Security program. Our Campus Security will no longer be responsible for facility issues.

COMMUNICATION

It is very important that we stay in communication and in fact, initiate communication with our parents. With that said, we must also make sure that our parents understand that we are professionals and we do observe "office hours."

- Teachers must not get into the habit of responding to texts or emails from parents after 6PM unless it is an emergency that the parent has made the teacher aware of.
 - It will be important for everyone to communicate with parents using a phone, posting on D2L or email.
 - Facebook or other social media should only be used to place class photos. Do not answer questions about anything on social media.
 - Utilize email, the phone (not text) or D2L. We must have a record of our communications. Post any communication with parents in the Contact Log. (If you speak with a parent over the phone, it would be wise to follow up with an email and post this in IC, Contact Log.) Coaches will continue to use Remind 101.
- It is also very important that teachers never communicate with parents via their personal email. Any exchanges by text, must be limited to the information relevant to the situation being discussed. (In other words, don't get into any personal discussions with a parent via text or email.) Document any discussion exchanged- including the time of the exchange in- IC/Contact Log.
- All notes, fliers, etc. that are being sent to parents or the public must be reviewed by Mrs. Stokes. Provide the front office with a copy of any notice(s) sent home by you to parents. It is most important that the administration and front offices know what you send home and what activities you are having so that when they get a call from a parent wanting additional information, they will have a copy to share with them. It is also very important that nothing be sent to parents or community members that contain errors in spelling or grammar. This is especially true of emails! Please don't send an email out without reviewing it thoroughly before sending. If you are upset with someone, DON'T SEND THE EMAIL!!!!
- When you send an email do not be casual. Don't open the email with the word "Hey." Don't call them "Friend." Do not refer to them simply by their last name. If you are sending a group email to various people, be sure you have not included anything that refers to other students personally. Be professional. Be sure and check for spelling or grammar errors. I would also advise that when you send emails to parents as a group email you think about the message it sends to the parent. I have noticed teachers sending group emails regarding work not done, poor performance on a quiz or test, etc. and then receive emails from parents indicating that their child

had done well on that quiz or tests. It makes the parent question whether YOU –the teacher- even know their child.

- Anything sent home in the Wednesday folder must be approved by Mrs. Stokes. Once approved, you will need to make copies and submit those to Angie Mathes before 1:00 p.m. on Tuesdays.
- All computers have spell check. Be sure you use it. It is so important that information from you and from ACE be grammatically correct, spelled correctly, punctuated correctly, etc. Do not assume you are a wiz at this! Allow one more eye to review it.
- If you need to schedule an event, have an event posted on our calendar or reserve a facility, please refer to the section titled SCHEDULING ACE EVENTS, page 20.
- All teachers who hold after school events (music, athletics, academic team, etc.) should provide Mrs. Donna Lumpkin a schedule of events (dates, times, where the event will be held, etc.) so that she can answer parent questions when they call...and they do call! If you change an event, be sure you notify her of the change (and Mrs. Stokes/Mrs. Turner) if you had it posted on the calendar. It is also vital that you have a dismissal time and place noted on your communication with parents. This dismissal area should NEVER be through the front office. Signage should be posted on the outside of the main door as to where the public should enter.
- **It is IMPERATIVE that any communication you have with a parent be logged into the contact log in IC. Meetings, etc. should be noted here as well as the outcome of the meeting. Teachers should utilize IC to document conversations of note or disciplinary issues. Office staff will also document interactions with parents and students in IC.**
- **We strongly discourage you from using your personal email account, your cell phone, or apps to communicate with parents (with the exception of Remind 101 for coaches). Doing so puts yourself in danger; we have no way of protecting or defending you if you do not use your ACE email. If you choose to take this risk, you MUST enter the contact into Infinite Campus.**
- **If you had a phone call with a parent or met face-to-face, it is always a good idea to follow up with an email and outline what was discussed (then this can be copied and put into the Contact Log).**

CONTRACTS

If there are concerns about your job performance, you will hear about it long before contracts are issued, and decisions are made. If you determine that you will not be returning to ACE, please inform Mrs. Perkins prior to April 1st or even sooner if possible. In the event you break your contract after June 1, you will be assessed a \$1,000 fine which will be taken from your last check. If you determine that you will be resigning from ACE, **please understand that unless your child was selected through lottery, your child will be withdrawn at the end of the school year.**

If you have begun or completed an endorsement that ACE has paid for (i.e. Gifted/Reading endorsements), and you leave the school within 2 years you will be asked to reimburse the school the cost incurred thus far for the endorsement. This will be deducted from your remaining paychecks.

COPIER

Copiers are in each Faculty Workroom. Please be judicious in using the copiers as we had well over a million copies made last year. STUDENTS SHOULD NOT BE SENT TO FACULTY WORKROOM TO MAKE COPIES.

CROWDFUNDING & GRANT OPPORTUNITIES

Crowdfunding (i.e., Donors Choose, GoFundMe, etc.) and grant applications must be approved before the project is submitted. See form page 35. This form must be completed and submitted to Candace Fry or Jessica Bury. Grant proposals should also be submitted to one of these two individuals. Any equipment or materials donated to ACE will become the property of ACE and must be inventoried accordingly.

CUMULATIVE FOLDERS

Information in the cumulative folders and Infinite Campus are considered confidential. Do not share this information with the parents of another child or with another student. Cumulative folders MUST always be kept up to date, and they MUST be kept in the office. Cumulative folders are kept in cabinets in the Registrar's Office. Any time you need to review a cumulative folder, you must sign it out with the registrar, Mrs. Setal Patel and remain in her office while viewing. Cumulative folders should NEVER leave the office.

CUSTODIAL SERVICES

We have contracted with a company to provide custodial services to ACE. If you have any concerns about the cleanliness of your room, immediately contact David Goodwin (david.goodwin@acemacon.org) and convey your concerns to him. If you have a custodial emergency (i.e. spill or bodily fluids) please call the front office and ask for a custodian to be called. It is also important you respect your room and teach your students to do the same. Please do not share your cell number with custodians for any reason.

For repairs and maintenance requests, please email Pat Kelly (pat.kelly@acemacon.org).

DEPARTMENTS

The Grammar School (K-5) will utilize Grade-level chairpersons and the upper school (6-12) will utilize Grade Level and Department Chairpersons. These individuals will maintain communication between schools so that there is continuous and on-going vertical planning.

The Grade-Level Chairperson (K-5) is the instructional lead for that grade. Grade-Level Chairs will be responsible for:

- Communicating information to their department from other departments.
- Meeting with Department Chair as needed to develop and plan instruction.
- Meeting routinely with teachers in their grade to be sure that teachers have materials as needed.
- Working with grade level teachers to create a team atmosphere so that all teacher work smoothly with one another.
- Ensuring alignment of curriculum and expectations throughout the grade level.

The Department Chairperson (6-12) is the instructional leader for the Department. Their duties include the following:

- Communicating information to their department from other departments.
- Meeting routinely with teachers in their content area to ensure that materials are in place.
- Ensuring alignment of curriculum and expectations throughout the department.

The Team Leader (6-12) is the leader of each grade level homerooms.

DEPARTMENT MEETINGS/GRADE LEVEL MEETINGS

All meetings will be planned for Mondays. Faculty/Staff members should not schedule anything on a Monday. Teachers should plan to stay until 5:00 PM each Monday and all meetings (Department, Faculty, Professional Development, etc. will be done during this time.) If there is no meeting taking place, you are free to go. Teachers are expected to be on time for these meetings. **Regardless of ANY OTHER duties you might have, you must never miss your academic department meetings.** Each department/grade level should develop a meeting schedule for the year and turn this into Mrs. Stokes by August 12, 2022.

Minutes of Department/Grade Level Meetings will be submitted to **Mrs. Stokes** via email (department.meetings@acemacon.org) and should include the following:

- Copy of the Meeting Agenda
- List of the Department Members Present
- Time of Meeting (Start/End)
- Specific Parent or Student Concerns
- Other Items of Discussion

One copy of the team minutes will be retained for team files. All written communication from the Department to parents should be reviewed by the administration.

RESPONSIBILITIES OF DEPARTMENT MEMBERS/GRADE LEVEL MEMBERS_____

- Attend all department meetings punctually
- Support and encourage new teachers
- Be enthusiastic and cooperative
- Plan effective use of time
- Share ideas, materials and teaching strategies
- Submit items for meeting agenda
- Help plan department learning and behavior goals
- Support department discussions

DINING ROOM GUIDELINES_____

Grammar School: Teachers will work as a grade level to allow paraprofessionals to supervise their students at lunch. We ask that for the first two weeks of the year, teachers and paraprofessionals attend lunch with their students to be sure that appropriate behavior is in place. Prior to the first lunch, we ask that teachers talk with their class about lunchroom etiquette. Specifically, remind them of your expectations for behavior while eating lunch: do not break in line, once you have your lunch stay seated, no throwing anything, pick up trash from table and floor, and food goes in their mouth!) We recommend that teachers encourage their students to spend the first 15 minutes of lunch quietly eating. We do not want to discourage socializing, but the dining hall can become quite loud.

Jr. High/Sr. High: We will distribute the lunchroom schedule during Pre-planning. Prior to the first lunch, we ask that teachers talk with their class about lunchroom etiquette. Specifically, remind them of your expectations for behavior while eating lunch: do not break in line, once you have your lunch stay seated, no throwing anything, pick up trash from table and floor, and food goes in their mouth!) We recommend that teachers encourage their students to spend the first 15 minutes of lunch quietly eating. We do not want to discourage socializing, but the dining hall can become quite loud.

Just some rules for us to follow to keep things simple:

- Adults may not charge their lunch. All adults must pay for their lunch at the time of purchase.
- If you are going on a field trip, please email MACFoods@acemacon.org at least two weeks in advance and we recommend you email a reminder 2 or 3 days prior to the event (copy to esterine.stokes@acemacon.org and laura.perkins@acemacon.org)
- If you need sack lunches, please let Mr. Mark at MACFoods know (see email above) at least a week in advance and be prepared to supply coolers to transport the sack lunches and the milk.

DRESS CODE- PROFESSIONAL STAFF_____

Staff members are expected to dress professionally every day. The image you portray in the classroom can be an aid in managing the class. Remember that young people learn by example. Exceptions may be made for special occasions, field trips, etc. All exceptions must be approved by an administrator. Our dress sends

a nonverbal message to students about our authority and importance in their daily life. It is understood that teachers are on their feet teaching throughout the day and suitable shoes may be worn to accommodate this. Jeans may be worn on Fridays with staff shirts or school spirit shirts only. It is important particularly for young teachers to remember that dress clearly sets up the line of demarcation between you and your students.

Professional clothing means that women do not wear revealing or tight blouses/shirts. Pants should not be tight or form fitting. Skirts should meet the same clothing length as we expect of the students.... finger-tip length. Men should tuck their shirt into their pants whether the shirt is a T-shirt or a casual dress shirt.

The following are NOT allowed:

- Denim pants on any day other than Fridays. Even then, the pants should not be frayed or have holes.
- Camouflage
- T-shirts other than spirit shirts on designated days
- Flip flops
- Pants that are too tight or are of the type of material that conforms to the body such as jeggings or skinny pants.
- Maxi Dresses or extremely long skirts
- Clothing that is too tight or revealing
- Athletic pants or stretch pants unless you are a PE teacher. (Classroom teachers who are also coaches must wear professional dress during the teaching day and change into coaching wear after dismissal.)

**The administrative team reserves the right to add items to this list as the need arises.

DRESS CODE- STUDENTS

Students attending ACE will follow the uniform policy each day. Students who fail to comply will have a parent contact made immediately. (Refer to the Student Handbook/Code of Conduct – pg.53) This means the first time you see a discrepancy you let the parent know that day.

- If you must repeatedly contact a parent regarding dress code, and nothing is done about, make sure you notify an administrator.
- All teachers should be at the door 10 minutes prior to class beginning in the morning and between every class period (Junior High/High School). This is the time to check attendance and dress code as students enter the classroom.

Note: It is extremely uncomfortable for a teacher to notify a colleague regarding a uniform infraction. You should be enforcing it; so your child should be following it. Sadly, we have noticed that many of our employee's children are the worst at following the uniform policy. Employees should make sure that their own child(ren):

- have their ID on as they enter the building.
- have their shirt tucked in when they enter the building.
- are in dress uniform from head to toe.
- are not wearing nail polish or jewelry that is not approved by the uniform policy.
- and in the case of a girl, has on an appropriately sized skirt if they wear skirts.

If you must notify a colleague more than once and the problem is not corrected, notify an administrator.

EATING AND DRINKING

No food or drinks are allowed in the library at any time. Students should not bring food into the classroom. **This MUST be enforced by all ACE personnel.**

ELECTRONIC DEVICES (FACULTY & STAFF)

- Cell phones should never be used in front of students unless you are calling their parent(s).
- Cell phones should be put away during instructional time. Remember that YOU are the model that the students look toward for their own behavior. If you have your always phone in your hand, it creates an unnecessary issue in the minds of students.
- Teachers must always have students in their line of sight while in the cafeteria, on the playground, or anywhere on campus. You cannot monitor students if you are on your cell phone.
- Ipods, CD players, cell phone earpieces, etc. should not be used or worn throughout the school. You may listen to music in your classroom if you are sharing the experience with your students; however, you should not move about the school with a cell phone in hand or headphones on for any reason.

ELECTRONIC DEVICES (STUDENTS)

We do not allow cell phone use during the school day by students. We ask teachers to use good judgment in handling this issue. If a cell phone falls out of a backpack, look at the student sternly and tell them to secure the phone. We remind students of this frequently but it does not hurt for junior and senior high teachers to remind them of this as well. If the cell phone rings or chimes, or you see a student with the phone out in class, ask for the cell phone. If the student refuses, call Mrs. Perkins, Mrs. Stokes, Mrs. Relyea or Mr. Jones. If a teacher confiscates a cell phone, they must secure that phone until it can be turned in to an administrator. If a phone is lost while in the teacher's possession, the teacher is liable for the replacement of that phone. See: Electronic Device Use per Student Handbook/Code of Conduct page 23.

EMPLOYMENT AT WILL

Employment with the Academy for Classical Education is voluntary, and the employee is free to resign at will at any time, with or without cause. Similarly, the Academy for Classical Education may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law. Policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between the Academy for Classical Education and any of its employees. The provisions of the handbook have been developed at the discretion of ACE Administration and its legal team and, except for its policy of employment-at-will, may be amended or cancelled at any time, at the sole discretion of the Academy for Classical Education. These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of the Governing Board of the Academy for Classical Education, Inc.

EMPLOYEE RELATIONSHIPS POLICY

Decisions about hiring, promoting, evaluating, compensating, and terminating employees are based on qualifications for the position, ability, and performance. Every attempt shall be made to avoid favoritism, the appearance of favoritism, and conflicts of interest in employment decisions.

While romantic relationships among colleagues are discouraged, this policy expressly prohibits employees from engaging in a relationship with other employees who are in the same chain of command/reporting relationship. Under no circumstances should such relationship interfere with the performance of an employee's own duties or the duties of other employees at this school. Any employees engaged in a relationship with another employee of this school must disclose that relationship to the Principal or Principal's designee.

Relatives of persons currently employed by this school may be hired only if they will not be working directly for or supervising a relative.

In the event that a romantic or familial relationship exists between employees prior to the establishment of a supervisory relationship, it shall be at the discretion of the principal to reassign job duties so as to minimize supervisory conflicts, where feasible, or permit the employees to determine which of them will resign. In the event that the employees are unable to decide, it shall be up to the principal to make the final determination.

ENERGY MANAGEMENT

Turn off lights and equipment before leaving your room. Thermostats should be set at 72 degrees for cooling and 68 degrees for heating. Be sure to check your door to see that it is secured before the end of the school day. (Never leave your classroom with the door unlocked.) This is particularly true for teachers who might have an outside door leading into their classroom. Remember, WE are paying the cost to maintain our school. Please be as conservative with energy as you can be.

EQUAL EMPLOMENT OPPORTUNITY

The Academy for Classical Education strives to hire qualified applicants and does so without regard to race, color, religion, national origin, national ancestry, age, sex, gender, disability, or veteran status. A major objective is to select talented people with the desire and ability to do a good job and contribute to the growth of the Academy for Classical Education. The Academy for Classical Education endeavors not to discriminate in employment opportunities, advancement opportunities or practices based on race, color, religion, gender, national origin, age, disability, sexual orientation, or any other characteristic protected by law. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

E-MAIL

Check your e-mail upon arrival, during lunch and planning, and prior to departure each day. The email system is to be used judiciously. Please remember that anything sent by school email can be reviewed by the administration if needed. The school email is not for personal business.

- **If you receive an email from a colleague, administrator, counselor or office personnel....ANSWER IT within 24 hours!!!**
- Read your emails on your computer, rather than your phone. We are missing information when you view on the phone.
- If you have a question/concern about email you receive, ask the person who sent it to you!
If you have problems with your email, see Mrs. Stokes.

EVENTS ~SCHEDULING

<p>Scheduling ACE events that <u>will be held ON campus</u>:</p> <ul style="list-style-type: none">● By using our new facilities scheduler, you will be able to reserve the date and space as well as put the event on the calendar.● This is the responsibility of the individual requesting use.● The facilities scheduler will notify you immediately if there is a conflict (i.e. another event using the same space & time is another scheduled, etc.).● Once submitted, it will either be approved or denied.● If approved, and the person who submitted the request decides to CANCEL or POSTPONE the event, it is his/her responsibility to email Kimberly Turner (and copy E.Stokes) to have it removed from the calendar.<ul style="list-style-type: none">○ This must be done as a courtesy to your colleagues. If someone is trying to schedule an event it's not right for something to be taking up a date/time/space if it's not going to really happen.○ Failure to do this could result in your request being denied.● FACILITY REQUEST INSTRUCTIONS<ul style="list-style-type: none">○ These instructions may also be found on the SHARED DRIVE>FACULTY>ALLFACULTY>Facility Request Instruction.pdf	<p>Scheduling ACE events that <u>will be held OFF campus</u>:</p> <ul style="list-style-type: none">● Events that are being held off campus must still be approved so that they will appear on the school calendar.● If you schedule an event without putting it on the calendar, then it is very likely that another event may be scheduled that could conflict with yours. For example:<ul style="list-style-type: none">○ Mrs. Perkins is advisor for the gymnastics team (grades 9-12) and she scheduled a banquet for Dec. 15 at Mello Mushroom. She does not go through the procedure to have this event posted on the school calendar; she's just a renegade and does her own thing.○ Mrs. Peterec schedules a FAFSA meeting for 11th – 12th graders and she follow procedures, gets it approved and it's on the calendar.○ Mrs. Peterec later finds out from students that they have a conflict because both events are planned on the same evening. THEN WE HAVE A PROBLEM. Mrs. Perkins is going to be told she needs to reschedule her event her banquet.● Anything that needs to be put on the calendar that does not require a "space" on campus, must be submitted using the form below. For example:<ul style="list-style-type: none">○ School holidays; testing schedules, deadlines, etc.● It is YOUR responsibility to notify Kimberly Turner (copy E.Stokes) if this needs to be deleted from the calendar or edited.● EVENT SCHEDULER REQUEST FORM
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EXTRA-CURRICULAR ACTIVITIES

It is hoped that all ACE teachers will become involved in extra-curricular activities. While the participation in extra-curricular activities is fun for the students it also provides a great deal of fun for the teachers involved although it is a great deal of work! It is our expectation for each teacher that you enjoy the activities that our students are involved in by attending the games, concerts, or events that they participate in for us. We have the unique opportunity of shaping the direction of our extra-curricular activities so if you have an idea, share it! Always remember, however, your teaching responsibilities come first!

ACE offers students the chance to participate in many extra-curricular activities, including both academic groups, sports groups and special interest groups. Handbooks, guides, or information sheets for each of these activities should be on file with Mrs. Mathes. Included in this information should be the coach or sponsor's name and contact information.

School-sponsored student activities must be sanctioned by the administration and be under direct supervision of the principal and faculty. In all school-sponsored organizations and activities, students shall participate at the discretion of the principal.

- The principal shall have the responsibility of compliance with the eligibility requirements of the Georgia High School Athletic Association and other such governing agencies for school organizations and activities. Individual schools may have requirements which go beyond the requirements for such agencies if they are for the purpose of upgrading or improving the school programs.
- Schedules of practices and games should be shared school-wide by email and should be posted on our website. The sponsor/coach responsible for the activity cannot leave campus until all their students have been picked up. **STUDENTS SHOULD NEVER BE LEFT UNATTENDED.** Please be sure that your students know to have parents/guardians pick them up from the designated area and remind them that they are not to enter the main part of the building after practice. If students are standing around after school, so should you be.
- A student may be excluded from an activity for misbehavior by the sponsoring faculty member with the advice and consent of the principal. Eligibility for student activities may be based on the scholastic and discipline records of the pupil.
- No student is to be penalized for participation or non-participation in extracurricular activities and teachers are asked to be mindful that at ACE, we have many students participating in many activities. When setting dates, please be aware of this. (Exception: Performing Arts)
- Students who participate in athletics must have a current physical and proof of insurance on file.
- Parents shall be responsible for transportation to and from the school for students participating in extracurricular activities. Employees of ACE are NOT to transport students!
- Items on school inventory that are issued to students must be recovered (i.e., jerseys, shoes, etc.). An efficient record-keeping procedure must be established by each sponsor/coach. Unrecovered items that cannot be accounted for will be replaced at cost by the sponsor/coach.
- Pictures for Extra-Curricular Activities- All pictures will be made through one photographer. **DO NOT SCHEDULE OUTSIDE PHOTOGRAPHERS.** Put your scheduled date for pictures in writing to Mrs. Turner, so that it can be put on the calendar and notify Mrs. Roban Johnson (yearbook-advisor) – **USE THE INFORMATION FOR EVENTS ON PAGE 20.**

FACULTY MEETINGS

Teachers are expected to attend all Faculty meetings. Please remember that we utilize each Monday for our meeting days so Faculty meetings will always be scheduled for the second Monday of each month. Conferences, doctors' appointments, and personal business should be scheduled on afternoons other than Monday. If you don't have a meeting, you are free to leave after school.

EMPLOYEES WHO ARE PARENTS OF ACE SCHOLARS

We have several faculty/staff members who are parents of ACE scholars. This can be a wonderful experience with difficult moments. Please remember to introduce yourself to the colleague teaching your child(ren) during pre-planning and establish then how you want any issues to be communicated to you.

Keep the following in mind:

- Remind your child that he/she will not be treated any differently from any other student at ACE. They should adhere to all rules and policies.
- When dealing with your child's teacher, think of the expectations you have for parents of your own students.
- There may be times when you socialize with other parents and/or students who may be friends with your child. BE CAREFUL WHAT YOU SAY. You should never speak unkindly about ACE in front of adults or children.
- **Do NOT ask your child's teacher for any favor or exception you would not extend to all ACE students.**
- It may be in your best interest to have the parent (not employed by ACE) to be contacted during the school day.
- Do not call another teacher's classroom and ask for your child to be dismissed early.
- If you are approached by a colleague asking for special favors for their child, please report that to the administration. Faculty members should NEVER request extension for assignments, opportunity to retake a test, or that discipline not be reported.

FACULTY WORKROOM

The faculty workroom is for FACULTY ONLY. Do not send students to the workroom to make copies, use the restroom, get ice, etc. **This includes children of faculty members.**

FIELD TRIPS

Field trips are an extension of classroom learning. To be of real value, a field trip should be made for a definite and worthwhile purpose, one understood by the teachers and students. Optimum results are most likely to be achieved when trips are well planned, when adequate preparations are made, and when careful follow-up activities, including an evaluation, are made.

Field Trip requests should be submitted to Mrs. Stokes a minimum of three weeks prior to a field trip. In planning and executing a field trip, teachers should follow the procedure below.

- Confer with Mrs. Stokes about field trip plans at least three weeks prior to the trip. Field trips should be related to units of study that are taking place in the classroom. Objectives for the field trip should be set by the teacher and/or students. The principal or designee will carefully review the instructional value of each field trip. Instructional time lost from classes missed will be considered.
- Obtain and complete an application packet. Forms are available on the SHARED DRIVE of the network. Requests for field trips must be processed at least three weeks prior to the date of the field trip. The field trip packet should be turned in to Ms. Kimberly Turner.
- Determine the mode of transportation. All field trips will incur a cost for transportation. The cost of all field trips must be shared by participating students.
- Secure confirmations in writing.
- Send permission slips home to parents. These must be signed and returned to the homeroom teacher before a child is permitted to participate in the field trip. A sample letter is included. You must use this form letter.
- There must be adequate chaperons for the trip. Parents may be used as chaperons, but teachers need to be selective when asking parents to be chaperons. Be sure to ask those parents you know are willing to assume a chaperon's responsibility. These volunteers must also have a background check completed. We are working to do this through the school but this must be done prior to an adult outside of the school accompanying students on field trips. Plan on meeting with ALL chaperones to discuss procedures for the field trip.
- Notify the lunchroom manager (macfoods@acemacon.org) at least two weeks in advance. If lunches are needed, the lunchroom staff will prepare sack lunches for students. Be sure to provide the lunchroom with the I.D. number of each student having a sack lunch.
- If a school check is needed to pay for admissions, etc., make the request at least 5 days in advance. No checks will be issued the day of the field trip.
- Study and build a sound background of knowledge with students before the trip. Organize the class while on the trip so that all students will have maximum opportunity to learn. Students should be divided into groups and assigned to a chaperon who understands and knows what is expected of the group.
- Inform all the students' teachers about the field trip at least one week in advance.
- The teacher should make arrangements in advance to have someone monitor the students left behind for any reason. The office staff will not make those arrangements for you.
- Teachers should stress the importance of good behavior, the necessity of listening and following directions, and the importance of all students cooperating.
- Provide a list of the students and teachers on each bus to Mrs. Angie Mathes in case of emergency. The list should include emergency contact numbers for each person on the bus.
- Follow up field trips with meaningful activities. Appropriate thank you notes should be written. An evaluation should follow each field trip.
- In the event a field trip is cancelled for any reason, please be prepared to notify parents as soon as possible. If the field trip will be rescheduled, let the parent know that as well.
- If a student's behavior precludes them from attending a trip, the parent must be notified, and no money should be turned in for this trip. (No student at ACE should have behavior that would preclude them from attending a field trip. Behavior should be under control and the administration and counselor should be assisting you in supporting this.)
- Field Trip forms may be found in the shared drive.
- If an employee intends to participate in a field trip as a chaperone for their personal child, and would normally require a substitute, you must complete a Personal Leave Form. Any of your additional children may not be taken on field trips.

FIRE EVACUATION PLAN

Mr. Robby Jones will provide our Fire Evacuation Plan separately and will coordinate this with Howard Street. Please keep all of the Safety and Emergency information he provides in a separate section of this notebook.

Fire Drills will be done monthly and are usually unannounced. Severe weather drills are done during specific times of the year.

FAMILY AND MEDICAL LEAVE ACT

The purpose of FMLA is to balance work and family life. In order to take advantage of FMLA an employee must be employed by a covered employer such as ACE, for a minimum of 12 months or have at least 1,250 hours of service during the 12 months before leave begins.

The qualifying reasons for FMLA are:

- the birth or placement of a child for adoption or foster care.
- caring for a spouse, son, daughter, or parent with a serious health condition.
- a serious health condition of the individual.

The qualifying family members are:

- parent-a biological, adoptive, step or foster father or mother, or someone who stood in loco parentis to the employee when the employee was a son or daughter. (FMLA does not include in-laws.)
- spouse-a husband or wife as defined and recognized in the state where the employee was married and includes individuals in a same-sex marriage or common law marriage.
- son or daughter- a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis who is either under 18 years of age, or 18 or older and incapable of self-care because of a physical or mental disability.

Qualifying Leave Reasons are:

- birth of a child or placement of the child and/or to be with the health child after the birth or placement.
- employee must take FMLA leave before the actual birth, placement or adoption.
- leave must be completed by the end of the 12-month period beginning the date of the birth or placement.
- care for a qualified family member or self in the event of an illness, injury, impairment or physical or mental condition involving inpatient care or continuing treatment by a health care provider.

Employees may take up to 12 workweeks for FMLA Leave for:

- the birth of a child or placement of a child from adoption or foster care.
- the care of a spouse, son, daughter, or parent with a serious health condition.
- the employee's own serious health condition.

ACE must provide notice of eligibility within five business days of the leave request by the employee and provide a reason orally or in writing if the employee is not eligible.

ACE must also provide the employee the Notice of Rights and Responsibilities when the employee applies for FMLA.

ACE Employees will be required to use their available paid sick leave (this includes any type of leave offered to the employee) during their FMLA absence. This means that an ACE employee will receive their paid leave and the leave will be considered protected FMLA leave and counted against your FMLA leave entitlement. (In laymen's language...you cannot double dip with leave. If you use FMLA you will use your accrued leave from ACE with the 60 days, you are given through FMLA. When you return, you will NOT have whatever days you accrued at ACE remaining because you used the full 60 days of FMLA. So, if you accrued 10 days of leave those days will be used before the FMLA starts.)

For more information about FMLA please talk with Angie Mathes or Pat Kelly.

FUNDRAISERS

Please provide the required paperwork BEFORE doing a crowd-sourcing fundraiser or a traditional fundraising. It is important that we document the funding coming into the school and that we acknowledge for tax purposes that funding to the donor as well to ensure that the donor is properly thanked.

- At the recommendation of the ACE Governing Board, the Gryphon Legacy Fund was established as an annual giving campaign that will raise money to support the successful ongoing operation of the school, extracurricular activities, and plan for future capital projects. Keith Hatcher is our Director of Advancement. His role is to develop and coordinate ACE's overarching fundraising efforts such as the Gryphon Legacy Fund.
- **Before ANY fundraiser is begun, the teacher must meet with either Mrs. Turner to review the process and complete all paperwork.**
- Student participation in any fundraiser will be voluntary and the project will not interfere with regular school activities unless there are compensating educational values to the activity. Students should not be allowed to sell any items during the school day. Grades can NEVER be attached to fund-raisers.
- No staff member may order items to be sold by students for clubs or for any other purpose without prior permission of the principal. Forms for fund-raising may be obtained from the SHARED DRIVE of the network – Shared/Faculty/All Faculty/Forms.
- Staff members must schedule club fund-raising sales with Mrs. Turner and Mrs. Stokes.
- Please contact Jessica Bury if you are interested in applying for a Grant, utilizing Donor's Choose, or using a similar platform for fundraising or obtaining items for your classroom.
- Club sponsors need to keep accurate records of student sales. DO NOT LET STUDENTS RECORD/HANDLE MONEY.
- A tax-exempt form must be sent in when the fundraising items are ordered. Mrs. Turner will provide this for you.
- Any monies collected at school for any purpose must be deposited in the school office by **1:00 PM** daily. A monies collected form must be completed. Copies of these forms are in **Kimberly Turner's** office and on the SHARED drive. **Do not leave money in your classroom for any reason.**
- A Fundraiser evaluation form must be completed upon the finalization of the fundraiser.
- Individuals seeking to utilize fundraising who fail to complete any of the steps in this process will have their fundraising request denied.

GIFTED/READING ENDORSEMENTS

ACE utilizes cluster grouping for our gifted students. Teachers of these students must hold or be working toward the gifted endorsement. All ACE teachers (academic) in grades 2 and up must obtain Gifted Endorsement by the end of their 2nd year at ACE. ACE teachers in K-1 must obtain their Reading Endorsements.

INFECTION CONTROL

This information will be provided by our school nurses during Pre-Planning.

KEYS

Teachers are expected to sign for and exercise the utmost care with school keys. Non-school personnel or students should not be loaned keys. Students should NOT be allowed to take keys to other areas of the building. NO DUPLICATION of keys is to be done. If you lose your key, report it immediately to **Angie Mathes**. You will be responsible for paying for another set of keys to be made for you. The replacement cost for keys is \$5.00 for each key.

LIABILITY

No group of students, either in the classroom or outside, will be left unattended by the teacher. Teachers, at all times, are responsible for the conduct and safety of children, and will see that children observe safety rules. In the occasion of an extreme emergency, the teacher should make every effort to provide adequate supervision during his or her absence.

MAILBOX

Check your mailbox upon arrival, during lunch and planning, and prior to departure each day. DO NOT SEND STUDENTS TO RETRIEVE YOUR MAIL.

MEDICATION

All medication is to be administered by the nurses only and a Medical Release Form must be on file in the office. (Refer to Student Handbook/Code of Conduct page 40).

MOMENT OF SILENCE ~ GADOE Policy SS-8007 IKJ

In compliance with Georgia law, at the opening of school on every school day in each classroom, the teacher in charge shall conduct a brief period of quiet reflection for not more than sixty (60) seconds with the participation of all the pupils. This moment of quiet reflection is not intended to be a religious service or exercise but shall be considered as an opportunity for a moment of silent reflection on the anticipated activities of the day. Teachers and administrators shall not suggest or imply that students should or should not use the moment of reflection for prayer, nor shall they deny to any student the right to use it for a moment of quiet prayer. O.C.G.A 20-2-1050; 20-2-1051;20-2-310;50-3-4

How shall a school administrator comply with legislation which is problematic at best and surely subject to legal challenge? The answer, as the old cliché goes, “very carefully.”

Teachers should not get into a discussion with students as to whether students may pray silently during this moment. The danger is that a teacher may be perceived as recommending or endorsing prayer. Clearly, a student has a right to pray silently at any time during the day - the student need not ask for permission. If, however, a student truly is not clear as to this right, a teacher would be better served by discussing the issue privately with the student and not with the class.

The teacher herself or himself should not give to students the impression the teacher is engaged in prayer. This arguably could be considered as an endorsement of prayer or as encouraging students to pray and invite a legal challenge. For a teacher to assume a prayerful posture or to end the moment with an audible “amen” is to place oneself in a position when one could become the defendant in the test case surely to be filed sometime during the coming school year.

Obviously, common sense, a willingness to comply with the Act, and an understanding of the legal issues in the cases in point prepare administrators and teachers to meet the requirement of the Act without becoming embroiled in litigation or too much controversy in the process.

At ACE this should not be a problem. We will do the National Anthem, Pledge and Moment of Silence at approximately 8:43 each morning which is the beginning of homeroom for students in grades 6-12. The biggest problem you will face is getting your students to stand and be silent! It is recommended that you expect all students to stand as a matter of routine. In the event a student/parent indicates their religious beliefs prohibit this, they may stand quietly.

MONEY TRANSACTIONS

All monies collected by teachers should be turned in to **Mrs. Kimberly Turner** daily. Mrs. Turner will review this process with all teachers during pre-planning. If you do not remember what to do.... ASK HER!

Money and other valuables belonging to teachers or students should never be left unsecured in the building. Please advise students not to bring large amounts of money to school. Staff members are responsible for any school monies collected by them.

Paper money should be separated by value and all turned the same direction. Coins should be separated. Forms for turning in money can be found on the Shared Drive –
SHARED/FACULTY/ALLFACULTY/FORMS

PARAPROFESSIONALS AND CLERICAL STAFF_____

Paraprofessionals should sign in and out daily. Paraprofessionals should remain with their assigned teacher during all classes/instructional time. If an emergency arises, the paraprofessional should inform the teacher of why he/she is leaving the room and where he/she is going.

- If a paraprofessional must be absent, he/she should inform the teacher(s) to whom he/she has been assigned and text Angie Mathes at 478-319-2562 and Esterine Stokes at 478-731-9401.
- Paraprofessionals are a vital part of the teaching faculty and as much as possible, should plan with their assigned teacher to ensure that students see them as an important part of their classroom experience. Paraprofessionals are allowed duty free lunch.

The same is true for our clerical staff. All clerical staff should sign in and out daily. Clerical staff have specific duties to attend to throughout the day. They also have a duty-free lunch.

It is important for everyone to remember that we are ALL colleagues here. We ALL work together and there is no one job that is more or less important than any other. Everyone is encouraged to be respectful and collegial to all members of our ACE Faculty and Staff. It is also important for paraprofessionals and clerical staff to remember that any interaction with a student or a parent must be on a professional level. *Snippy comments have NO place at ACE when made toward a colleague.*

PAY CHECK_____

All personnel will be paid on the last working day of the month.

PERSONAL CONCERNS ABOUT FACULTY/STAFF MEMBERS_____

If you have concerns about a colleague or if you have personal concerns of your own, please speak with Mrs. Perkins.

CONCERNS ABOUT STUDENTS_____

If you have concerns about a student's personal life, do not voice those concerns to the student or the parent until you have first discussed the situation with a counselor or administrator. Personal issues should remain confidential.

POSTERS

Please do not hang anything on the walls with anything other than tape or putty that will not pull the paint from the walls. Our walls are sheet rock and are easily damaged. **Posters put on display in the hallways should be checked for spelling, grammar and neatness and approved by Mrs. Stokes.**

PROFESSIONAL LEARNING

Professional Learning is a vital part of the growth of a professional educator and at ACE we value professional learning. As such, we try to build out professional learning into our school day or our Monday meeting times. We often do this through a book study and will have a book study at the start of the 2022 school year.

ALL ACE academic teachers in grades 3 and up will be expected to obtain gifted endorsement within 2 years of employment. Kindergarten, 1st grade and 2nd grade teachers are expected to obtain reading endorsement within 2 years.

ACE makes every effort to pay for any training that we ask you to obtain such as gifted endorsement, reading endorsement and AP training. In the event you leave ACE within a year of obtaining this endorsement we ask that you repay ACE the cost of the training. We also expect that all teachers receiving the endorsement(s) utilize the training to support their work in the classroom. The end result is that all students should be the beneficiaries of these types of training.

It is also important to remember that as a department, if there is a training or professional learning opportunity you want to attend, that the cost of this is built into your yearly budget so that Mr. Kelly and his team can have that in the yearly budget.

Any training that a teacher wants to attend must be approved prior to the event. Forms for this can be gotten from Mrs. Mathes.

PROFESSIONALISM

At the very least, being professional means fulfilling the duties and responsibilities of your job. At ACE, we would also ask that you honor what you're doing and be respectful of what we have created here. You have chosen to come to ACE and you need to support the vision and mission of the school.

Toxic and negative behavior has no place at ACE. Again, this is a school of choice for you, just as it is for parents. If you do not believe in what we are trying to achieve, find a place you can believe in, outside of ACE. Please do not use the lunch table to vent about issues at ACE, the students, administration, etc. Believe it or not, some people like being at ACE! You should too, OR you should find your happy place.

PURCHASING SUPPLIES

Prior to purchasing any instructional supplies, talk with your Department Chair. No items should be purchased or ordered with school funds (including club and athletic funds) without an approved Purchase Order. Purchases made without an approved Purchase Order may not be reimbursed. Evidence supporting expenditures should be in the form of signed receipts, sales slips, invoices, or employee expense reports.

ACE will not be held responsible for payment for any item ordered by a pupil, teacher, or other employee who has not received a Purchase Order from the Finance Office to make the purchase. Any employee may be expected to pay from their personal funds for anything they order without an approved purchase order from the Finance Office. No teacher or employee is authorized to initiate any project involving the collection and disbursement of funds without prior approval of the CFO.

Tax-Exempt Purchases

Effective 7/1/96, section 48-8-3, paragraph 39 of the Official Code of Georgia exempts from sales tax all "sales by any public or private school containing any combination of grades Kindergarten through 12 of tangible personal property, concessions, or of tickets for admission to a school athletic event or function, provided that the net proceeds from such sales are used solely for the benefit of such public or private school or its students."

Schools are not required to pay sales tax on items purchased for resale as long as the proceeds from resale is used for school purchases. Vendors must have a Certificate of Exemption (Form ST-5) on file in order to sell to the school tax-exempt. A copy of the form is available from the bookkeeper.

ROOM REPAIRS

If repairs are needed in your room, email Pat Kelly (pat.kelly@acemacon.org). In your email explain clearly what the issue is, where it is located, what occurred to cause it, etc.

SAFETY

Never open exterior doors for anyone other than an ACE employee (with an I.D.) Please discuss this with your students as well, particularly in the gym. ANYONE trying to enter the building who is not an ACE employee must do so, through the front entrance. Classroom doors should ALWAYS be locked. **Never prop or leave exterior doors open.**

SEVERE WEATHER PROCEDURE

Designated evacuation areas will be crowded, so your cooperation is essential to ensure a smooth drill. Everyone should move as quickly as possible to their assigned location, assume the required position, and keep classes together. Teachers, please remain with your students.

- Students are expected to kneel and bend over. They should put their hands over their heads. If they have a jacket or other covering, they should put them over their heads as well. Students should not be allowed to talk during this procedure.
- Teachers on planning during the drill or during the actual tornado are to assist in getting students properly placed in the halls, and to continue to help monitor until the emergency is over.
- Teachers, please take your roll book with you. DO NOT close classroom doors. Take roll once students are down to account for all students.
- We will provide each teacher with the Emergency Plans which include the Severe Weather Evacuation Plan.

In the event that we have to dismiss early, or if severe weather approaches during dismissal, follow these procedures:

- If Silent Dismissal stops working first refresh and if it doesn't cooperate, text or email Stokes to that effect.
- Please do not call the front office. If you have an emergency, text Mrs. Stokes' number (478-731-9401) AND Mrs. Perkins (478-747-5310) and email admin@acemacon.org. DO NOT CALL THE FRONT OFFICE.
- If we have a tornado watch, we will ask EVERYONE in the B. Building to report to their designated spot in the big building WITH their bookbag.
- If we have a tornado watch, we will ask EVERYONE in the 5th Grade Building to report to their designated spot in the big building WITH their bookbag.
- If by some chance we lose power, we will then move people with a radio who will go to rooms for those students dismissed and communicate with the front office.
- If we need to communicate with you (and the power is out), be sure you have your phone at the ready because we will email you.

ONLY DISMISS WHEN THEIR NAME COMES UP ON SILENT DISMISSAL. This is true for every day.

Just for your info, when it is lightning we must stop everything going on outside including pick up. So be patient. You might want to download "WeatherBug" and it can show you where lightening is occurring.

Jr./Sr. High: If your students are all gone, do not leave. **Remain until we give the all clear. Email Admin so that we can move you to a duty spot until things are safe.**

Faculty/staff will be assigned to the following areas:

- Front Office (3 people)
- Monitor 400 & 800 hallway
- Jr./Sr. High Exit to work carpool (3 people)
- Jr./Sr. High Exit to monitor students (3 people)

- Front Hallway/200 hallway (4 people)
- Front Portico to monitor students (2 people)
- 2-5 carpool (whoever is scheduled to be on duty)
- B Building carpool (whoever is scheduled to be on duty)

Certified Faculty must not leave campus until we give the all clear and classified should not for safety reasons until we give the all clear.

SEXUAL HARASSMENT (STUDENT REPORT)_____

Sexual harassment charges should always be taken seriously. All sexual harassment reported to you by a student is to be reported to Mrs. Perkins or her designee **immediately**. Harassment of any kind is not tolerated and if a student reports harassment of any type, please speak with Mrs. Perkins immediately.

ACE will have zero tolerance for any kind of harassment including sexual harassment. It shall be a violation of this policy for any ACE student to sexually harass another student or school employee or for a school employee to harass a student.

Examples of Sexual Harassment

- Unwelcome leering, sexual flirtations or propositions.
- Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions.
- Graphic verbal comments about an individual's body or overly personal conversation.
- Sexual jokes, stories, drawings, pictures or gestures.
- Spreading sexual rumors.
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- Touching or grabbing an individual's body or clothes in a sexual way.

State Mandated Process for Student Reporting of Acts of Sexual Abuse or Sexual Misconduct

O.C.G.A. 20-2-751.7

- o Any student (*or parent or friend of a student*) who has been the victim of an act of sexual abuse or sexual misconduct by an ACE student, teacher, administrator, or other school system employee or ACE student, is urged to make an oral report of the act to any teacher, counselor, or administrator at his/her school. Parents or friends of victimized students who have knowledge of sexual abuse or sexual misconduct by an ACE student, teacher, administrator, or other school system employee, are also urged to make an oral report of the act to the counselor, or administrator his/her school. The individual reporting the event must provide their contact information to the individual to whom they are reporting the incident.
- o Any teacher, counselor, or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the Chairman of the Governing Board or the Chairman's designee.
- o Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child

has been abused. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority.

- o Pursuant to ACE procedures, upon receipt of a report under this policy, the principal shall immediately contact the Chairman of the Governing Board, which will initiate an investigation into the allegations.
- o Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the Professional Standards Commission Ethics Division.
- o When it is determined that reports should be made to various outside agencies, the Complex Principal will notify the Chairman of the Governing Board and the Complex Principal will contact appropriate police authorities and will coordinate with the appropriate authorities to make a report to the appropriate child welfare agencies and will coordinate with the Chairman of the Governing Board to make a report to the Professional Standards Commission.

SEXUAL HARASSMENT (TEACHER REPORT)

If a teacher wishes to report a case of sexual harassment, he or she should make that report immediately to Mrs. Perkins or her designee. The same rules that protect students protect faculty and staff members as well. In the event an individual feels that Mrs. Perkins has been the harasser, they should immediately report this incident to the Governing Board Chair. ACE must be a safe learning and working environment at all times.

SOCIAL MEDIA

Many teachers choose to have a Facebook account for their classes, clubs, organizations, etc. This MUST be a Private Group available ONLY to parents. Make sure you add Mrs. Esterine Stokes as an administrator to that group. In addition, if you have social media for your personal use, please be sure that your accounts are private. Students and parents love to look at the information teachers post and what might not be offensive to you, might to others. Be mindful of your position in the community and at ACE when you post anything on your page.

Groups of parents often establish "Class of ___" pages on Facebook and may invite you to be a member of the group. YOU ARE NOT required to post school events or information on these pages. In fact, we strongly recommend that you not. ACE emails parents, post to the school Facebook page and provide an electronic calendar on our website. The more information shared by various individuals leave it open to mistakes and many parents will become confused and or angry if what you put on a group page is not correct – or, if you start posting and then failed to post something.

SMOKING (FACULTY/STAFF)

ACE is a smoke-free facility. That means no smoking on the campus. If you go and get in your car and smoke (even though you are on campus) we will not send an officer to arrest you.

SPECIAL EDUCATION

Regular Ed. teachers are expected to attend special education screenings, placement committee meetings, and annual reviews, as required by federal guidelines. Our special education teachers will provide you with information related to specific students. This information is confidential and should never be shared with another student or parent under any circumstances. The requirements of the IEP are legally binding and must be followed. READ THE INFORMATION YOU ARE GIVEN ABOUT STUDENTS YOU ARE TEACHING WHO HAVE AN IEP! This is a legal and binding document.

When attending a parent conference regarding Special Education student teachers must come fully prepared to provide specific and measurable information for parents. Work samples and grades earned must be provided during these meetings. Anecdotal information or observations must be related specifically to the student work or behavior if the exceptionality is for behavior.

SPELLING/GRAMMAR

All teachers, regardless of subject area taught, are expected to correct students' spelling and grammar. Good speaking and writing skills cannot be taught in isolation. Do NOT post student work that has spelling or grammatical errors. Rather, instruct the student regarding corrections and post work that is correct.

STAFF OR STUDENT ABUSE

Any student who has been the victim of an act of sexual abuse or sexual misconduct by an ACE student, teacher, administrator, or other school system employee or ACE student is urged to make an oral report of the act to the counselor, or administrator at his/her school. Parents or friends of victimized students who have knowledge of sexual abuse or sexual misconduct by an ACE student, teacher, administrator, or other school system employee, are also urged to make an oral report of the act to the counselor, or administrator his/her school. The individual reporting the event must provide their contact information to the individual to whom they are reporting the incident.

- Any teacher, counselor, or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the Chairman of the Governing Board or the Chairman's designee.
- Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but no later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority.

- Pursuant to ACE procedures, upon receipt of a report under this policy, the principal shall immediately contact the Chairman of the Governing Board, which will initiate an investigation into the allegations.
- Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the Professional Standards Commission Ethics Division.
- When it is determined that reports should be made to various outside agencies, the principal will notify the Chairman of the Governing Board and the principal will contact appropriate police authorities and will coordinate with the appropriate authorities to make a report to the appropriate child welfare agencies, and will coordinate with the Chairman of the Governing Board to make a report to the Professional Standards Commission.

One last comment about this: treat every allegation of abuse in the same fashion you would want someone to treat an allegation against you for your own child. Do not ever leave work without sharing this information with the appropriate personnel. If you are on a field trip and a student reveals troubling information, call the appropriate personnel and report it.

TELEPHONE

Teacher Cell Phone Use:

Teachers are **never** to use their cell phones in front of students for **personal calls**. The only time cell phone use is acceptable in the classroom is if you step to the door with a student to immediately call his/her parent. Teachers should not be on cell phones while monitoring students in the dining hall or the playground. This year this is going to be especially problematic. We will need any teacher on duty for lunch or recess to be focused on the students and not on their cell phone.

Student Use of Phones:

Students will not be allowed to use the office phone for personal business. **DO NOT** let students out of class to use the phone. No student should be using the phone during break or lunch.

Students should not be allowed to use the classroom phone to call parents because they are feeling ill. These students should be sent to the nurse and the nurse will call the parent.

VERBAL ABUSE TOWARD ACE EMPLOYEES

Article 27 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to loitering at or disrupting schools, prohibits the upbraiding, insulting or abusing of any public school teacher, public school administrator, or public school bus driver in the presence and hearing of a pupil while on the premises of any public school or school bus, prohibits pupils from disrupting classes by carrying electronic communication devices while in school, provides for the exceptions and provides for penalties. Report any such incidences immediately to the administrators.

VISITORS

- Make sure that any visitor(s) to your classroom have signed in at the office and received a visitor's pass before entering your room. This pass should be worn on their shirt and visible to anyone passing by.
- If you notice anyone in the school/hallway without a name tag or visitor's pass, contact the office immediately.
- This applies to students as well. Even if you do not know the student, you should stop the student, ask for an I.D. and a pass.
- Teenage visitors will not be allowed to visit an ACE student or have lunch with any ACE student unless given permission by the administration.

INSTRUCTION & CLASSROOM MANAGEMENT

BATHROOM BREAKS

For safety reasons, teachers must supervise their students during their bathroom breaks. Teachers who are on their planning period should monitor the restrooms between classes until the halls are clear (approximately 5 minutes after the tardy bell).

Junior High/Senior High students have plenty of time to use the restroom between classes. Students should not leave the classroom after they arrive. If YOU think the student is having an emergency, see if a colleague can escort the student to the restroom, nurses' clinic, etc.

A pass should always be written, and you should use the Pass area of the Agenda. This should be written in ink and the teacher should initial. If a student has not returned within 5 minutes, **notify the office immediately**.

Grammar school teachers who do not have in-class restrooms will follow a restroom schedule for taking the entire class on restroom breaks during the day. Because we have several grade levels on the hall, we will require that all bathroom breaks be supervised. If an individual student requires the use of the restroom at times other than during the scheduled class breaks, you need to ask a fellow teacher who is on planning, utilize a parapro or contact the office. **It is vitally important that we always monitor the safety of our students. Students should not be in the hall unsupervised.**

Just a word to the wise regarding the younger students. Parents of young students are very sensitive to their child being allowed to go to the bathroom. We know that you are training them to go on a schedule. Do not put yourself in a negative position with parents by appearing to be rigid about bathroom breaks. Explain to parents that your classes have regularly scheduled bathroom breaks, and that no child will be denied the opportunity to go to the bathroom in an emergency.

BELL SCHEDULE See page 58

BULLETIN BOARDS

Teachers are responsible for making their rooms and boards as attractive as possible. Bulletin boards are to be used as a teaching device. They can also be used as a display area for student work. Bulletin boards need to be changed periodically. Always check to be sure that teacher created bulletin boards contain no spelling or grammatical errors. If there is a bulletin board near your room, please use it. Nicely done bulletin boards add to the character of the building.

Bulletin Boards in the hallway are to be used for information about classwork, clubs, etc. If you have a bulletin board near your room, please use it or at the very least, put something on the board that can last for the first half of the year.

CERTIFICATION

It is the responsibility of the teacher to secure and keep in force a valid Georgia Certificate. Please check the date of your current certificate expiration. Remember that you should have an established account with the PSC at this point. Print a copy of your certificate and give it to **Lara Relyea** by August 19, 2022 if you have not done so during the prior year OR if your certificate expired during the summer of 2022 and you had to renew that certificate. **It is the responsibility of each certified person to complete all requirements to obtain and maintain his/her certificate. If you have any questions about certification, please check with Lara Relyea.**

All teachers employed at ACE must meet the qualifications for a Highly Qualified Teacher. They must have the following:

- Bachelor's Degree
- Valid PSC Teaching Certificate
- Core Academic Major
- All Special Education teachers must be certified in their area(s) of specialty.
- All Paraprofessionals must have the following:
 - Two years of college experience
 - Pass criminal record check
 - Hold a valid state license issued by the GA PSC

CLASSROOM

Your classroom should reflect what you teach and who you are. Make sure it is kept neat and clean. NOTHING should be left on the floors in the afternoon. It would be helpful if your students would place their chairs on their desks in the afternoon before they leave so that vacuuming can be done. Be prepared to be able to pack your room up (all personal effects) at the end of the year so that the rooms can be cleaned. It would also help our custodial staff if you placed trash cans outside the classroom door before you leave.

Jr. High and Sr. High teachers are asked NOT to let students bring food into the classroom to eat unless it is a food activity with your lesson.

COURSE REQUIREMENTS (Syllabus)

We ask that Junior High/High School Teachers develop a Course Requirement Sheet/Syllabus that is consistent from teacher to teacher and from department to department. Teachers should issue this to students, the first day of class. A course requirement sheet which explains, in detail:

- Teacher's Grading Policy (Refer to page 42)
- Make-up Work Policy (This must be the same as the school policy.)
- Classroom Procedures
- Course Syllabus
- Student Behavior Expectations (Specifically in the classroom but in line with school policy)
- Supplies needed for the class

Have your department chair proof the document and then place it the folder on the shared drive by July 28 (SHARED/FACULTY/ALLFACULTY/COURSE SYLLABUS 2022-2023). Do not distribute these until your department chair has proofed.

Teachers should have students sign a verification sheet that they have received and understand all class policies and how they will be enforced. Teachers are encouraged to provide students with any aids which will help students become more organized and efficient in planning for major assignments.

DISCIPLINE/CLASSROOM MANAGEMENT _____

One of our objectives at ACE is to both model behavior that is civil and polite and teach students behavior that is civil and polite. We recognize that there may be issues that arise on the part of a student when control is lost. In cases such as this the goal should be behavioral change, not just the administration of punishment. The change in a student's behavior will be determined, to a large degree, by the teacher's attitude toward that student. The ideal relationship between teacher and student may be achieved only if the lines of communication are kept open and a positive relationship is achieved. Repeatedly sending students out of class indicates a lack of management on the part of the teacher.

Remember that it is not professional to personalize discipline. Disciplining a student should be emotion and judgment free. Please feel free to discuss any situation you encounter with an administrator and ALWAYS make a parent contact if a behavior concerns you or interrupts your ability to carry out instruction.

Please do not EVER talk negatively about a colleague in front of students.

BE AWARE!

- At no time should students be left unsupervised. Classes should always be supervised by a certified staff member. Do not leave your class unattended – even if it is to step down the hall to speak with another teacher.
- Phone calls to parents can often change a situation from bad to better. Remember when speaking to a parent, to maintain confidentiality and speak so that you are not overheard. Do not make phone calls in front of groups of students. Be judicious and professional in what you say AND write about a student.
- All communications about a student with a parent should be logged into IC.

DISCIPLINE – REPORTING Read through this carefully!_____

Teachers are responsible for all students assigned to their classes for the duration of the class period. Each teacher must let the students know the expected standards of behavior (Rituals and Routines!) during the first week of class and be consistent in enforcing those standards. Remember, the fewer the rules the better.

Negative behavior must be corrected on the **first occurrence!** Do not wait for a week to go by and then say something. Contact the parent on the **first** occurrence and make them aware of the breach of behavior. Document this in I.C.

Sometimes using one of the strategies below prior to writing a disciplinary referral helps. It is very important to have a positive relationship with the students' parent prior to an issue arising and communication is the key to this.

- Conference with student.
- **Contact with parent/guardian. (This is a must. No parent should find out that a child is having difficulty months after the first incident.)**
- Change seating of student to another seat in the classroom.
- Refer student to the counselor to discuss behavior.
- Assignment to teacher detention.
- Referral to an Administrator

If the problem continues locate an adult, if one is nearby, to escort the student with all of his/her belongings to the office. If an adult is not available, call the office, Mrs. Mathes Ext. 5684 or Mrs. Lumpkin, Ext. 5688 and she will radio an administrator. DO NOT allow students out of your room unsupervised (i.e. NEVER tell the student to get out of your room).

Note: If you continuously must speak with a child and/or parent about the same bad behavior, you need to alert an administrator.

In the event of any of the following, an IMMEDIATE CALL SHOULD BE MADE TO THE OFFICE (Mrs. Mathes – Ext. 5684). Mrs. Mathes will radio Mrs. Perkins, Mrs. Stokes, Mrs. Relyea or Mr. Jones.)

- Smoking/possession of tobacco, alcohol or drugs of any kind
- Possession of a weapon
- Fighting
- Vandalism
- Profanity toward the teacher
- Any type of threat-verbal or physical directed toward the teacher
- Disruption of a class is not tolerated. If a student becomes disruptive, call the office immediately.

ACE does not have ISS. We ask that each grade level or department have a time-out area for a student who simply needs to be out of a class for a period of time. If the behavior is such that the learning environment has been totally disrupted, the student will need to be removed from the classroom by an administrator and sent home for a specified time.

Any student referred to the office should be sent with all books and materials. No student referred to the office will return to your classroom that day. Students referred to the office will receive, at a minimum, time out from your class for the remainder of the period.

Discipline records for students referred to the office are kept on computer. In the event a student misbehaves to the extent that he/she must be removed, follow the above procedure and follow up with an email defining the who, what, where, and when of the event. Send this to discipline@acemacon.org. **The email will go to Mrs. Perkins, Mrs. Stokes, Mrs. Relyea, Mr. Jones.** Whomever first sees the email will complete the discipline. (Note: if the student needs to be removed immediately, CALL the office; do not rely on the email being read immediately.) Remember that you should not interject any feelings or emotions into this email. This email can be sent after the student is removed and when you are able to send the email. Our goal is to minimize the work on your part.

An RTI shall be completed on any student with chronic misbehavior. **The parent should be encouraged to attend the RTI meeting. This is required by law.**

It is imperative that all teachers understand that discipline is effective if and only when a student learns that his/her behavior is inappropriate and that there are consequences they do not particularly like to have happen; or a student has developed a positive working relationship with the teacher at which point they don't want to misbehave.

It is also imperative that EVERYONE follow through the policies/procedures set forth by the school (i.e. Student Handbook/Code of Conduct). Teachers should not create their own policy that does not agree with school policy. **Once you have notified the office and a student is removed from your classroom, DO NOT have a discussion with the parent. The situation is now out of your hands.**

DOCUMENTATION

To validate student progress, each teacher needs to develop a means of keeping records. Documentation of a student's progress consists of the following:

- Signed and dated papers (especially test papers)
- Progress Reports/Report Cards
- Dated and notated teacher grade book (including attendance). You should ALWAYS keep a hard copy of a grade/attendance. Technology is a fabulous tool, but we all know that it can fail.
- Student progress reports

- Write-ups of parent-teacher conferences
- Letters or notes written to parents
- Dated and brief write-ups of telephone conversations with parents, including notification of absences (IC – CONTACT LOG)
- Record of excused and unexcused absences
- Contact Log in Infinite Campus

DUPLICATION OF MATERIALS

Duplication costs absorb an enormous amount of the instructional budget. Teachers are encouraged to utilize dry-erase boards and technology and require that students write as often as possible. Extreme use of handouts is not an effective method of instruction and is very expensive. Please do not “spoon feed” students with worksheets.

EMERGENCY LESSON PLANS

The importance of providing instructions for substitute teachers cannot be overstated. ***Emergency Lesson Plans*** are kept in the main office and used ONLY for those days when it is impossible to send current plans. It is imperative that all folders be kept up-to-date and that the contents consistently include the following materials:

1. Three (3) Days of Detailed Emergency Lesson Plans
2. General Instructions for the Substitute
3. Class Rolls, Schedule, & Attendance Procedures
4. Seating chart
5. List of Students with Extraordinary Conditions
6. List of Students Receiving Special Services or Special Help
7. Specific classroom procedures and expectations
8. Outline of morning or afternoon duty responsibilities.

Items 1-8 should be placed in an Emergency Lesson Plan/Substitute Folder. This folder should be kept on file in the office to be left on the teacher’s desk if necessary. ***All teachers*** must submit an Emergency Lesson Plan/Substitute Folder. Remember that substitute teachers are expected to cover any duties for you. Please turn these into ***Esterine Stokes by August 12, 2022.***

*****Lessons Plans for a Substitute*** – Emergency Lesson Plans are turned in so that we will be prepared should an emergency arise, and you are out. However, you should have on hand a Substitute Folder (Mrs. Mathes provides this) that is kept in a prominent location in your classroom (easily visible by a sub) to be used throughout the year. It wouldn’t hurt to let a colleague know where this folder is kept.

GRADING

Progress Reports are issued every 6 weeks. We use Infinite Campus as our student information system. Parents will have access to IC and they will want and need to see work graded and those grades input frequently. There should not be a week that you don't have grades input. We will provide a Progress Report schedule for you. (See Student Handbook, page 28)

Grades at ACE are cumulative. That is, averages are not reported for a specific 6-week period. When a student receives a progress report in November, it is a cumulative average of all grades from August through November. ONLY one report card is issued and that is at the end of the year (the only exception being semester long courses in Junior High). Junior High and High School teachers must establish a clear and understandable system of grading which is to be given to students at the beginning of each semester as outlined in "Course Requirements." The following system grade scale is to be used:

- Each teacher should have a **minimum** (and that is a BARE minimum) **of two grades per week for each student**. It is suggested the more grades a student has, the clearer the picture of achievement becomes. Remember, anyone can have a bad day...even teachers!
- A student must obtain a final grade of 72 to pass the course. ACE does not use letter grades.

Gradebooks are set up as follows:

Grammar School Teachers	Junior High Teachers	High School Teachers
<ul style="list-style-type: none"> ○ 15% Homework ○ 25% Classroom ○ 60% Tests 	<ul style="list-style-type: none"> ○ 40% Formative Assessments: Classwork, homework, quizzes, etc. ○ 60% Summative Assessments: Projects, Tests ○ A mid-term and final exam will be given and should count as 2 test grades. 	<ul style="list-style-type: none"> ○ 40% Formative Assessments: Classwork, homework, quizzes, etc. ○ 60% Summative Assessments: Projects, Tests ○ The Formative & Summative averages are combined to calculate the Final Average. ○ FINAL GRADES: <ul style="list-style-type: none"> ▪ The final average will count 80% of the final grade ▪ The Georgia Milestone and/or final exam will count as 20% of the final grade

Teachers should be willing to provide grade information to students or parents if requested. Therefore, grades MUST be up-to-date. "If I got my final grade in this class today it would be..." No students should ever be unaware of how they are doing in your class.

When a student turns in a paper/assignment for your evaluation, you must make every effort to evaluate/grade it and return it to the student as soon as possible, preferably the next day or shortly thereafter.

When assignments are not returned promptly, valuable learning opportunities are lost.

- Do NOT assign it if you do not plan to grade or assess it in some way (either for accuracy or completion). Do NOT assign "filler/busy work." If the assignment is not important, do not waste valuable instructional time!
- Limit "Checks for Completion." Understandably material that is new may warrant one grade for completion. However, there is no value in a child just writing an answer down without giving thought to it.
- Do not assign homework unless you plan to value it by grading/assessing it. Homework assigned and not evaluated is a waste.
- Do not assign more than you can grade. Plan your time wisely. A five-question "quick test" can sometimes be as revealing as a 100-question test.
- Use a rubric system for grading projects. Department members can work together to develop valuable rubrics.
- Never use grades as punishment. When in doubt as to what to do, err in favor of the student.
- Never grade a child based on something the parent is responsible for doing. For example: you cannot assign a grade for a parent checking work or signing a paper unless it is to HELP the student, NOT HURT the student.
- ACE does not allow students to turn in late work. When a due date is assigned, the assignment is DUE. Teachers are REQUIRED to follow this policy.
- ACE does not allow students to re-take tests*. Teachers are REQUIRED to follow this policy.
- Cheating will result in the grade of ZERO. This includes plagiarism.
- Grades should be posted to Infinite Campus IMMEDIATELY. Parents and students use parent/student portal to check grades. No one should be surprised by an average at progress report time.
- If a student is removed from class because he/she is disturbing the testing environment, will receive a 0 for that test.

*The only exception to this is requirements of an IEP. Additionally, teachers should analyze test results for the entire class. If it is determined that a majority of the students did not do well on a test, then the material should be re-taught and then re-tested.

Grades of students should never be discussed with or made available to anyone other than the student and the student's parents/guardians. **Do not allow students to prepare, grade, post or file other students' work.** If you need assistance or suggestions regarding your grading system, see your Department Chairperson, Mrs. Stokes or Mrs. Relyea.

For high school students, a general average of 72% in each course shall be required by students to pass and receive the ONE Carnegie unit each semester. (Refer to Student Handbook/Code of Conduct – Graduation Requirements, page 24; Promotion/Retention, page 33).

Last, all work must be turned in prior to the end of the semester/year so that grades can be exported for Report Cards. Do not allow students to turn work in after the semester/year has ended unless there are extenuating circumstances that have been cleared by the administration.

In the event a mistake is made, and a grade change is required, complete the **Grade Change Form** from Mrs. Patel and bring it to Laura Perkins to sign. This should be done very sparingly.

Grades 6-12 – Grading Policy

Formative Assessments - Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.

Teacher: Used to diagnose student strengths and areas needing to be re-taught.

- Who is and is not understanding the lesson?
- What are the students' strengths and needs?
- What adjustments should I make to instruction?
- How should I group students?
As a result.....
- Revise teaching plans
- Plan further instruction/differentiate instructions for these students
- Provide feedback to students

Student: Understands strengths and areas needing work. As a result:

- Self-assess, set goals for further study/work
- Examples:
 - Classwork
 - Homework
 - Daily Activity
 - Pop Quiz
- Value in Infinite Campus:
 - All formative grades are averaged together and count as 40% of the Cumulative Average
 - All grades will be entered as a percentage (In IC all assignments will be out of 100 but you enter the student's percentage grade)
 - To determine the percentage: 20 questions. The student gets 15 correct.
 $15/20=75\%$
 - The quality of the question is more important than the quantity of questions

- Weight/Multiplier Options - .5, 1.0 or 2.0 (these are the only multipliers to be used)
 - Examples:
 1. Classwork assignment (may be counted with a multiplier of .5 because the student had immediate access for help)
 2. Homework assignment (may be counted with a multiplier of 1.0 because the student was working on his/her own)
 3. Pop Quiz (might be counted as 2.0 because you want it to count more than classwork or homework)
- 1-2 grades per week; 15-30 per semester

Summative Assessments – Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

- Teacher: Used to determine how much students have learned at a particular point in time, for the purpose of communicating achievement status to others; to report out level of achievement.
- Examples:
 - Major Quiz (checks throughout a long unit)
 - Unit Test (a cumulative assessment over an entire unit)
 - Class Projects
 - Independent Projects
- Value in Infinite Campus:
 - All summative grades are averaged together and count as 60% of the Cumulative Average
 - All grades will be entered as a percentage. (In IC all assignments will be out of 100 but you enter the student's percentage grade.)
 - To determine the percentage: 50 questions; student gets 40 correct – $40/50=80\%$
 - That's not to say that every questions needs to have the same value points (in the example above 50 questions would count 2 points each to total 100). You can certainly have different types of questions with a different point value, but they should add up to 100. For example, you may write your test up as follows (and it's really a good idea to have different types of questions):

20 multiple choice questions	2 points each	$20 \times 2 = 40$
5 fill-in-the-blank questions	4 points each	$5 \times 4 = 20$
1 discussion question	10 points	$1 \times 10 = 10$
		70 points If the students get 60 out of the 70 the % grade is 86.

- Weight/Multiplier Options - .5, 1.0 or 2.0 (these are the only multipliers to be used)
 - Examples:
 - Major Quiz (May be counted as a multiplier of .5; remember the Summative average counts as 60% rather than the 40% of Formative, so it already affects the grade to a large degree.)
 - Unit Test (May be counted as a multiplier of 1.0)
 - Class Projects & Independent Projects (A teacher may think an independent project is more challenging than a class project. A class project may use a multiplier of 1.0 and an Independent Project uses a multiplier of 2.0).
- 1-2 grades per month; 5-10 per semester

	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Turn In
Geography	08/12/2020	08/12/2020	1.0	100	77		77
	08/12/2020	08/12/2020	2.0	100	88		88
Model	08/13/2020	08/13/2020	2.0	100	100		100
	08/16/2020	08/14/2020	2.0	100	100		100
	08/21/2020	08/20/2020	2.0	100	100		100
Friday	08/23/2020	08/21/2020	1.0	100	100		100
	08/25/2020	08/25/2020	2.0	100	92		92
Organizer	08/26/2020	08/26/2020	1.0	100	100		100
Week	09/01/2020	09/01/2020	2.0	100	91		91
of Macon	09/04/2020	09/04/2020	2.0	100	70		70
	09/15/2020	09/15/2020	1.0	100	100		100
ast US	09/15/2020	09/15/2020	0.5	100	100		100
sh	09/16/2020	09/16/2020	1.0	100	80		80
ast US States	09/18/2020	09/18/2020	1.0	100	100		100
it States	09/22/2020	09/22/2020	0.5	100	100		100
ains States	09/24/2020	09/24/2020	0.5	100	100		100
icators	09/29/2020	09/29/2020	1.0	100	100		100
oast	09/29/2020	09/29/2020	0.5	100	100		100
	09/30/2020	09/30/2020	2.0	100	100		100
Discussion	10/01/2020	10/01/2020	1.0	100	100		100

Other:

- Labeling your assignments: We need to be more specific about the assignment. For example:

WEAK – not acceptable	OK – not great	BETTER	BEST
Quiz	Quiz Ch. 3	Quiz Civil War Ch.3	Quiz Ch3 Civil War: Gettysburg
HW	HW 5.2	HW 5.2 Quadratics	HW 5.2 Quadratics: Discriminant
Warm up	Warm Up#2	Warm Up #2 Ecology	Warm Up#2 Ecology: Biodiversity
Test	Test Ch. 7	Test Ch.7 Essay	Test Ch7 Essay: Persuasive

Note: One would think that if you have a Quiz for Chapter 3 you would have had a quiz for Chapters 1 & 2. Or perhaps you did a quiz over 3 chapters which would be labeled Quiz Ch1-4. If you have a vocabulary check 1, it shouldn't really jump ahead to vocabulary check 3 – there should be a #2 in there somewhere.

- The STANDARDS are your base-line. Make sure you are teaching the standards. You can certainly add to that! Every subject has standards. If you do not know where to find them, check with your grade-level/department chairperson.
- Note cards for tests: This is frowned upon. You are technically allowing the student to have a cheat sheet. And you can't possibly be assessing what the students knows if you are allowing them to use a notecard.

- Bonus Points
 - Bonus Points are technically extra credit which is not allowed at ACE.
 - Teachers offer bonus points most of the time to help those students who are struggling, but they are not the ones who actually do the bonus questions.
 - Giving bonus points can take a student's grade over the 100 mark. For example, Robby may end up with a cumulative grade of 102. Here's the problem with that...
 - If a Robby goes into the final exam with a cumulative grade of 102, then the teacher is going to have to make sure the test for everyone worth 102. Otherwise, Robby makes 100 on the test and his average actually drops (through no fault of his own).
 - You may say, well Robby has 102 so he can exempt the exam. Not necessarily. If Robby is in 6th – 9th grade OR if he has too many absences/tardies, he can't exempt the exam.
 - If Robby is taking an Advanced Placement class (which adds 5 points to the final grade), he's going to lose some points in the end because we have a cap of 105. So, a student with an average of 100 gets 5 points added for a final grade of 105. But Robby, who has an average of 102, only gets 3 points added to make the grade cap at 105.
 - Bonus Points may be given; however, the grade may not be greater than 100.
 - Robby takes the test and makes 99 and gets the bonus question worth 5 extra points. His grade on the test is 104 but you can only enter 100 into IC.
 - Lara takes the test and makes an 80 but she gets the bonus question worth 5 extra points. Her grade on the test will be an 85.

HOMEWORK

When properly used, homework assignments become an extension of the classroom learning experiences.

Assignments that are carefully planned and executed will definitely enhance the classroom learning for students. The following points must be considered when the teacher assigns homework.

- Homework assignments should be logical outgrowth of class work and should be regularly given. Teachers will make attempts to provide assignments which meet the varying needs of the students they teach. The length of the homework assignments shall be determined by the teacher.
- Homework assignments should serve a useful, meaningful purpose. Short homework assignments checked thoroughly will be more effective than longer unchecked ones.
- Homework assignments must be on materials that have been taught and mastered in class.
- Homework assignments must be on the instructional level of the students.
- Teachers will check carefully to see that homework is complete, done properly, correct and neat. DO NOT ASSIGN IT IF YOU DO NOT PLAN TO CHECK IT. Errors should be pointed out and clarified for the student's benefit. The teacher should keep a record of homework completed and not completed.
- Again, limit "checks for completion". As stated previously, it's understandable that you may "check for completion" for assignments over new material. Multiple 100's in the grade book given because of completion, gives a false sense of success when looking at the child's average.

Lowering Grades as Punishment

A student's grade will not be indiscriminately lowered as a means of punishment. Appropriate disciplinary action by the administration will be initiated in all cases except as noted below:

- A student's giving or receiving assistance from another student during an exam period is sufficient grounds for a zero to be given for that exam.
- If a student is suspended from school, he/she may complete assignments so as to not fall behind. Any assignments given for a grade, will receive a zero and may not be made-up or re-taken. However, if a test or project was announced prior to the suspension the student is expected to take the test or turn in the project immediately upon returning to school.

FAILING GRADES

PARENTS OF STUDENTS WHO RECEIVE A PROGRESS REPORT WITH FAILING GRADES AT THE END OF A SIX WEEK GRADING PERIOD MUST HAVE BEEN NOTIFIED BY TELEPHONE OR IN PERSON OF THE STUDENT'S PERFORMANCE AT LEAST TWICE DURING THE GRADING PERIOD AND THIS NOTICE MUST BE DOCUMENTED IN IC.

- No parent should ever be surprised by a failing grade! Document these communications in Infinite Campus.
- Always ask students to sign for their progress report so that you have documentation that they have received the report. Be sure that when they sign they are actually signing THEIR name. This is best accomplished by printing a copy of the roll and having the student sign next to his/her name.
- Always list the school office number as the contact number for parents needing to arrange an appointment. It is preferable that teachers talk with parents at school either by phone or by conference during your planning period.

UNDERSTANDING WHY WE DO NOT USE LETTER GRADES

When talking with parents or students, please do not associate any of our numerical averages with a letter grade. We did away with letter grades several years ago. Here's why...

We originally established that an A was 92-100, B was 83-91, etc. Once we had 12th graders we realized that this may be a problem when calculating GPA for HOPE because the Finance Commission uses a 4 point scale (A=1, B=2, etc.). Now, we only report the numerical grade and then HOPE determines how that numerical grade will stand. So a final transcript from ACE has a numerical average of 91. HOPE will designate that as an A (4 points).

Midterms & Final Exams

Junior High/Senior High School:

The final exam should cover the materials which you have taught the entire year. It is the teacher's determination as to what will be on the exam.

Copies of final exams (including rubric/key) should be given to Mrs. Stokes (email to final.exams@acemacon.org) Final exams are given the last two or three days of both semesters. Only with special permission, granted by the Mrs. Perkins or Mrs. Stokes, can final exams be taken early.

Up front work:

- Teach your students how to prepare for this by:
 - Organizing notes
 - Study Guides*
 - Setting up a study schedule well in advance – no cramming the night before.

Study Guides:

- Study guides are a GUIDE – NOT a different version of the test.
- If you have given students notes throughout the semester, then those notes are for studying!
- If students are allowed to keep quizzes or tests, those should be used for studying.
- Your study guide should be a general list of items to focus on for the exam.

Junior High Courses –

Semester Long Courses	Year-long Courses
Final exam given in December for 1 st semester <ul style="list-style-type: none"> ○ Cumulative from August – December ○ Counts as TWO (2) regular test grades (use a multiplier of 2) 	Mid-term given in December <ul style="list-style-type: none"> ● Cumulative from August – December
Final Exam given in May for 2 nd semester <ul style="list-style-type: none"> ○ Cumulative from January – May ○ Counts as TWO (2) regular test grades (use a multiplier of 2) 	Final Exam given in May <ul style="list-style-type: none"> ● Cumulative from August - May

- **Projects:** Projects may not be given as a final exam.
 - This allows too much down-time the last few weeks of school.
 - Students would basically have nothing to do during final exam week.
 - If 4 or 5 of the 7 teachers require a project at the same time, the student is overwhelmed and the parent must buy supplies for multiple projects.

- Exam Schedule for December:
 - Dec. 13 – 1st period
 - Dec. 14 – 2nd & 3rd period
 - Dec. 15 – 4th & 5th period
 - Dec. 16 – 6th & 7th period

High School Courses – yearlong

- Cumulative – Midterm (August – December) and Final Exam (August-May)
- Mid-term counts as TWO (2) regular test grades
- EOCT Courses: Am. Literature, Biology, Algebra I, U.S. History (the EOCT score counts as the final exam grade – 20%)
 - After the EOCT is given and before school ends:
 - No Final exam in addition to the EOCT but rather a final Cumulative Performance-based Project that should count as 2 test grades.
 - Pre-teach for next year
 - Remediation
- All non-EOCT courses (this includes electives):
 - Cumulative August – May
 - Counts 20% of final grade
- Exam Exemption
 - Students in grades 10-12 may exempt their FINAL EXAM (not the midterm, not the End-of-Course Test if given) if they meet the following qualifications:
 - Has 4 or less absences for the year (excused or unexcused) in that class period
 - No more than 3 unexcused tardies in that class period
 - Has no debts owed to ACE
 - Has no disciplinary referrals
 - Has a 93 average in the class in which the exemption is sought
- AP Classes
 - Following the AP Exam given in early May, ALL students in the AP class will complete a cumulative project if time permits.
 - Project should be due the first day of “exam week”.
 - Project will count as a summative grade.
 - This activity may not be exempted.
 - ALL AP students, regardless of whether they took the AP Exam will need to take a final exam.
 - Those students who did not take the AP Exam may not exempt the final exam even if they meet the criteria.
 - Those students who did take the AP Exam may exempt the final exam even if they meet the criteria.
 -

- Projects: Projects may not be given as a final exam.
 - This allows too much down-time the last few weeks of school.
 - Students would basically have nothing to do during final exam week.
 - If 4 or 5 of the 7 teachers require a project at the same time, the student is overwhelmed and the parent must buy supplies for multiple projects.

- Exam Schedule for May:

Senior Exams (given in large dining hall) <ul style="list-style-type: none"> ▪ May 16 – 1st period ▪ May 17 – 2nd & 3rd period ▪ May 18 – 4th & 5th period ▪ May 19 – 6th & 7th period 	6-11 Exams (give in classrooms) <ul style="list-style-type: none"> ▪ May 22 – 1st period ▪ May 23 – 2nd & 3rd period ▪ May 24 – 4th & 5th period ▪ May 25 – 6th & 7th period
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Turn in your Exam

- All teachers grades 6-12 should email a copy of the mid-term/final exam to final.exams@acemacon.org by December 9 and May 12.
- Name the file: Last Name, First Initial/22-23/Course Name
- Teachers will also have to turn in a copy of the exam for students who have small group testing accommodations to Mrs. Relyea.

HONOR CODE

The environment and character expectations at ACE are that all will act with honesty and integrity. It is the right and responsibility of each individual to contribute to and work in an environment of trust. Honorable behavior covers all activities encompassed in the school environment. Cheating, plagiarizing and stealing are covered below:

Cheating: *Cheating encompasses, but is not limited to the following:*

- Willfully giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in schoolwork over other students.
- Attempted cheating.

Examples include: use of any communication during a graded assignment from another student or allowing the copying of an individual classroom or homework assignment; passing test or quiz information from members of one class period to members of another class period; submission of pre-written writing assignments at times when such assignments are supposed to be written in class; unauthorized use of study aids, notes, books, data or other information; computer fraud; sabotaging the project or experiments of other students.

Plagiarizing: *Plagiarizing encompasses, but is not limited to the following:*

- Presenting someone else’s works or opinions without proper acknowledgement.

- Borrowing someone else's sequence of ideas, arrangement of materials or pattern of thought without proper acknowledgement.
- Loaning one's own work to another student to be copied.

Examples include: Having a parent or another person complete homework, write an essay or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography; copying and pasting directly from the internet.

Violation of the Honor Code: The teacher *must issue a grade of zero* for the assignment. The assignment *cannot* be made up nor may the grade be replaced with extra credit. The teacher will notify the Mrs. Stokes of the event and contact the parent/guardian. A violation of the Honor Code is a Tier II offense (Mrs. Stokes will record the behavior in IC).

INSTRUCTION

- Teachers should teach from bell to bell.
- We understand that teaching can be a very physical job. However, it is important that teachers MOVE throughout the classroom during instruction and not remain seated at their desk manning a PowerPoint. This alleviates discipline issues and able the teacher to better assess understanding.
- Please remember that PowerPoints should not be the only instructional method in your toolbox.
- Teachers should not rely on videos as their go-to instructional resource.
- Teachers should set the expectation depending on the grade level, that students will take notes. Teach students several methods of notetaking and allow them to choose what works best for them.
- Teachers should make sure their D2L page follows the lesson plan template that we have provided and should be updated daily. Remember, students and parents should be able to easily navigate your D2L page.

LESSON PLANS

We want to minimize extra work on your part so we use D2L (Desire 2 Learn) where you will enter your plans as well as your course content.

While ACE does not require 4-5 pages of lesson plans, we do have a format that all teachers/coaches MUST follow when posting lessons on D2L. You will receive training for this. Additionally, your grade-level chair or department chair can provide guidance.

Lesson Plans should be posted by Sunday evening (5:00 pm.) for the next week. Remember, your lesson plans should be thorough enough that a student could complete the assignment at home.

PARENT CONTACTS

Parent Conferences: Regardless of the hour of arrival and departure, the teacher should be available for consultation with parents when necessary. It is always best if communication between a teacher and a parent is done between the teacher and the parent. We will encourage parents to speak directly to teachers to set up meetings. Administrators and the counselors will be available to sit in on a meeting if needed. If a parent calls the office directly, we will contact the teacher for an available date and time. (Just a note here: It is so much more conducive to the relationship between you and the parent if YOU, the teacher, extend the courtesy first. Be polite and professional but receptive as well. That first contact should be a positive one!) We also discourage parents from just “dropping in.” ALWAYS be prepared for parent meetings and have documents with you to provide support for grades, attendance and behavior. DO not come to a parent meeting empty handed.

Communication with parents **must** be done on a regular basis and should be entered into the contact log. It is to your advantage to contact as many parents as possible early and often. NO student should go the entire semester much less the year without a teacher making several contacts with parents. Records should be kept of all conferences held, both by phone and in person. Every contact made with a parent should be entered into IC. ALL parents must be contacted within the first 7 days of school simply to welcome them and their child to your class.

Parent-Teacher Conferences

Frequent and regular communication between parents and teachers is a vital aspect in the instructional program of our school. It is a responsibility that must be shared by both the teacher and the parents. Either parent or teacher can and should request a conference any time a need arises.

- Parent-Teacher conferences may be initiated by either the teacher or the parent.
- Appointments by parents may be made with the classroom teacher either by emailing the teacher.
- Parent-Teacher conferences should be scheduled before school, after school, or during a teacher’s planning period.
- A conference requested by the parent must be responded to immediately.
- All parent conferences should be documented, dated and entered into the Contact Log in Infinite Campus.
- If a teacher feels it is necessary, he/she may request that an administrator or counselor be present during the conference.
- If a parent brings children to the conference, the children should remain with the parent – not left in the office, free to roam the building, sent to the gym, or sent to the playground.
- Teachers MUST bring documentation information with them to the meeting. Do not come to a conference without grades and attendance information at the minimum. Additionally, do not bring food or drink to a conference.

Even though a conference may be held at any time, it is the responsibility of the classroom teacher to initiate a parent-teacher conference when and if:

- A student is not making satisfactory progress and has an average of 72 or less in any subject.
- A student has a significant drop in performance.
- A student sleeps in class or has behavior that is consistently out of order.

Any Parent-Teacher conference should begin on a positive note with the teacher pointing out strengths on which a child may build. Parents must be given the opportunity to ask questions, express concerns, and offer suggestions for improvements in the child's progress.

Tips for a Successful Conference

- **PREPARE CAREFULLY FOR THE CONFERENCE.** Assemble a file of pertinent samples of the student's work. Review anecdotal records and data in the student's cumulative folder. Evaluate the recent test results in the light of student performance and ability. Contact other teachers for their observations of the student. ALWAYS have evidence of student work and grades available for the parent to review. DO NOT ARRIVE FOR A PARENT MEETING EMPTY HANDED!!!!
- **NEVER DISCUSS ANOTHER STUDENT.** Each parent should be able to count on you to be discreet concerning his/her child's academic performance and behavior.
- **BE A GOOD LISTENER.** Use part of the conference, especially the first part, to learn about the student from the parent. Much important information about interests can be gained in this way. On the other hand, the parent will realize that the teacher is interested in his child and the child's family.
- **ANSWER QUESTIONS COMPLETELY.** Make answers as concrete as possible. Let suggestions for specific solutions to problems grow out of mutual discussion.
- **BE TACTFUL, BUT REALISTIC.** If a student is reading about three years below expectancy level, say so. Evasion or the glossing over of facts will only result in poor public relations at some other time. The student can be severely hurt if attention is not focused early on his specific needs at the earliest possible time.
- **ASK THE PARENT FOR HELP.** Parents are usually pleased to cooperate and especially gratified to know the teacher wants their help. They may be able to offer help with certain problems related to attitudes or even to performance in reading.
- **KEEP THE VOCABULARY SIMPLE.** The goal is understanding. Technical terms should be explained, if used.
- **BE POSITIVE.** Be sure the parent understands your major points. Begin and end the conference with positive rather than negative comments.
- **BE PROFESSIONAL IN ALL THAT YOU SAY, IN THE WAY THAT YOU SIT, ETC.** Do not bring a water bottle or a cup of coffee to a conference.

PLANNING TIME

Make productive use of your planning time each day. This time should be used for contacting parents, planning lessons, working on interdisciplinary units with the team, and the paperwork associated with running an effective classroom. Planning time is for planning. Do not wander the building; do not interrupt other teachers who are teaching; or sit in the office talking on a cell phone.

RTI-RESPONSE TO INTERVENTION

All students participate in a general education learning setting which constitutes a Tier I level. Students requiring more targeted interventions and more regulated progress monitoring are moved to at Tier II intervention. In the event progress monitoring suggests that the interventions used are not providing the support needed for the student to achieve success, the student moved to a Tier III intervention level. Tier 4 interventions are utilized when all prior interventions have not proved successful and specialized programs may be warranted. Parents are involved in the intervention decisions at all levels. RTI's and 504's will be entered into IC this year and teachers will receive training on how to do this.

SPEAKERS

All special programs beyond regular classroom schedules should be discussed in advance with an administrator. A supervising teacher is required to be present for any special programs sponsored by students under their supervision.

SUBSTITUTE TEACHERS

Mrs. Mathes will give you a list of substitutes whom you may contact in the event of an absence. Make sure you leave sufficient work and information for that substitute including information about any duty you may serve. It is always good to have a "go to" student or students in the class whom the teacher can rely on for help if needed. Teachers are also encouraged to introduce themselves to substitutes and to check in on them regularly throughout the day as well the administration. Students should be trained to always be on their best behavior when a substitute is present. (Also see – Emergency Lesson Plans Page 41 of Employee Handbook) Substitute teachers should NEVER have to make up work for your students.

TESTING DATES (refer to pages 58-60)

TEXTBOOKS

- All textbooks (including teacher editions) are bar coded and issued through the library.
- Books issued to individual students MUST be covered by the end of the first week of school.
- Teachers checking out classroom sets of books are responsible for those books.
- Even though books are checked out electronically, make sure your students write their names in the front of the book.

Textbook Costs

Students are expected to pay for lost books or for books that are damaged beyond normal wear and tear ***before*** they are issued a new one. Please contact the parent if the student does not pay promptly. Assure parents that refunds will be made if books are found at a later date.

Students should be charged full price for books that are not reusable (missing pages, gum between pages, mildewed, etc.) Students are expected to pay half price for books that are damaged, but may still be used (pages torn, etc.). Teachers should consider normal wear and tear.

TITLE IX

Sexual harassment, Sexual Assault, Discrimination Based on Sex Title IX of the Education Amendments of 1972, prohibits sex discrimination in any federally funded educational program. This applies to all institutions receiving federal financial support and includes all educational experiences— academics, athletics, and extracurricular activities. The U.S. Department of Education’s Office for Civil Rights (OCR) provides guidance and enforcement of the law with regard to sex discrimination, which includes sexual harassment and sexual assault. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance. Sexual Harassment Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity. Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision,
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment. Examples that may constitute sexual harassment:
- Pressuring a person for sexual favors ○ Unwelcome touching of a sexual nature;
- Writing graffiti of a sexual nature;
- Distributing sexually explicit texts, e-mails, pictures, or videos;
- Making sexual jokes, rumors, or suggestive remarks;
- Physical violence, including rape and sexual assault.

Below is a list of individuals designated to handle inquiries regarding the school’s Title IX non-discrimination policies:

Title IX Compliance Officer Laura Perkins, Principal

Email address: Laura.perkins@acemacon.org

Office address: 5665 New Forsyth Dr. Macon, GA 31210

Office phone number: 478-238-5757

VIDEOS

Videos shown in the classroom must be of instructional value. A permission form must be completed (see Mrs. Carol Tyner) and approved by Mrs. Perkins or Mrs. Stokes in order to show any video not in the school media collection.

At no time should any “R” rated videos be shown at ACE. We depend on your professionalism in regard to videos, but if it appears that videos are being used as the only instructional tool, or to fill time, we will have that conversation with you individually.

Plan for reading as opposed to watching an excessive number of videos. ***All videos must be previewed IN FULL FROM BEGINNING UNTIL END by the teacher before the approval request form is submitted to an administrator.***

The Academy for Classical Education does not and shall not discriminate based on race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors.

BELL SCHEDULE

**Jr/Sr High Classes are 50 minutes long
Lunch 25 minutes during 5th period**

Warning Bell	7:44:00 AM	
1st period	7:45:00 AM	8:35:00 AM
Warning Bell	8:39:00 AM	
Homeroom	8:40:00 AM	8:55:00 AM
Anthem/Pledge/Announcements	8:43:00 AM	
2nd period	9:00:00 AM	9:50:00 AM
Warning Bell	9:54:00 AM	
3rd period	9:55:00 AM	10:45:00 AM
Warning Bell	10:49:00 AM	
4th period	10:50:00 AM	11:40:00 AM
Warning Bell	11:44:00 AM	
5th period/lunch	11:45:00 AM	1:10:00 PM
1st Lunch	11:45:00 AM	12:10:00 PM
2nd Lunch	12:15:00 PM	12:40:00 PM
3rd Lunch	12:45:00 PM	1:10:00 PM
Warning Bell	1:14:00 PM	
6th Period	1:15:00 PM	2:05:00 PM
Warning Bell	2:09:00 PM	
7th Period	2:10:00 PM	3:00:00 PM
Announcements	3:05:00 PM	
Dismissal	Immediately following announcements	

ACADEMY FOR CLASSICAL EDUCATION
EOG & EOC MILESTONES AND AP TESTING DATES
April and May 2023

Mon., April 17	Tues., April 18	Wed., April 19	Thurs., April 20	Fri., April 21
			3 rd , 4 th , 5 th , 6 th , 7 th , 8 th Grades and American Literature (11 th) ELA Section 1 Am Lit Section 1	3 rd , 4 th , 5 th , 6 th , 7 th , 8 th Grades and American Literature (11 th) ELA Sections 2 & 3 Am Lit Sections 2 & 3
Mon., April 24	Tues., April 25	Wed., April 26	Thurs., April 27	Fri., April 28
3 rd , 4 th , 5 th , 6 th , 7 th , 8 th Grades and Algebra I Math Section 1 Algebra I Section 1	3 rd , 4 th , 5 th , 6 th , 7 th , 8 th Grades and Algebra I Math Sections 2 Algebra I Section 2	5 th and 8 th Science 8 th EOC Physical Science Biology Sections 1 and 2	8 th Grade Social Studies US History Sections 1 and 2	Make up testing as needed
Mon., May 1	Tues., May 2	Wed., May 3	Thurs., May 4	Fri., May 5
AP US Government Milestones Makeup testing	AP Environmental Science Milestones Makeup testing	AP English Lit Milestones Makeup testing	AP Human AP Macro AP Stats Milestones Makeup testing	AP European History AP US History AP Art Portfolios Milestones Makeup testing
Mon., May 8	Tues., May 9	Wed., May 10	Thurs., May 11	Fri., May 12
AP Calculus AB AP Calculus BC	AP Language	AP Biology	AP World History	
Mon., May 15	Tues., May 16	Wed., May 17	Thurs., May 18	Fri., May 19
3 rd , 5 th , and 8 th Grades Milestones Retest	3 rd , 5 th , and 8 th Grades Milestones Retest	Make Up AP Exams	Make Up AP Exams	Make Up AP Exams

2022-2023 Academy for Classical Education Assessment Calendar

TEST DATES	TEST	GRADE
AUGUST 2022		
August 2022 (monthly ongoing assessments)	GKIDS	K
August 1-September 30, 2022	easyCBM Fall benchmarks	K-8
SEPTEMBER 2022		
September 2022	Progress monitoring of identified students	K-12
OCTOBER 2022		
October 25, 2022	PSAT	10 th and select 11 th
October 25, 2022	ASVAB	Select 11 th and 12 th
October 2022	Progress monitoring of identified students	K-12
October 31, 2022	Begin Benchmarks for ELA, Math, Science and Social Studies	6-12
NOVEMBER 2022		
November 2022	Progress monitoring of identified students	K-12
November 1-4, 2022	Benchmark ELA, Math, Science and Social Studies	3-12
November 28, 2022 – February 17, 2023	easyCBM Winter benchmarks	K-8
DECEMBER 2022		
December 2022	Progress monitoring of identified students	K-12
December 13-16, 2022	Midterm Exams for all-year classes Final Exams for ½ year classes	6-12
JANUARY 2023		
January 9-January 31, 2023 (subject to change)	2 nd grade Gifted Screener	2
January 9-February 28, 2023	ACCESS for EL testing	Select students
January-March 2023	Spring Gifted Testing begins	1-12
November 29, 2022-February 17, 2023	easyCBM Winter benchmarks	K-8
January 2023	Progress monitoring of identified students	K-12

FEBRUARY 2023		
February 2023	Progress monitoring of identified students	K-12
MARCH 2023		
March 1, 2023	SAT School Day	Select 11 th graders
March 13-17, 2023	Benchmark ELA, Math, Science and Social Studies	3-12
March 2023	Progress monitoring of identified students	K-12
March 2023	Online secure practice tests for Milestones	3-12
APRIL 2023		
April 2023	Progress monitoring of identified students	K-12
April 20-April 28, 2023	EOG and EOC MILESTONES	3-12
MAY 2023		
April 3 – May 25, 2023	easyCBM Spring Benchmark	K-8
May 5, 2023	GKIDS completed	K
May 1, 2023	AP US Gov and Politics	12
May 2, 2023	AP Environmental Science	11-12
May 3, 2023	AP English Literature	12
May 4, 2023	AP Human Geography AP Macroeconomics AP Statistics	9-12
May 5, 2023	AP European History AP US History	11-12
May 8, 2023	AP Calculus AB/BC	11-12
May 9, 2023	AP English Language	11
May 10, 2023	AP Biology	11-12
May 11, 2023	AP World History	10
May 15-17, 2023	EOG Milestones Retest	3, 5, and 8
May 17-May 19, 2023	Makeup AP Exams	9-12
May 15-19, 2023	Senior Final Exams	12
May 22-25, 2023	Final Exams	6-11

**dates/tests are subject to change



**Academy for Classical Education
Parent and Family Engagement Policy
2022-2023**

The Parent and Family Engagement Policy

Family Engagement is the active participation of parents and family members in consistent and meaningful interactions for the ultimate purpose of supporting school goals and academics. The Academy for Classical Education (ACE) is a K-12 State Charter School. ACE is a school of choice with structured academic rigor. ACE understands that parents are the key to the success of any school. Parents are encouraged to be actively involved in their child's education by volunteering at least 20 hours per school year and actively participating in events in which parent input is required and needed.

ACE has developed this Parent and Family Engagement Policy that establishes ACE's expectations and objectives for meaningful family engagement in supporting goals set in the Schoolwide Plan and Charter Agreement. Section 1116 of ESSA contains the Title I, Part A requirements for schools to actively involve parents and family members in their child's education. ACE is a school of choice and parents have taken the first step of being actively involved in their child's education. ACE will continue to work with parents and families to ensure that the required parent and family engagement policies meet the requirements of the federal law.

This policy is jointly developed from the input received from parents in the 2021-2022 school year. Throughout the 2022-2023 school year, parents will have opportunities to participate in meetings, activities, and surveys that will provide the basis for the important information that is needed for the Parent and Family Engagement Policy. In the 2022-2023 school year, parents will begin the year at Open House in which parents will be able to interact with their child's teachers as well as receive important information about the upcoming school year and Federal programs. Parents will receive information on ACE's progress towards the goals set forth in the Schoolwide Plan and Charter Agreement. In the Spring of 2023, parents will be invited to participate in meetings and surveys in reference to Parent and Family Engagement. All information is provided to parents in a variety of manners including but not limited to emails, website, and social media.

Input Opportunities for Parents and Families

Input and suggestions from parents, family members, and community partners are an essential component of ACE's Schoolwide Plan that is developed each school year. ACE has consolidated Title I funding and all students are eligible to receive Title I services. Therefore, all parents are invited to be involved with opportunities for family engagement activities, surveys, and meetings that directly affect the goals in the Schoolwide Plan and Charter Agreement. There are many dates and times in which parents can and should participate; listed below are a few:

Open House, July 30, 2022: Students and parents are invited to Open House on July 30, 2022. Students and parents will be able to interact with their teachers as well as receive important information about the upcoming school year and Federal Programs. Parents will be provided information about the overall Federal Title I program as well as information regarding specific instructional tools and curriculum. Parents will receive information on ACE's progress towards the schoolwide goals, Charter Agreement goals, and Milestones test scores. Parents will receive a back to school survey to provide suggestions and ideas for the 2022-2023 school year.

School-Parent Compact, January 2023: Parents will be invited to hear about ACE's academic achievement and to provide input as well as best practices for the continued academic success of the ACE scholars. After input has been compiled, the School-Parent Compact will be sent home with every student.

Family Engagement, March 2023: In March 2023, parents will be invited to provide input into ACE's Parent and Family Engagement Policy and the Schoolwide Plan for the 2023-2024 school year.

Information is sent home every week to parents through Wednesday Folders, email, social media, and ACE's website. Grade levels have parent meetings throughout the year as needed and ACE's Director of Compliance (or designee) will communicate monthly with opportunities for family engagement. The Director of Compliance will provide support for the planning and the implementation of effective parent and family engagement activities. ACE employs translators for parents and families that are in need of translating services.

Building Capacity of Parents and Faculty

All parents of students new to ACE, including Kindergarten students, are required to attend new parent orientation. The orientation introduces parents to the high expectations for students in this high achieving academically rigorous environment. These meetings also provide parents with an opportunity to sign up for family engagement activities, as well as to ask pertinent questions of the administrative faculty and staff.

ACE faculty and staff understand that parents are partners in the educational experience of the students. ACE expects all families to volunteer at least 20 hours per school year at ACE. Teachers provide numerous opportunities for family engagement throughout the school year. Parents are needed to help with everything from sporting events to volunteering in the classrooms to proctoring for standardized tests as well as many other occasions. These opportunities are shared with parents through meetings, sporting events, flyers, emails, and social media. ACE's PTO is highly involved with the faculty, staff, and students. The PTO provides numerous volunteer opportunities for parents and families.

Parent and Family Engagement Evaluation

Each year ACE conducts an evaluation of the content and effectiveness of the Parent and Family Engagement Policy and activities to improve the quality of the Title I programs through an annual parent survey. ACE uses the findings from the survey results to evaluate and to remove possible barriers to parent participation. The survey results are used to improve the Parent and Family Engagement Policy as well as the Schoolwide Plan for the following school year.

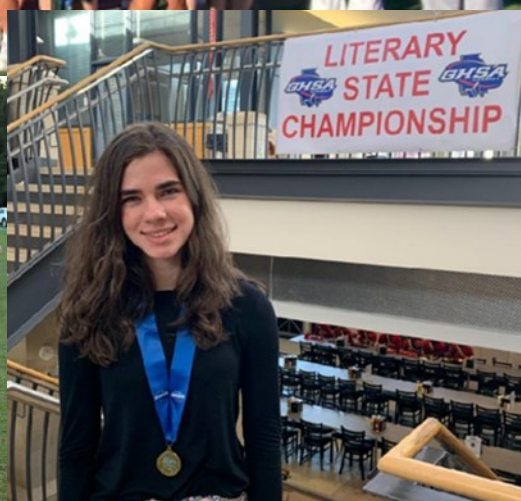


Strengthening our School

This year, the Director of Compliance (or designee) will provide technical assistance and support to ACE, a Title I school, to ensure family engagement requirements are being satisfied and that family engagement strategies are being implemented. ACE will receive notifications and resources to help improve and strengthen family engagement. There will be monthly meetings and training with ACE’s faculty and staff to review family engagement plans and activities. Additionally, ACE will convene a summit in October for the administrators to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the Director of Compliance ensures full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand. ACE employs interpreters as needed.



Reservation of Funds

Districts with Title I allotments of \$500,000 or more are required to reserve 1% of the Title I, Part A funds for parental engagement. ACE does not receive \$500,000 in Title I funds and is therefore exempt from the requirements of reserving funds.

Adoption

This Parent and Family Engagement Policy has been developed jointly and agreed upon as evidenced by the collected information from parents and faculty. Upon approval of the CLIP and Parent and Family Engagement Policy by the State of Georgia, ACE will adopt this policy for the 2022-2023 school year. ACE will distribute the policy in multiple ways to all ACE stakeholders





THE ACADEMY FOR CLASSICAL EDUCATION



ABOUT US ACADEMICS EXTRACURRICULARS STUDENTS PARENTS

[Parents](#) » Parent's Rights

Parent's Rights

Pursuant to HB 1178 (2022), ACE's Governing Board is seeking input from parents and employees to assist in development of policies on the following:

1. Procedures to review records relating to their minor child;
2. Procedures to learn about their minor child's courses of study, including but not limited to accessing instructional materials intended for use in their classroom;
3. Procedures for reviewing instructional materials intended for use in their child's classroom within the review period; if not available online for review, the material must be made available for review on site upon request from parent within the review period;
4. Procedures for a parent to object to instructional materials for use in their child's classroom or recommended by the child's teacher;
5. Procedures for withdrawing child from the school's prescribed course of sex education; and
6. Procedures for providing written notice that photo, video, or voice recording of their child are not permitted, except as permitted by public safety and security exceptions.

Comments and suggestions may be emailed to Laura Perkins at Laura.perkins@acemacon.org by June 30, 2022.

- ACE-PTO
- Health Information
- Student Handbook/Code of Conduct
- ACE After Hours
- Payment Portal
- Carpool - Drop Off & Pick Up
- Parent Portal
- Calendar
- Supply Lists
- Food Service

Certification Channel Information**Ms. Roban S Johnson**

PSC Account Number: 684888

Overall Ethics Status/Action: None**Exceptional Children Course:** YesThe educator's certification level is **level 4** effective **07/01/2005**.**If all fields have expired, the certificate has expired.**

Type	Field	First Issued	Current Issued	Beginning Validity	End Validity
C	CLEARANCE CERTIFICATE [FLD694]	01/24/2012	02/14/2022	07/01/2022	06/30/2027

The Clearance certificate is issued at the request of a the employing Georgia local unit of administration (LUA) to educators who satisfactorily complete fingerprint and background check requirements and do not have a certificate that is currently revoked or suspended in Georgia or any other state. All educators employed by a Georgia LUA must hold a Clearance certificate. There are no academic requirements necessary to qualify for this certificate. All holders of this certificate are subject to the Georgia Code of Ethics for Educators.

SRT	ESOL ENDORSEMENT [FLD825]	03/26/2013	02/14/2022	07/01/2022	06/30/2027
SRT	GIFTED IN-FIELD [FLD881]	10/18/2011	02/14/2022	07/01/2022	06/30/2027
SRT	MIDDLE GRADES (4-8) - LANGUAGE ARTS [FLD853]	06/18/2007	02/14/2022	07/01/2022	06/30/2027
SRT	MIDDLE GRADES (4-8) - READING [FLD855]	06/18/2007	02/14/2022	07/01/2022	06/30/2027
SRT	MIDDLE GRADES (4-8) - SOCIAL SCIENCE [FLD854]	04/27/2010	02/14/2022	07/01/2022	06/30/2027
SRT	READING ENDORSEMENT [FLD833]	12/05/2018	02/14/2022	07/01/2022	06/30/2027
SRT	TEACHER LEADER ENDORSEMENT [FLD774]	09/18/2013	02/14/2022	07/01/2022	06/30/2027

The Standard Professional teaching certificate is a Georgia professional certificate issued to educators who have completed all requirements for professional certification in a teaching field and applicable Special Georgia Requirements, but have not met experience requirements for the Performance-Based Professional certificate or are not evaluated on the statewide evaluation system. Educators who are not evaluated on the statewide evaluation system are evaluated by a school, district, or agency approved evaluation system.

C	CLEARANCE CERTIFICATE [FLD694]	01/24/2012	11/04/2016	07/01/2017	06/30/2022
C	CLEARANCE CERTIFICATE [FLD694]	01/24/2012	01/24/2012	07/01/2012	06/30/2017
SRT	ESOL ENDORSEMENT [FLD825]	03/26/2013	11/04/2016	07/01/2017	06/30/2022
SRT	ESOL ENDORSEMENT [FLD825]	03/26/2013	03/26/2013	12/16/2012	06/30/2017
SRT	GIFTED IN-FIELD [FLD881]	10/18/2011	11/04/2016	07/01/2017	06/30/2022

Privacy

Students at ACE should not have the expectation of privacy or confidentiality in the content of electronic communications or other computer files sent or received and/or stored on the school computer network. Students should be aware that the data they create, review, or send on the network, Google for Education accounts, or Desire2Learn is the property of the Academy for Classical Education, and that data may be recovered and reviewed, even after it has been deleted. ACE also reserves the right to monitor use of technologies and to examine all data stored on the server. Web browsing may be monitored and web activity may be retained. All communications, regardless of content or purpose, are public and are not private. All communications may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. Network administrators may review communications to maintain integrity school-wide and ensure that students are using the system in a responsible manner.

Violations

ACE reserves the right to deny, revoke, or suspend, without prior notification, specific user privileges and/or take other disciplinary action including suspension or expulsion from school, for violation of this policy. Additionally, all handbook regulations apply to use of technologies. In the event that there is a claim that a student has violated any of the guidelines in this policy, the matter will be investigated. ACE will notify appropriate law enforcement agencies of illegal activities conducted through the use of technologies. ACE will also cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through technologies.

TELEPHONE

The telephones in the main office or in any of the offices are for school business and must be used as such. Again, we ask parents not to call or text their child and we ask students not to use their cell phone in the bathroom or other areas to contact a parent. ACE faculty and staff are happy to contact parents.

TESTING

ACE complies with state requirements to administer end-of-grade and end-of-course testing each spring (Georgia Milestones). Additionally, all 2nd graders are tested for Gifted, and high school students are offered the opportunity to take the PSAT, SAT and Advanced Placement testing. Benchmarks are given throughout the year in all grade levels.

TITLE IX: Sexual harassment, Sexual Assault, Discrimination Based on Sex

Title IX of the Education Amendments of 1972, prohibits sex discrimination in any federally funded educational program. This applies to all institutions receiving federal financial support and includes all educational experiences—academics, athletics, and extracurricular activities. The U.S. Department of Education's Office for Civil Rights (OCR) provides guidance and enforcement of the law with regard to sex discrimination, which includes sexual harassment and sexual assault.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision,
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

Examples that may constitute sexual harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature;
- Writing graffiti of a sexual nature;
- Distributing sexually explicit texts, e-mails, pictures, or videos;
- Making sexual jokes, rumors, or suggestive remarks;
- Physical violence, including rape and sexual assault

Below is a list of individuals designated to handle inquiries regarding the school's Title IX non-discrimination policies:

Title IX Compliance Officer

Laura Perkins, Principal

Laura.perkins@acemacon.org

478-238-5757

5665 New Forsyth Road – Macon, GA 31210

When can a formal complaint be filed?

A formal complaint may be filed when an individual believes that there has been a violation of their rights in regard to their health, safety or civil liberties. Individuals may file the formal complaint with Mrs. Laura Perkins. An individual can begin the process by emailing Laura.perkins@acemacon.org or calling 478-238-5757.

UNIFORMS (Dress code)

The use of a uniform provides a common element upon which the culture of a school is built. At ACE, we want our students to be known by the content of their character and their abilities, rather than by fashion.

- Students in Kindergarten and 1st grade must have an emergency uniform. Under garments, shirts and pants should be placed in a gallon-size zip-loc bag and turned in to their teachers. However, students should be able to manage bathroom needs on their own and ACE employees will not assist your child with their personal restroom needs. If necessary, parents will be called.
- Athletic shoes are for daily wear as children will be going outside for recess and physical education. However, we have provided an option for a dress shoe. Remember – a dress shoe is dressy (canvas slip-on styles and boat shoes are **not** acceptable styles) and must be able to be polished. In other words, it must be a leather type material.
- Monogramming is NOT required. Macon Monogramming located on Forsyth Road and Embroidery Plus located on Vineville Avenue have our selected monogramming logos and crest. We will NOT release our art work to the public. Please keep in mind, if you choose to duplicate our artwork and monogram on your own and the color or design varies, we reserve the right to consider it a dress code violation.

- Students gain or lose eligibility on the first day of the subsequent semester. (In other words, the grades at the end of the first semester of high school, are calculated and a student must be passing 5 of his/her 7 classes in order to participate in athletics for the second semester. ALSO NOTE: At ACE, we will have some conversation with the athlete and his/her parents to ensure that participating in athletics is truly the best use of the student's time if they appear to be struggling in their classes.)
- The Academy for Classical Education assesses a fee of \$200 per athletic per sport (with no family exceeding \$400 for one season).

Additionally, ALL ACE Scholar Athletes are always expected to comport themselves as ladies and gentlemen when representing ACE on the competition field. Any negative or rude behaviors will result in the athlete being removed from competition for the duration of the game/match/event and potentially the season. Student athletes must be present at school on the day of a competition, match, or event.

The Academy for Classical Education assesses a fee for those students participating in an athletic program. This information will be provided prior to the start of this school year.

Concussion Management: ACE has a written Concussion management plan that each coach has access to at all times. Any student athlete who is suspected of having a concussion will be evaluated by a health-care professional and removed from the playing field. No student athlete will return to practice or play without clearance from a health care professional prior to resuming practice. These guidelines apply to practice and scrimmage situations as well.

ACE will hold two (2) informational meetings each year regarding the symptoms and warning signs of sudden cardiac arrest. All parents of athletes and all interested parents are urged to attend these meetings. The first meeting will be held during the 3rd week of August and the second meeting will be held during the 1st week of December each school year.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) AND (PPRA) _____

[Note: Per 34 C.F.R. § 99.37(d), a school or school district may adopt a limited directory information policy. If a school or school district does so, the directory information notice to parents and eligible students must specify the parties who may receive directory information and/or the purposes for which directory information may be disclosed.]

The *Family Educational Rights and Privacy Act (FERPA)*, a Federal law, requires that the Academy for Classical Education, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, ACE may disclose appropriately designated "directory information" without written consent, unless you have advised ACE to the contrary in accordance with ACE procedures. The primary purpose of directory information is to allow the ACE to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for football, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want ACE to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Esterine Stokes in writing by August 12, 2022. ACE has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.



Academy for Classical Education Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;

- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect upon request and before administration or use:

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes;
- Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Academy for Classical has adopted policies, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Academy for Classical Education will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Academy for Classical Education will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Academy for Classical Education will make this notification to parents at the beginning of the school year if the it has identified the specific or approximate dates of the activities or surveys. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys.

Parents will also be provided an opportunity to review any pertinent surveys. The Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution;
- Administration of any protected information survey not funded in whole or in part by ED;
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5901 45

ACORDTM**EVIDENCE OF PROPERTY INSURANCE**

DATE (MM/DD/YYYY)

06/24/2021

THIS EVIDENCE OF PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

AGENCY McGriff Insurance Services 4951 Forsyth Rd., 1st Floor Macon, GA 31210	PHONE (A/C, No, Ext): 478 405-4200	COMPANY Utica National Insurance Co of Ohio PO Box 530 Utica, NY 13503-0530
FAX (A/C, No): 8662757999	E-MAIL ADDRESS: jwjames@mcgriff.com	
CODE:	SUB CODE:	
AGENCY CUSTOMER ID #: 1706341		
INSURED Academy For Classical Education Inc 5665 New Forsyth Road Attn: Pat Kelly Macon, GA 31210	LOAN NUMBER	POLICY NUMBER CPP5352969
	EFFECTIVE DATE 07/01/21	EXPIRATION DATE 07/01/22
	<input type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED	
THIS REPLACES PRIOR EVIDENCE DATED:		

PROPERTY INFORMATION


LOCATION/DESCRIPTION Location #1 5665 New Forsyth Road Macon, GA 31210 Building #1 Kindergarten/Elementary School

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION	PERILS INSURED	BASIC	BROAD	<input checked="" type="checkbox"/> SPECIAL	AMOUNT OF INSURANCE	DEDUCTIBLE
****Blanket Coverage Information****						
Blanket #1 Blanket Building and Business Personal Property Cause of Loss: Special (Including Theft) Valuation: Replacement Cost Coinsurance%: 100 (See Attached Coverage Info.)					41,754,537	\$10,000

REMARKS (Including Special Conditions) ***** Description of Operations ***** Additional Insured, Mortgagee, Trustee; Acct#225698****
--

CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ADDITIONAL INTEREST	ADDITIONAL INSURED	LENDER'S LOSS PAYABLE	LOSS PAYEE
NAME AND ADDRESS U.S. Bank National Association Global Corporate Trust Services 60 Livingston Ave St Saint Paul, MN 55107	MORTGAGEE	<input checked="" type="checkbox"/> Additional Insu	
	LOAN #	AUTHORIZED REPRESENTATIVE 	

COVERAGE INFORMATION (Continued from page 1.)

COVERAGE/PERILS/FORMS	AMOUNT OF INSURANCE	DEDUCTIBLE
Commercial Property Policy Level Coverages		
Coverage: Crime Coverage Endorsement	1,000,000	\$5,000
Coverage: Crisis Event Expense (10k/person;100k/crises)-BI 50k/Agg;5k death benefit	1,000,000	
Coverage: Uniflex (Utica) Property Endorsement		
Coverage: Educational Institutions Coverage Endorsement		
Coverage: Equipment Breakdown		
Coverage: Flood (excluded from Loc 1, Bldg. 3,4,5,6 and 8)		500%
Coverage: School Limited Water Damage	500,000	\$10,000
Coverage: Combined Deductible Endorsement		
Commercial Property Location Specific Coverages		
Location #: 1 5665 New Forsyth Road Macon, GA 31210		
Building #: 1 Kindergarten/Elementary School		
Coverage: Building	Blk Limit 41,754,537	\$10,000
Blanket #: 1		
Blanket Coverage: Blanket Building and Business Personal Property		
Cause: Special (Including Theft)		
Coverage: Business Personal Property	Incl. In Blk No. 1	\$10,000
Blanket #: 1		
Blanket Coverage: Blanket Building and Business Personal Property		
Cause: Special (Including Theft)		
Coverage: Extra Expense-ALS		
Cause: Special (Including Theft)		

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):

ANY PERSON OR ORGANIZATION TO WHOM OR TO WHICH YOU ARE REQUIRED TO PROVIDE ADDITIONAL INSURED STATUS IN A WRITTEN CONTRACT OR WRITTEN AGREEMENT EXECUTED PRIOR TO THE LOSS, EXCEPT WHERE SUCH CONTRACT OR AGREEMENT IS PROHIBITED BY LAW.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or
2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

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POLICY NUMBER:

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

PROVIDE NOTICE OF CANCELLATION TO ANOTHER ENTITY

This policy is subject to the following [Note: If this policy consists of more than one Coverage Part, separate notices are **not** required for each Coverage Part]:

SCHEDULE

Entity	Number Of Days
ALL	30
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.	

1. If this insurance is cancelled, whether at your request or ours, we will endeavor to provide the entity shown in the Schedule with written notice of such cancellation within the number of days shown in the Schedule.
2. However, failure on our part to provide such notice shall not delay the effective date of cancellation of this insurance.

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Mandated Reporter Protocol and Procedures DFCS referral number 1-855-GACHILD (1 855-422-4453)

1. Mandated Reporters:

- Georgia law defines mandated reporters as:
- *Mandatory Reporters include but are not limited to faculty/teachers, administrators, counselors, social workers, psychologists, law enforcement personnel, and other persons who participate in providing care, treatment, education, training, supervision, coaching, counseling, recreational programs or shelter to minors.*
- **At ACE all faculty/staff are mandated reporters.** This would include all faculty, staff, administrators, counselors, resource officers, coaches, community coaches, and nurses.
- Mandated reporters must, if they have reasonable cause to believe that a child has been abused, make a report, immediately but no later than 24 hours, to the local DFCS office or law enforcement. Not reporting a suspected abuse case subjects a mandated reporter to criminal penalty.

2. Mandated Reporter Training:

- Prior to the start of each school year, all ACE mandated reporters (that is everyone on staff) must complete the mandated reporting online course; this course is approved by the state of Georgia DFCS.
- The free, two-hour course can be found at:
https://www.prosolutionstraining.com/store/product/?tProductVersion_id=1093.
- After completing the course, each ACE mandated reporter must print out their certificate.

3. Suspicion of child abuse **DURING SCHOOL HOURS:**

- Mandated reporter should let the counselor know immediately.
- If the grade-level counselor cannot be located, the mandated reporter will contact both other counselors and administration.
- Counselor (or other designee) will speak with student and take necessary steps. This may mean calling parents, making a DFCS report, or helping the teacher to make a DFCS report.
- Counselor (or other designee) will let administrators know of the report.

4. Suspicion of child abuse **AFTER SCHOOL HOURS (between 3:15 p.m. and 6:00 P.M.)**

- Mandated reporter should call front office to let them know for immediate need of Administrator on Call. (Do not share information with front desk, only that admin is needed ASAP.)
- Administrator on call will speak with the student and take necessary steps. This may mean calling parents, making a DFCS report, or helping the teacher to make a DFCS report.

5. Suspicion of child abuse **OUTSIDE OF SCHOOL HOURS (on weekend, in evening after 6:00 p.m.)**

- Mandated reporter should make a DFCS referral
- Inform both administration and grade-level counselor of situation, that report was made, and follow up as necessary with DFCS, administration, and grade-level counselor.

6. Suspicion of child abuse at **ACE-SPONSORED AFTER SCHOOL EVENT (sports game, practice, concerts, etc).**

- Mandated reporter should make a DFCS referral
- Inform both administration and grade-level counselor of the situation, that report was made, and follow up as necessary with DSFCS, administration, and grade-level counselor.

7. Protocol to handle suspicious parent/guardian behavior/actions:

A. Carpool:

I. One member on each carpool team/late carpool pickup must have a walkie-talkie

II. If parent pulls up and suspicious or dangerous activity is suspected:

1. Tell the parent that an administrator would like to speak with them and please park and come inside.
2. Tell the parent you will escort the student(s) to the front office to wait for the parent there.
3. Use walkie-talkie to call the Administrator on Duty and report he/she is needed immediately.
4. Administrator on duty will speak to the parent, call police, or make DFCS referral if needed.
5. If the student tries to jump in the car or parent comes to force them in the car, allow them to leave, but note the car and license number if possible. The Administrator on duty will call 911 if necessary.

B. ACE-SPONSORED AFTER SCHOOL HOURS EVENT (ATHLETIC, PERFORMANCE, ETC.)

I. Faculty member must have a cell phone available in case of emergency.

II. If parent pulls up and suspicious or dangerous activity is suspected:

1. Tell the parent that you would like him/her to park the car and come speak with you.
2. Call 911 (if necessary), then Administration to inform them of the situation.
3. Faculty member who witnessed the activity will make DFCS referral.

4. After the report is made the faculty member will inform both administration and grade-level counselor of the situation, that report was made, and follow up as necessary with DFCS, administration, and grade-level counselor.

3 Example Scenarios

1. *While in the classroom with your 4th grade after school group, one of the students informs you that he is scared to go home because his uncle who has beat him before is staying with them for a few days. You:*

- a. Call the front office and ask for immediate assistance from Administrator on call.
- b. When Admin comes, you tell them exactly what student told you.
- c. Administrator will determine plan of action (whether they need to call parents, call DFCS, etc.).
- d. You continue your after school care as normal.

2. *While shopping at Kroger on Saturday afternoon, you see one of your kindergarten students with a black eye and circular burn marks on her arm. When you ask her what happened, she says she is not allowed to tell. You:*

- a. Call the DFCS referral number listed below.
- b. Email both Admin and your grade level counselor to inform them of situation.

3. *After soccer practice at ACE, you notice a parent smells of alcohol, has slurred speech, and is yelling at child to get in the car. You:*

- a. Tell parent that you need to speak with him and ask child to move away from Car.
- b. Call 911, and inform admin of situation if possible.
- c. Once police come, report situation and follow their instructions (call DFCS if necessary).
- d. Inform Admin and grade level counselor.

DFCS referral number 1-855-GACHILD (1 855-422-4453)

160-4-2-.12 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM PLAN.

(1) DEFINITIONS.

(a) **Alcohol and other drug use education** – a planned program of instruction that provides information about the use, misuse and abuse of alcohol, tobacco, legal and illegal drugs.

(b) **Disease prevention education** – a planned program of instruction that provides information on how to prevent chronic and infectious diseases, including sexually transmitted diseases.

(c) **Psychomotor skills** – skills that use hands-on practice to support cognitive learning for cardiopulmonary resuscitation (CPR) and use of an automated external defibrillator (AED).

(d) **Sex education/AIDS education** – a planned program that shall include instruction relating to the handling of peer pressure, promotion of high self-esteem, local community values, and abstinence from sexual activity as an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. This instruction shall emphasize abstinence from sexual activity until marriage and fidelity in marriage as important personal goals.

(e) **Fitness assessment program** – annual assessment measuring and reporting health related fitness in the areas of aerobic capacity, body composition, flexibility, muscular strength, and muscular endurance.

(2) REQUIREMENTS.

(a) The local board of education shall develop and implement an accurate, comprehensive health and physical education program that shall include information and concepts in the following areas.

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health

6. Sex education/AIDS education

7. Safety

8. Mental health

9. Growth and development

10. Consumer health

11. Community health

12. Health careers

13. Family living

14. Motor skills

15. Physical fitness

16. Lifetime sports

17. Outdoor education

18. Fitness assessment

(b) Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education.

(c) Each school containing any grade 6-12 shall make available instruction in health and physical education.

(d) Each school containing any grade K-12 shall provide alcohol, tobacco, vapor products, and other drug use education on an annual basis at each grade level.

(e) Each local board of education shall develop procedures to allow parents and legal guardians to exercise the option of excluding their child from sex education and AIDS prevention instructional programs.

1. Sex education and AIDS education shall be a part of a comprehensive health program.

2. Sex education shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade 9.

3. Prior to the parent or legal guardian making a choice to allow his or her child or

ward to take the specified unit of instruction, he or she shall be told what instruction is to be provided and have the opportunity to review all instructional materials to be used, print and nonprint. Any parent or legal guardian of a child to whom a course of study in sex education is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

(f) Each local board of education shall establish a committee to review periodically sex/AIDS education instructional materials and make recommendations concerning age/grade level use. Recommendations made by the committee shall be approved by the local board of education before implementation. The committee shall be composed primarily of nonteaching parents who have children enrolled in the local public schools and who represent the diversity of the student body augmented by others such as educators, health professionals and other community representatives. The committee shall also include a male and female student currently attending the 11th or 12th grade in the public schools.

(g) Each local school system shall conduct an annual fitness assessment program, as approved and funded by the State Board of Education, one time each school year for students in grades one through 12, to be conducted only during a physical education course that is taught by a certificated physical education teacher in which a student is enrolled. Such assessments shall include methods deemed by the State Board of Education as appropriate to ascertain levels of student physical fitness. Each local school system shall report the individual results of the fitness assessment to the parent or guardian of each student assessed and the aggregate results of the fitness assessments by school to the State Board of Education annually in a format approved and funded by the State Board of Education. The minimum required contents of the report shall be determined by the State Board of Education.

(h) Each local board of education which operates a school with grades nine through 12 shall provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to its students as a requirement within one of the required health or physical education courses (Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061)) to satisfy this requirement. Such instruction shall incorporate the psychomotor skills necessary to perform cardiopulmonary resuscitation and to use an automated external defibrillator. Each local board of education shall report adherence to this requirement as determined by the Georgia Department of Education. The instructional program shall include either of the following:

1. An instructional program developed by the American Heart Association or the American Red Cross, or
2. An instructional program which is nationally recognized and is based on the most current national evidence based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator.

(i) Each local board of education which operates a school with grades 6 through 12 shall provide instruction in human trafficking awareness on an annual basis at each grade level.

Authority O.C.G.A. §§ 20-2-142(b), (c); 20-2-143; 20-2-149.1; 20-2-777.

Adopted: November 4, 2021

Effective: November 24, 2021

Georgia's Child Sexual Abuse & Exploitation Prevention Technical Assistance Resource Guide



Guidance for schools and youth-serving organizations to build their capacity for child sexual abuse and exploitation prevention.

Introduction

Georgia's Child Sexual Abuse and Exploitation Prevention Technical Assistance Resource Guide was created by the Georgia Statewide Human Trafficking Task Force Work Group 2: Youth Aware and Safe, operated under the leadership of the Georgia Criminal Justice Coordinating Council. The guide was adapted, with permission, from the 2014 Vermont Sexual Violence Prevention Technical Assistance Resource Guide (TARG).

The Task Force recognizes that child sexual abuse and exploitation are devastating social problems affecting children and families across Georgia and the United States. The Adverse Childhood Experiences (ACE) study show that 25% of females and 16% of males have experienced sexual abuse as children (Dube et al., 2005). Additionally, it is estimated that 325,000 children are at risk of becoming victims of commercial sexual exploitation each year (Estes & Weiner, 2002, 2003, 2005).

The TARG is intended to provide guidance for schools and youth-serving organizations to build their capacity for, and knowledge of, child sexual abuse and exploitation prevention, state and local resources, and nationally recognized "best practice" criteria. It will also help professionals identify which sexual abuse and exploitation prevention curricula and activities will work best in their community.

Neither the Georgia Statewide Human Trafficking Task Force nor the guide endorses specific child sexual abuse and exploitation curricula, models, or programs. The content of the guide does not reflect the opinions or positions of the Georgia Department of Education, the Georgia Division of Family and Children Services, or the Georgia Criminal Justice Coordinating Council.

Thank you for your dedication to ending the sexual abuse and exploitation of children.

Acknowledgements

Georgia's Child Sexual Abuse and Exploitation Prevention Technical Assistance Resource Guide would not have been possible without the hard work and dedication of the many individuals involved in its creation. A special thank you goes to the members of Work Group 2: Youth Aware and Safe and their respective agencies, listed below.

A very warm thank you to the Vermont Sexual Violence Prevention Taskforce for offering their Technical Assistance Resource Guide as a resource.

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Chapter 1:

A Background and Overview for Using the Guide

The purpose of this chapter is to provide background knowledge of this resource guide and its various uses to address:

- Sexual violence prevention as a public health and safety issue
- Adverse Childhood Experiences and increased risks to future trauma
- Vulnerability and the sexual violence continuum
- Significance behind school-based sexual violence prevention
- Prioritizing and enhancing sexual violence prevention
- Georgia's child sexual abuse and exploitation initiative
- Moving sexual violence prevention efforts forward

Quick Reference Materials:

⇒ Target Audience of Guide

Preventing and reducing the occurrence and recurrence of sexual violence in children and youth is a local, state, and national priority. Sexual violence prevention is a complex issue that requires the expertise of various fields, such as education, health, human services, criminal justice, and the active involvement of many individuals and entities.

The World Health Organization defines sexual violence as:

“Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.”¹

Examples of sexual violence include: child sexual abuse, incest, drug-facilitated sexual assault, rape, sexual assault, internet-based sexual crimes, commercial sexual exploitation of children, sexual harassment, sexual bullying, sexual violence by professionals, stalking, statutory rape, sex trafficking, and ritualistic sexual abuse.²

Adverse Childhood Experiences

Exposure to negative experiences and trauma in childhood, known formally among researchers as Adverse Childhood Experiences (ACEs), can have an astounding effect on the vulnerability to violence victimization and perpetration as an older youth and adult.³ Similarly, these childhood experiences negatively impact health over the lifespan.⁴ Research has shown that as the number of ACEs increases, the risk of engaging in dangerous behaviors and poor health conditions also increases.⁵ Additionally, if left untreated, many of the short-term results of ACEs, such as depression, substance abuse, poor school performance, falling grades, inappropriate sexual behaviors, eating disorders, and poor interpersonal relationships, can lead to far more detrimental behaviors during adolescence and adulthood.⁶ For example, exposure to early child sexual abuse can compromise a child's understanding of personal safety, sexual boundaries, and healthy relationships and encourage feelings of distrust, helplessness, linking sex with love, and viewing oneself as a sex object. These patterns create vulnerability to promiscuity, sexual exploitation and trafficking potentially leading to teen pregnancies, sexually transmitted diseases, gang involvement, criminal activity, or suicide.⁷ While intervention and treatment services are critical, an end to this type of victimization is only possible through primary prevention or approaches that take place before sexual abuse has occurred to prevent initial perpetration or victimization.⁸

Sexual Violence Continuum

Although research has shown that the incidence rate has decreased over the past 10 years, likely due to prevention efforts, experts estimate that 1 in 10 children is sexually abused before the age of 18, yet most never disclose their abuse.⁹ Roughly 90% of survivors of commercial sexual exploitation report having previously experienced childhood sexual abuse.¹⁰ Apparent from these statistics, the continuum of sexual violence is clear if left uninterrupted. In addition to trauma experienced from early abuse, child sex trafficking victims often suffer trauma from having significant involvement with the child welfare system through foster care placement and high rates of involvement in the juvenile justice system. Trafficked youth also typically have distinguishable histories of educational interruption and school truancy and expulsion.¹¹ These systems and entities present considerable opportunities for prevention and intervention.

Sexual violence does not occur from one single cause but instead through an environment, physical and/or social, bred with increased risk factors and decreased protective factors.¹² Creating healthy norms that promote sexual violence prevention at the community and societal level, rather than focusing at the individual level, is the key to sustained change. In order to establish this new social norm, communities must demand the adherence to high standards for child protection as well as emphasize child sexual abuse and exploitation prevention education at all age levels. Training for adults that work with and/or have

responsibility for children and youth, such as in schools, youth-serving agencies, faith communities, and sports or club organizations is essential. Additionally, prevention efforts which include broad skills-based education for children throughout school years on topics such as personal body safety, appropriate boundaries, social and emotional health, healthy sexual development, relationship building, and resistance skill development decrease vulnerability and create a safe, supportive learning environment. (Appendix F & Appendix H)

Prioritizing and Enhancing Sexual Violence Prevention in Georgia

Child sexual abuse and exploitation prevention is becoming increasingly important within government agencies, schools, youth-serving agencies, and community organizations throughout Georgia. One example of how Georgia is addressing sexual violence can be found within the Statewide Human Trafficking Task Force. The mission of the Task Force, led by the Criminal Justice Coordinating Council, is to protect the citizens of Georgia from perpetrators and systems of sexual exploitation while concurrently working to support recovery of victims of commercial sexual exploitation to ensure that they are ready for college, work, and a successful future.

The Georgia Statewide Human Trafficking Task Force operates by a targeted, strategic framework which consists of individual work

groups addressing the five elements of the trafficking continuum: (1) Vulnerability, (2) Recruitment, (3) Exploitation, (4) Withdrawal, and (5) Reintegration. Specifically, the Task Force functions based on eight objectives: Community Awareness and Education; Youth Aware and Safe; Deterring Traffickers and Buyers; Keeping At-Risk Youth Safe; Apprehending, Investigating, and Prosecuting; Examining Labor, International, and Adult Sex Trafficking; Survivors Supported and Protected; and Survivors Recovering and Thriving.

National strategies Georgia is considering include:

- Collaborations between community partners and academic researchers are being forged to help evaluate the quality and efficacy of prevention activities.
- School and community partners are investing in professional development and training for those doing prevention work.
- Youth are playing a pivotal role in the education of their peers and communities on sexual violence, and they are also pushing back against the tide of violence.

Created by the Task Force's Youth Aware and Safe Work Group, the intention of this guide is to specifically address child sexual abuse and exploitation within the sexual violence continuum and how communities can engage in prevention strategies to improve the health and well-being of their youth population.

Georgia's Child Sexual Abuse and Exploitation Prevention Initiative

The Youth Aware and Safe Work Group concentrated efforts on youth's vulnerability to abuse and exploitation due to the limited sexual abuse and sexual exploitation prevention education being taught in schools. In 2015, the Work Group focused on school-aged youth prevention education through a preliminary Child-Focused Program Analysis; with the overarching objective of gaining a better understanding of child sexual abuse and child sexual exploitation prevention programs currently being implemented across the country and specifically in Georgia.

More than 25 programs were identified and assessed based on the following parameters:

- target population
- program costs
- format for delivery
- mode of delivery
- size of group receiving the training
- length of time per session and number of sessions.

Additionally, the programs were assessed based on whether they:

- had been evaluated by an independent third party
- are grounded in theory and research

- foster parent, teacher, and community involvement
- follow state standards for in-classroom delivery
- address gender-specific issues
- include additional topics around child safety
- are currently being offered in any Georgia schools.

At the conclusion of the original assessment, the rubric process revealed ten programs that met the baseline criteria and addressed the key components necessary for sexual violence prevention.

As the work continued into 2016, the Work Group conducted an in-depth evaluation of the ten programs including in-person observations of program delivery within the classroom setting. When classroom observations were not available in Georgia, program developers delivered mock presentations to the work group members. From there, the Work Group identified seven programs that most closely aligned with the prevention principles. Results and descriptions of the top seven programs along with the other programs reviewed can be found in Chapter 5.

The Guide's Target Audience

The Child Sexual Abuse and Exploitation Prevention Guide's primary intended audience is individuals working in school settings such as school teachers, school counselors, school

administrators, school medical personnel, etc., and youth-serving organizations/staff.

The guide provides developmentally appropriate educational suggestions for children in grades Pre-K through 12th grade. Early childhood educators and high school teachers alike can benefit from the recommendations and guidelines found throughout the guide.

This guide does not endorse or recommend a particular program. It does, however, provide a list of programs that have met the criteria (listed in Chapter 5). It is up to each school and child-serving organization to assess their specific resources and needs and then decide on a program that best suits their students and community.

*Note: As per Georgia State Board Rule 160-2-4.12, all sex/AIDS instructional materials must be approved by the local sex education review committee and the local board of education before implementation.

This Guide is useful for:

- **Classroom teachers and health educators** to inform their lesson plans
- **Early childhood educators** to identify resources for parent education
- **School counselors** involved in prevention program planning or peer-led prevention strategies with youth
- **Curriculum committees** or other **school or district-wide planning groups** engaged in instructional program development
- **Principals, superintendents and other administrators** planning and identifying resources for providing sexual violence prevention orientation and education opportunities for school personnel
- **Youth-serving organizations**
- **Faith-based organizations with youth programs**
- **After-school programs**



Chapter 2:

Child Sexual Abuse and Exploitation Prevention Using What Works

The purpose of this chapter is to provide current child sexual abuse and exploitation prevention best practice information, addressing:

- The Nine Principles of Prevention
- Engaging Community Prevention Partners
- Including Adults in School-Based Prevention
- Responding to Disclosures of Abuse or Assault
- Understanding the Role of a Mandated Reporter

Quick Reference Materials:

- ⇒ The Social-Ecological Model of Prevention
- ⇒ The Nine Principles of Prevention
- ⇒ How to Handle Disclosures
- ⇒ Who is a Mandated Reporter

It is the responsibility of educational institutions to promote optimal learning environments by ensuring the well-being and safety of their students. However, when child sexual abuse or sexual exploitation threatens that sense of safety the educational process is obstructed. While the challenge of implementing sexual abuse and exploitation prevention into schools may seem formidable due to various road blocks such as budget cuts, mandated testing standards, or potential resistance from parents about sex being discussed in the classroom, the benefits for this type of prevention outweigh the challenges. Schools are in a unique position to help young people shape positive, healthy attitudes, beliefs, and behaviors that work to prevent sexual violence and other forms of abuse.

Prevention in the School Setting

Primary prevention education is essential in the fight against sexual violence within school settings. This type of prevention requires a collaborative effort between the schools and allied community partners such as child advocacy centers, rape crisis programs, local child abuse prevention councils, and other victim services agencies.

School-based programs intended to prevent violent behavior are supported by strong evidence. Studies show that universal school-based programs are effective in reducing violence at all grade levels.¹³ School programs are considered “universal” when the activities are directed toward all students of a particular grade or age group.¹⁴ Universal programs do not single out or target children whose circumstances place them at increased risk for perpetuating or being victims of violent behavior.¹⁵ Many programs were found to have beneficial effects on traditional academic outcomes, such as attendance and school performance. (Appendix L)

Sexual violence prevention also requires best practice which evolves and develops through consistent use over time. These programs, like any school based program, require regular review and evaluation to keep them updated on the best knowledge currently available.

Best Practice Prevention Models and Principles

Risk and Protective Factors

Risk factors are attributes, situations, conditions, or environmental contexts that increase the likelihood of the occurrence of sexual violence.¹⁶

Protective factors are attributes, situations, conditions, or environmental contexts that work to decrease the likelihood of the occurrence of sexual violence.¹⁷

Familiarity with risk and protective factors are critical when developing or enhancing a sexual violence prevention program for children and youth. Illustrating these factors related to sexual violence contribute to a better understanding of the issue and help practitioners build strength-based programs. Prevention programs provide the tools and resources to help diminish risk factors and strengthen protective factors.

More detail on the significance of assessing community risk and protective factors will be provided in Chapter 6.

Best Practices: the elements and activities of intervention design, planning, and implementation that are recommended on the basis of the best knowledge currently available.



Examples of individual and community level risk factors and protective factors for sexual violence:

Risk Factors:

- General aggressiveness and acceptance of violence
- Hyper-masculinity
- Hostility toward women
- Emotionally unsupportive family environments
- Weak community sanctions against sexual violence perpetrators
- Witnessed family violence as a child
- Weak laws and policies related to gender equity

Protective Factors:

- Diverse individuals are engaged within their communities in activities promoting healthy relationships and healthy sexuality
- Schools that teach about healthy relationships, body safety, and sexuality
- Peers, families, and intimate partners effectively identify and respond to unhealthy or problematic behaviors
- Families and/or other important figures provide a caring, open, and encouraging environment that actively promotes positive development
- Willingness and ability to be active participants in a thriving community
- Presence of skills to encourage healthy sexuality and engage in healthy relationships

More examples can be found at http://www.cdc.gov/ncipc/dvp/SV/svp-risk_protective.htm

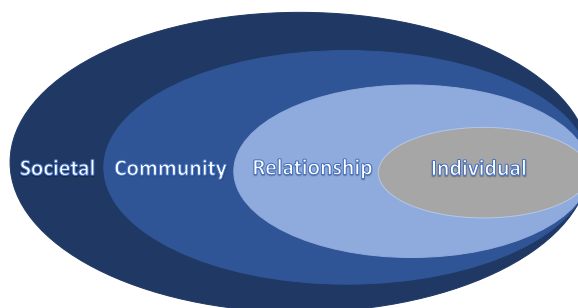
The Social-Ecological Model

The Social-Ecological Model (SEM) supports a comprehensive public health approach that not only addresses individual risk and protective factors, but also the norms, beliefs, and social and economic systems that create the conditions for the occurrence of child sexual abuse and exploitation.¹⁸

The social-ecological model provides a framework for understanding the complex interplay of individual, relationship, social, political, cultural, and environmental factors that influence child sexual abuse and exploitation and also provides key points for prevention.¹⁹

The most effective prevention efforts move beyond the individual level and wrap around the community (Figure 2A). The likelihood of successful results and a wide reach depend on the degree to which the planning process considers the different levels of the social-ecological model.

Figure 2A:



Social Ecological Level	Definition	Prevention Strategy Example
Individual	Personal knowledge, attitudes, and skills influencing behavior	Ongoing school based group for boys to talk about masculinity and healthy sexuality
Relationship	Interactions with family, intimate partners, and peers	Classes that educate parents and school professionals about talking to youth about healthy sexuality and relationships
Community	An individual's experiences and relationships with systems such as schools, workplaces, and neighborhoods	School holds a "Healthy Relationships" week and promotes activities that spread into the community, like displaying youth created art projects that reframe sexist and violent advertising into positive and respectful messages
Society	Macro-level factors that influence sexual violence such as gender inequality, religious or cultural belief systems, societal norms, and socio-economic factors such as forms of oppression	Students are encouraged to and supported in staying informed of state and national policy discussions

Note: These are examples only; this is not an inclusive list of prevention strategies/activities.

Perpetrator Prevention

Child sexual abuse and exploitation initiatives that are most effective address several points of view: that of the victim, the bystander, and the perpetrator. For example, children who experience positive and healthy relationships do not generally develop abusive behaviors.²⁰ The following three qualities can prevent the development of abusive behaviors in children:

- **Good communication skills**

- Stating feelings, needs, and wants
- Getting feelings met without “acting out”

- **Empathy**

- Accurately interpreting the emotional cues of others
- Responding in a way that demonstrates care or respect

- **Accountability**

- Having an accurate understanding that one is responsible for one's own behavior, and not for the behavior and feelings of others²¹

Incorporating elements of each of these qualities in prevention programming is critical.

It is important to note that while victims of sexual abuse are at risk of becoming perpetrators of sexual abuse, most children who are sexually abused will not go on to sexually abuse children. When sexually abused children are believed and supported by significant people in their lives, they are able to develop safe and healthy sexual behaviors as they grow into adulthood.²² The implementation of appropriate protective factors encourage positive behaviors.

The Nine Principles of Prevention

The Nine Principles of Prevention are a set of criteria used to evaluate the potential, usefulness, and efficacy of child sexual abuse and exploitation prevention resources. The criteria are taken from, *What Works in Prevention: Principles of Effective Prevention Programs*

Nine Principles of Prevention

1. **Comprehensive:** Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.
2. **Varied Teaching Methods:** Strategies should include multiple teaching methods, including some type of active, skills-based component.
3. **Sufficient Dosage:** Participants need to be exposed to enough of the activity for it to have an effect.
4. **Theory Driven:** Preventive strategies should have a scientific justification or logical rationale.
5. **Positive Relationships:** Programs should foster strong, stable, positive relationships between children and adults.
6. **Appropriately Timed:** Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.
7. **Socioculturally Relevant:** Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
8. **Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
9. **Well-Trained Staff:** Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

which used a “review of reviews” approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs.²³

1. Comprehensive

Comprehensive programming provides an array of interventions to address the target problem. Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target population.

Example: School-based comprehensive prevention should include adoption of programs and strategies beyond those covered in the classroom by imbedding child sexual abuse and exploitation prevention in activities such as new student orientation, school sports/activity groups, and other school wide programming.

2. Varied Teaching Methods

Child sexual abuse and exploitation prevention education should include multiple teaching methods including an active skills-based component. Skill development is imperative to

effective sexual violence prevention.²⁴

Example: A lesson plan for working with middle school students may include acting out scenarios or a writing competition. The high school students on the other hand might create their own videos showing the process of checking for consent with their partners along with completing reading assignments and classroom discussions.

3. Sufficient Dosage

Strategies proven to be the most effective provide more contact with participants. Research has consistently shown that programs that emphasize a one-time presentation focused on raising awareness or self-defense rarely produce behavioral change. Sufficient dosage occurs when participants are exposed to enough of an intervention for it to have an effect.²⁵

Example: Concepts must be delivered multiple times per year (or at least in two sessions per year) and reinforced and built upon each year, as developmentally appropriate.

4. Theory Driven

A program that is theory driven requires the scientific justification of a preventive intervention. The program should develop strategies that are supported by well-validated behavior or social change theories.

Example: A school district, partnering with a local college researcher, selects or develops a sexual violence intervention strategy using knowledge gained from an individual or social change theory in combination with the Social Ecological Model (SEM) and relevant best practice recommendations.

5. Positive Relationships

Child sexual abuse and exploitation prevention programs should foster strong, stable, positive relationships between children and adults. Children who have an open and communicative relationship with at least one trustworthy adult are far less likely to become targets of sexual violence. Adults may need training on how to be open and approachable as well as how to implement steps to intervene, such as reporting or responding to potential sexual abuse, exploitation, or violence. Children also need guidance on how to foster positive peer relationships. Respect for others' boundaries and education around issues of consent are very important to preventing sexual violence in peer relationships.

Example: Teachers and the parent teacher organization in an elementary school partner to conduct an adult education program to practice listening, staying calm, and giving honest answers to children's questions about sexuality. The program is conducted early in the year prior to the implementation of companion age-appropriate classroom sessions for the schools' children.

6. Appropriately Timed

In order to have maximum impact, program activities should be implemented at developmentally appropriate intervals. Appropriately timed strategies focus on changing the potential trajectory of sexual violence by reducing risk factors prior to a person perpetrating or experiencing sexual violence. Appropriately timed strategies also take the developmental (i.e., intellectual, cognitive, and social) needs of participants into consideration.

Example: A K-6 school implements a series of child sexual abuse and exploitation prevention programs starting in their kindergarten classes and continuing at each grade level based on a consistent core message with age appropriate information and skills practice.

7. Socioculturally Relevant

Social and cultural relevance describes the ability of a program to address the target population in ways that are meaningful and within the cultural norms and practices of that population.

Positive prevention outcomes are most likely to occur when prevention efforts are designed in consideration of the target population(s) and the wider local community. This requires recognizing cultural norms of the community and the populations that make up the environmental context of school-based prevention work. Including members of these groups in prevention program planning increases positive outcomes.

Example: Socioculturally relevant child sexual abuse and exploitation prevention efforts might include: establishing a collaborative work group to plan, design, and evaluate prevention efforts; its members would include students, teachers, administrators, and a variety of community members who represent constituent populations such as minority and immigrant communities.

8. Outcome Evaluation

A program incorporates the outcome evaluation principle when it has clear goals and objectives and its design includes systematic documentation that enables users to determine whether the program produced the desired effects. See Chapter 6.

It is also important to recognize the value of process evaluation (activities that gather data on how the strategy was implemented), in addition to the outcome evaluation. Studies of outcomes have shown that activities that monitor implementation generally have greater effects than those that do not.

Example: A school district implements a multi-grade level program to prevent dating violence among high school students (grades 9 through 12). It uses recent Youth Risk Behavior Survey (YRBS) data for behaviors specific to the school district. The school will use future YRBS results to measure whether the program's goals and objectives were achieved.

9. Well-Trained Staff

Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient trainings, support, and supervision. Staff tasked with implementing programs need to be well-trained in both the content of the child sexual abuse and exploitation prevention materials used and be prepared to discuss matters of sexuality. Even well developed, research-based programs can prove to be ineffective when the people charged with delivering them are not adequately trained. Other factors that can negatively impact the ability to deliver programming effectively include personnel turnover and a lack of “buy-in.”

Example: A school district offers a regular workshop on child sexual abuse and exploitation prevention teaching methods during annual in-service days for school personnel; including skills practice and mentoring led by seasoned school personnel and community prevention partners.

Addressing the Intersections of Oppressions

The Centers for Disease Control and Prevention proposes that we consider one more principle when implementing effective prevention programs. Intersectionality is a tool for analysis of the way race, class, gender, ethnicity, sexual orientation, ability, and other markers of difference intersect to contribute to individual, group, and community life experiences. As prevention practitioners it is important to be mindful of the interconnection among these markers of difference and the effects on the populations we work with when assessing, implementing, and evaluating prevention programs.²⁶

Promoting Child Sexual Abuse and Exploitation Prevention Training and Education for School Personnel and Adults in the School Community

Research is clear on the positive effects of age appropriate child abuse and exploitation prevention education at all levels of the school system. This means fostering a prevention program that begins during the early years of a child's education and continues into secondary school. This method allows the child to learn new skills while applying previous skills. Furthermore, it is recognized that all school staff and adults in the community play an important role in preventing child sexual abuse, exploitation, and sexual violence. Whether the adult works in the school cafeteria, drives the school bus, or maintains school grounds, he or she witnesses children interacting every day. Therefore, it is the responsibility of all adults who work with children, directly or indirectly, to respond effectively and consistently to behaviors that perpetuate violence.

When selecting activities and resources, choose ones that not only include guidelines and instructions for implementation and materials for training and preparing those conducting the program, but also include ideas and resources for engaging the broader school community in child sexual abuse and exploitation prevention education.

Child sexual abuse and exploitation prevention involves the examination and discussion of uncomfortable subjects. It is important that those involved in the primary prevention programs be sensitive to the topic and attitudes that support sexual violence and be willing to discuss them. Their ability to role model appropriate language and behavior sets the tone for a positive school culture.

This process requires ongoing training opportunities for school personnel and adults in the community. These trainings may best be facilitated by utilizing existing advocacy and education organizations in the local and statewide community, such as Prevent Child Abuse Georgia, Children's Healthcare of Atlanta, and the Georgia Center for Child Advocacy or other local child advocacy centers. Organizations are available for training, ongoing technical assistance and follow-up and will be the go-to resources when handling disclosures and other situations where support services are indicated. Collaborations are the key to success.

Georgia Center for Child Advocacy

P.O. Box 17770
Atlanta, GA 30316
(678) 904-2880

www.georgiacenterforchildadvocacy.org/

Children's Healthcare of Atlanta

975 Johnson Ferry Road NE
Atlanta, GA 30342-4735
(404) 785-3820

www.choa.org/medical-services/child-protection-advocacy-center

Prevent Child Abuse Georgia

P.O. Box 3995
Atlanta, GA 30302
(404) 413-1419
1-800-CHILDREN (1-800-244-5373)

www.preventchildabusega.org

Identifying And Engaging Community Prevention Partners

Georgia school communities are fortunate to have local and statewide child abuse prevention and advocacy agencies with whom to collaborate and seek assistance from in this important effort.

Statewide and community-based agencies and allies are key partners in school-based child sexual abuse and exploitation prevention education and have a wealth of knowledge and expertise.

It is recommended that schools and local agencies develop relationships with each other. Forging partnerships can build on existing collaborations. Such efforts create opportunities to expand and maximize existing resources and build good working relationships.

Chapter 4, Making a Sexual Violence Prevention Plan, includes information about engaging community stakeholders.

Appendix B provides a listing of community-based agencies, potential partners for child sexual abuse and exploitation prevention planning and implementation.



Darkness to Light: Stewards of Children

The Georgia Center for Child Advocacy leads a statewide prevention initiative to educate adults to prevent, recognize, and react responsibly to child sexual abuse and exploitation using Darkness to Light's Stewards of Children program and supplemental modules. The Stewards of Children curriculum is the only adult-focused, evidence-informed curriculum proven to increase knowledge and attitudes about child sexual abuse and to change behaviors promoting protective factors. The training is appropriate for parents as well as professionals and volunteers in youth-serving organizations such as schools, faith centers, camps, daycares, sports leagues, and clubs. It informs organization administrators, staff, and volunteers how to implement effective prevention policies, recognize the signs of sexual abuse in children and react and report responsibly if abuse occurs. It also teaches parents how to advocate for child protection policies in youth-serving organizations and how to talk to their children about their bodies and sexual abuse. The one-time 2½ hour Stewards of Children program is available through a group session led by an authorized facilitator as well as online. Authorized facilitators are located throughout Georgia. Stewards of Children is also available in a Spanish-language version.

Long term, the Georgia Center for Child Advocacy is working to bring the Stewards of Children program to every county and city in Georgia, initially training 5% of the adult population in each of these communities. This tipping point theory, based on Malcolm Gladwell's book, *The Tipping Point*, suggests that once 5% of a population has a change in behavior the momentum for change becomes unstoppable. With this goal all adults would have the opportunity to learn how to protect the children in their care.

Visit www.georgiacenterforchildadvocacy.org or www.d2l.org for more information.

Preparing to Respond to Disclosures of Abuse



Research indicates that only 38% of child abuse victims disclose during their childhood.²⁷

Quick Reference Guide:

In Appendix C, there is a “How to Handle Disclosures” reference page to guide your response to disclosures with children and youth. To report abuse call:

Georgia Division of Family and Children Services

Child Abuse Hotline: 1-855-GACHILD

Or visit the DFCS website: <http://dfcs.dhs.georgia.gov/>

During school-based child sexual abuse and exploitation prevention education presentations and events, children, youth, or adults may disclose current or past abuse. It is important that you are prepared to respond in a supportive way.

Research indicates that just 38% of child abuse victims disclose during childhood.²⁸ This is often due to fear of negative reactions such as not being believed or being blamed for the abuse. Children are often conflicted and confused about the abuse and fear the harm disclosing may have on their relationships—including the one they have with the abuser.

For these reasons, a child’s decision to disclose does not rest solely with the child – the likelihood of disclosures also rely on the behavior of the protective adult figures in the child’s life. See Appendix C for further guidance on how best to respond to disclosures.

Disclosure can be very challenging for a child, from both an emotional and developmental perspective. Knowing when behaviors and situations necessitate a closer look is essential when working with children.

Mandated Reporting: Understanding Your Role

In the event that a child discloses abuse or abuse is suspected, adults must understand their role as mandated reporters. Ideally, mandated reporting is the early recognition of abuse. Mandated reporters include most people who come into direct or indirect contact with children professionally (i.e. doctors, nurses, teachers).

Georgia's mandated reporter law also includes all volunteers working with children or youth (such as teenagers volunteering at a children's summer camp or parents who come in to school for story time or other classroom activities) and clergy, however, information learned within the context of a confession is still confidential and does not fall under the mandated reporter law. See *O.C.G.A. §19-7-5*.

Even if a person is not a mandated reporter, if he or she has reasonable cause to believe that suspected child abuse has occurred, they may report or cause reports to be made. See *O.C.G.A. § 19-7-5(d)*.

If you are reporting your suspicion of child abuse, it is assumed you are doing so in good faith. Thus, you will not be liable if the report is determined to be unsubstantiated. Additionally, it is not the role of the mandated reporter to investigate or collect proof, so most reports will be based on suspicion and considered to be made in good faith. It is the job of the Division of Family and Children Services to conduct an investigation and to ensure the safety of children.

All staff, employees, and volunteers should become familiar with and receive regular training on their organization's reporting policy so there will be no doubt that mandated reporters will be able to properly fulfill their duty to report suspected child abuse. If the organization does not have a policy in place or have updated information on procedures, please encourage them to include a mandated reporting policy as part of a larger child safety policy.

Rights of the Mandated Reporter

Mandated reporters may report anonymously and maintain some confidentiality regarding their identity. Additionally, they can limit their liability by following some easy and clear procedures.

- If a person is a mandated reporter then they should first notify the person in charge or the designated mandated reporter of their organization about the incident or concern.
- An employee or volunteer who makes a report to a designated person will have fulfilled his or her duty according to the law.
- The designated mandated reporter or supervisor of the organization **MUST** submit all reports made to them without modification, regardless of whether or not they agree or believe the allegation. See *O.C.G.A. § 19-7-5(c)(2) and (c)(3)*.

The law was recently amended to provide criminal immunity for an individual who, acting in good faith, is in possession of unlawful images and materials of children (i.e. child pornography), and is assisting law enforcement when the safety of a child is threatened or

jeopardized. The individual will be granted immunity from criminal liability as long as the person turns the material over to law enforcement within 72 hours of coming into possession of the images. The purpose of this statute is to incentivize reports and individuals who may know of or be aware of inappropriate materials to step forward and help law enforcement without facing criminal charges for having the material. The specific language can be found under O.C.G.A. §16-3-22.

If a mandated reporter fails to report they can face criminal punishments and prosecution. Under O.C.G.A §19-7-5(h), “Any person or official required by subsection (c) of this code section to report a suspected case of child abuse who knowingly and willfully fails to do so shall be guilty of a misdemeanor.”

Prevent Child Abuse Georgia offers free in-person mandated reporter trainings. You can request a training in your area by visiting <http://abuse.publichealth.gsu.edu/free-online-mandated-reporting/>. Online training is available at www.prosolutionstraining.com/menu/. Children's Healthcare of Atlanta also offers in person trainings as well as webinars and Computer Based Trainings (CBTs). Visit <https://www.choa.org/medical-services/child-protection-advocacy-center/prevention-and-training> to learn more about those trainings.



Who is Mandated to Report?

Georgia law requires certain individuals to report suspected child abuse:

- School teachers/ administrators
- School guidance counselors, visiting teachers, school social workers, school psychologists
- Child service organization personnel
- Child welfare agency personnel
- Child counseling personnel
- Law enforcement personnel
- Licensed psychologists and interns
- Physicians licensed to practice medicine; interns/residents
- Registered professional nurses/ licensed practical nurses
- Hospital or medical personnel, dentists, podiatrists
- Professional counselors, social workers, or marriage and family therapists
- Staff and volunteers at child and family-serving agencies
- Reproductive health care facility or pregnancy resource center personnel and volunteers
- Clergy - however not within the confines of confession

Chapter 3:

Identifying Child Sexual Abuse and Exploitation Prevention Resources for the Classroom and School

The purpose of this chapter is to provide educators and administrators with a framework of the knowledge, skills, and attitudes to be included in child sexual abuse and exploitation prevention education addressing:

- How to present child sexual abuse and exploitation prevention content
- Age appropriate teaching suggestions for grades K-12

Quick Reference Materials:

- ⇒ Checklist for effective sexual abuse and exploitation prevention curricula and programs

In this chapter, we will look at Age Appropriate Teaching Suggestions for sexual abuse and exploitation prevention according to grade level. We will address grades K-12.

Why Child Focused Prevention Training Should Be in Schools and Youth-Serving Organizations

In the United States, 1 in 4 students will experience some type of trauma or victimization before they reach the age of 16.²⁹ Exposure to victimization and trauma increases a child's risk for physical and mental complications and has the potential to follow these children well into adulthood.³⁰

Polyvictimization occurs when a child experiences multiple victimizations of different types such as physical abuse, sexual abuse, bullying, and exposure to family violence.³¹ It is not simply multiple episodes of the same type of victimization. A 2010 national sample that examined polyvictimization of children and youth found that as many as 1 in 5 children and youth are polyvictims.³²

Traumatized students are at risk of suffering from:

- lower grade point averages;
- higher school absence rates;
- increased drop-out rates;
- increased suspensions and expulsions; and
- decreased reading ability.³³

Trauma impacts neural development in the brain which can have severe consequences when it comes to school readiness, academic achievement, and behavior.³⁴ Examples of consequential behaviors include:

- displaying aggression and social anxiety;
- lacking behavioral self-regulation; and
- suffering from learning disabilities.

“The weight of currently available evidence shows that it is worth providing children with high-quality prevention education programs.” -

David Finkelhor

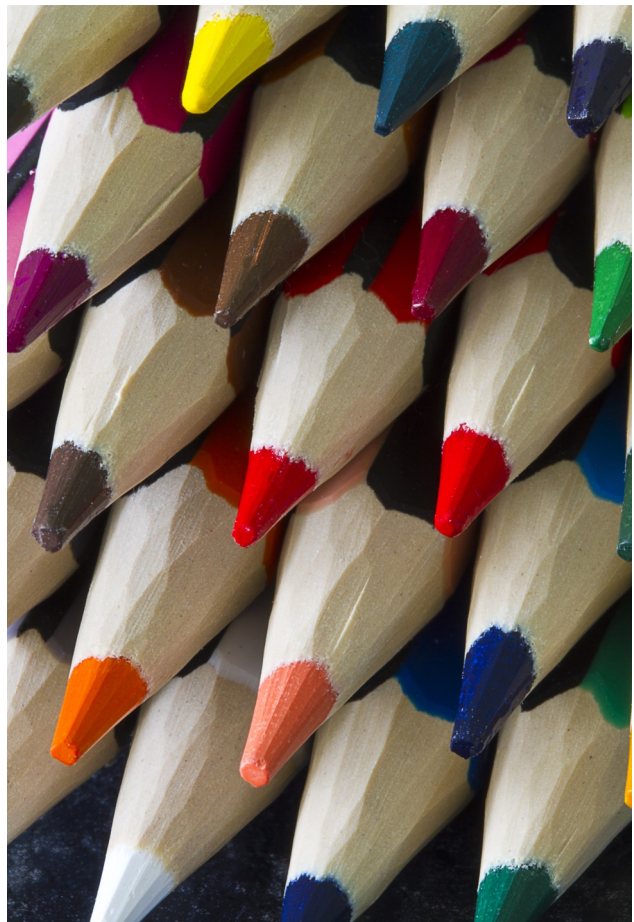
Finkelhor, D. (2007). Prevention of Sexual Abuse Through Educational Programs Directed Toward Children.

Pediatrics, 120(3), 640-645. doi:10.1542/peds.2007-0754

These academic and behavioral risks can be diminished by comprehensive prevention.³⁵ While child sexual abuse and exploitation is the focus of this guide, we understand that it is not an isolated form of victimization and can co-occur with other forms of violence such as bullying.³⁶

Research supports the funding of prevention efforts that focus on the broad spectrum of victimizations that children suffer.³⁷

Prevention programs are not designed to put children in charge of their own safety. That is the role of adults. These programs do, however, empower children to trust their feelings. Prevention programs also give them the knowledge and resources they need to avoid potentially harmful situations and confide in trusting adults. As Dr. Finkelhor notes, “The weight of currently available evidence shows that it is worth providing children with high-quality prevention-education programs.”³⁸



The Importance of Health Education

Health literacy is presently considered to be essential for students to adopt and maintain healthy behaviors. A 2004 report by the Institute of Medicine on Health Literacy states that “the most effective means to improve health literacy is to ensure that education about health is part of the curriculum at all levels of education.”³⁹

Health education should contribute directly to a student’s ability to successfully practice and maintain behaviors that protect and promote good health and avoid or reduce health risks.⁴⁰ The National Health Education Standards (NHES) emphasize knowledge and skills that are critical to the healthy development of children and adolescents.⁴¹ “Knowledge” includes the most important facts, while essential “skills” encompass analysis and communication that lead to the practice and adoption of health enhancing behaviors.⁴²

While it is the responsibility of adults to protect youth from perpetrators of sexual abuse and exploitation, there are skills, knowledge, and attitudes that can be developed in students which will help reduce the prevalence and tolerance of sexual violence in communities and lead to decreased perpetration, increased intervention, and real social change and safety.

The Georgia Statewide Human Trafficking Task Force pulled from local expertise and recognized best practice to identify essential

skills, knowledge, and attitudes to help prevent sexual abuse and exploitation through bystander intervention and perpetrator prevention. These are presented in the following pages in grade clusters.

Skills, Knowledge, and Concepts Aligned with Health Expectations

The following set of teaching suggestions are to be used in helping school communities incorporate sexual abuse and exploitation prevention education into health education. These skills and concepts should be explicitly taught, modeled, discussed, rehearsed, and role-played with feedback. Visit [https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Health Education 2-11-2010.pdf](https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Health%20Education%202-11-2010.pdf) for a copy of Georgia’s Health Education Performance Standards.



Age Appropriate Teaching Suggestions for Grades Kindergarten-2

1. Teach the proper names of all body parts and how to name emotions. Children with poor language skills are more vulnerable to potential offenders (less likely to tell someone) and at a higher risk to develop abusive behaviors (acting out). Offenders depend on silence and secrecy.
2. Teach healthy boundaries around physical touch – i.e., asking for permission before touching others and everyone has the right to say “no” to touch. Model this yourself by asking permission before giving a child a hug and by not commanding children to give hugs to others.
3. Help children understand that touch and physical affection are never a secret.
4. Help children identify more than one adult whom they can ask for help.

Things to consider:

1. Avoid telling children to figure out if a touch is “good,” “bad,” “appropriate,” “inappropriate,” “safe,” “unsafe,” etc. because they are not developmentally able to make these distinctions.
2. Avoid saying that they “have to” or “should” tell someone if they are sad or mixed-up. Instead say that they “can” ask for help. The distinction is important to avoid putting the burden of disclosure on children.
3. Avoid blaming language, i.e., “don’t let someone hurt you.” Blaming language may make children who have been victimized feel worse and not seek help.

Age Appropriate Teaching Suggestions for Grades 3-4

1. Teach students how to identify messages that they receive from friends, family, and the media and think about how the messages affect decisions.
2. Teach students about setting and maintaining boundaries as an essential component for safe and responsible relationships.
3. Reinforce the use of proper names of all body parts.
4. Teach tolerance and dealing with conflict respectfully and productively.
5. Build effective communication skills as a component of healthy relationships.
6. Help children understand that touch and physical affection are never a secret.

Things to consider:

1. When teaching tolerance, cultural differences need to be respected.
2. Avoid blaming language, i.e., “don’t let someone hurt you.” Blaming language may make children who have been victimized feel worse and not seek help.
3. Avoid saying that they “have to” or “should” tell someone if they are sad or mixed-up. Instead say that they “can” ask for help. The distinction is important to avoid putting the burden of disclosure on children.

Age Appropriate Teaching Suggestions for Grades 5-6

1. Introduce non-violent and non-verbal communication skills.
2. Explore the meaning of healthy relationships.
3. Strengthen understanding of the bystander role and create opportunities to practice.
4. Help children practice how to ask for help for themselves or others.
5. Reinforce critical thinking skills including the concept of social access to “power” based on gender, age, social status, developmental ability, size, etc., and how that impacts relationships.

Things to consider:

1. Avoid placing responsibility on children to protect themselves or to have the correct “instincts” or “gut feelings” about sexual abuse. Experience of childhood trauma (including sexual abuse, witnessing domestic violence, etc.) can significantly affect brain development and the emotional responses of children. Emotional responses of traumatized children may be marked by dissociation/numbing or hyper-arousal.⁴³
2. For some children, a trustworthy adult may not be their parent or a family member.
3. Use non-blaming language to keep the door open for youth to ask for help or disclose regardless of whether they are a victim, witness/bystander or perpetrator.

Age Appropriate Teaching Suggestions for Grades 7-8

1. Continue to support and create opportunities to practice communication skills around personal boundary setting.
2. Teach dynamics of healthy versus unhealthy relationships.
3. Teach students skills for reaching out for help including providing information on community resources.
4. Support student analysis of social, cultural, and peer influences on body image, gender norms, sexuality, and sexual behaviors.
5. Discuss concepts of sexual consent.

Things to consider:

1. Do not focus solely on safety techniques for young women (example: don't walk at night alone, don't put yourself in risky situations) as this can lead to victim blaming. Focus should be on perpetrator prevention and bystander intervention.
2. Do not forget to use proper names for body parts.
3. Children need to hear consistent messages from different people in their life. Support student learning by reaching out to other adults in their lives and providing them with language to talk about healthy sexuality.
4. Resources for youth with sexual behavior problems are available throughout Georgia. Call the Division of Family and Children Services (DFCS) to report suspected abuse if a student discloses that they have sexually abused a specific child. It benefits the child with sexual behavior problems and his/her family to work with DFCS. Be sure that your school's counselors and a specially trained local mental health clinician know that you may receive such disclosures so that they can be prepared to assist. Youth with sexual behavior problems who receive treatment and support are less likely to become adult sex offenders.

Age Appropriate Teaching Suggestions for Grades 9-12

1. Discuss how to make decisions in risky situations.
2. Practice interpersonal communication skills that support healthy relationships.
3. Create opportunities to enhance and practice critical thinking skills.
4. Strengthen self advocacy and bystander skills through practical application.
5. Support the ability of students to set healthy sexuality goals.
6. Ensure students know how and where to access reliable school and community sexual violence prevention and intervention resources.
7. Include clear and accurate information about the concept of consent.

Things to consider:

1. Use supportive and non-blaming language to encourage disclosure, regardless of whether they are a victim, witness/bystander, or perpetrator.
2. This work isn't for everyone. If you are not comfortable talking about sexuality, seek assistance. Students will sense your discomfort and learning will be affected.

Identifying Resources

Engagement and dialogue with community partners will help inform schools' selection of appropriate resources.

The adjacent checklist is a quick reference tool to guide identification of curricula and resources for your child sexual abuse and exploitation prevention work. The Health Education Curriculum Analysis Tool (HECAT) referenced earlier also has a section on identifying violence prevention resources.

An additional and key component is evaluation: How do we know that students are learning child sexual abuse and exploitation prevention knowledge and skills?

The answer is through student assessment. Assessment should be an integral part of prevention activities and should inform improvements for classroom lessons and activities.

Assessment should be continuous and ongoing. It can be a question or a task that elicits a student response that demonstrates health knowledge and skills. This type of assessment, referred to as formative assessment, gives educators information about whether or not students are learning, which should then determine future instructional opportunities. Assessment done at the end of a unit is referred to as summative assessment.

Sample checklist for effective sexual abuse and exploitation prevention curricula and programs:

- ⇒ Age and culturally appropriate
- ⇒ Follows the advice of The Nine Principles (see Chapter 2)
- ⇒ Comprehensive coverage of healthy relationship and communication skills
- ⇒ Reflects Georgia State Health Education Standards or National Health Education Standards
- ⇒ Practical information with clear and basic messages
- ⇒ Instructional options for involving students, parents and other adults
- ⇒ Lesson plans include classroom and out of classroom options
- ⇒ Students have an opportunity to learn about healthy knowledge, attitudes and skills in interactive and active ways
- ⇒ Content conveyed through multiple lessons (saturation)
- ⇒ Research, evidence-based, or proven track record
- ⇒ Progressive information that builds on content provided in earlier years

Chapter 4:

Making a Child Sexual Abuse and Exploitation Prevention Plan: Moving Beyond the School

The purpose of this chapter is to provide information about how to engage community stakeholders in establishing priorities for sexual violence prevention addressing:

- Identifying your planning team
- Identifying key adult stakeholders
- Assessing community risk factors, needs, assets, and resources
- Developing capacity-building and prevention goals
- Determining target population(s) and implementation tools
- Creating a logic model and timeline

Quick Reference Materials:

- ⇒ List of stakeholders and community partners
- ⇒ Readiness questions
- ⇒ Youth-related data resources list
- ⇒ Victim safety and perpetrator risk guide
- ⇒ Prevention goals grid sample

More than half of all reports of suspected child abuse are made by school personnel, and children spend the majority of their time in a school setting.⁴⁴ Effective approaches to child sexual abuse and exploitation prevention strategies engage and involve a full spectrum of stakeholders from the community.

“Communities can be more or less ready to begin a prevention initiative.... The beginning might be developing relationships and discovering allies; or ensuring that no existing policy stands in the way of your efforts. With a more prevention ready community, the beginning might be gathering the community and beginning the planning process. Whatever the starting point, remembering that community development is a process, will help all members recognize growth and change and to honor that change as a worthy accomplishment toward prevention readiness.”

Community Development and Sexual Violence Prevention: Creating Partnerships for Social Change. Gayle M. Stringer, M.A. Washington

Children interact with youth-serving organizations, faith-based centers, and clubs during outside of school time, and these agencies should also have a role in protecting the children they serve.

A comprehensive prevention plan that is inclusive of all youth-serving organizations will create a sense of ownership and satisfaction from the community which will lead to long term sustainability and support for collaborative efforts.

Whether beginning with a single meeting, a series of meetings, or focus groups, simply identifying and engaging stakeholders in dialogue, listening to and sharing ideas and concerns about child sexual abuse and exploitation prevention are important first steps.

Within a school, the following persons may be involved in developing and implementing a child sexual abuse and exploitation prevention plan:

- Classroom teachers from different grade levels
- Para-professionals
- Student assistance professionals
- Health educators
- School resource officers
- School nurses
- School counselors
- School social workers
- School psychologists
- Social/emotional learning specialists
- Special education director
- Curriculum coordinator
- Athletics director or coaches
- Youth (youth leaders from school or community groups)
- Principal or other administrators
- PTO or PTA or other parent representative
- Liaison/representative to the school board

- Other school personnel

It will be useful to tap into existing task forces, committees, and other institutional structures like a coordinated school health team, curriculum committee, or other school or district-wide collaborative work groups.

When working within the larger community, it is important to connect to and invite individuals and agencies who are allies and resources for the work, these include:

- Local youth-serving partnerships
- Local Prevent Child Abuse Georgia councils
- Local county Division of Family and Children Services (DFCS) offices

Cultural Competence

“It is essential that core activities [of prevention]... be conducted within the context of the unique aspects of various populations and communities. Guidance from the population is key in the design, implementation and evaluation of a prevention program...simply translating the materials for a given intervention into a different language does not constitute culturally appropriate or relevant strategy as it does not address the different ways communities talk and think about sexual abuse and exploitation.”

Sexual Violence Prevention: Beginning the Dialogue, Centers for Disease Control and Prevention, 2004, p. 3.

- Local Stewards of Children prevention coalitions
- Local Children's Advocacy Centers
- Local Georgia Family Connection Partnership collaboratives
- Local sexual assault and domestic violence agencies
- Community partnerships, child protection teams, and related prevention initiatives
- Higher education institutions with relevant campus-community programs

Many of these groups have planning tools, model resources, and aligned goals about prevention education or public health and wellness, and may recognize how mutual collaboration can facilitate your common goals of empowering youth and adults to build healthy and safe communities.

Framing the issue and asking some questions as a way to launch the planning process will help create community buy-in from the start. Facilitating broad interest, collectively defining relevancy of the issues, and ownership of the planning process by a diverse group will strengthen stakeholder willingness to share in the work throughout the ongoing planning and implementation process.

As a result, the community is working collectively to change the cultural norm from one where child sexual abuse and exploitation is passively accepted and children in the community are easily accessible to predators, to one where child sexual abuse and exploitation is not tolerated. All adults can play a role in this important cultural shift.

What follows are a series of suggested steps and tools for conducting a prevention planning process. Reference is made to a variety of resources, models, and templates for planning, some simple and others more complex, any of which can be adapted to your local community with relative ease.

Most of the sources indicated are readily available and are free or low cost. Technical assistance for planning efforts across Georgia is available by contacting Prevent Child Abuse Georgia, the Georgia Center for Child Advocacy, or the Office of Prevention and Family Support at the Division of Family and Children Services.

I. Assess Community Needs and Establish Capacity-Building and Prevention Goals

A needs assessment that includes an inventory of existing community resources and identifies specific local risk factors or barriers and challenges will provide a good foundation for prevention planning. The basic "Thinking About Readiness" questions highlighted in the box on page 45 are examples of the simplest kind of tool for this purpose.

This information gathering step will provide a blueprint for the work that follows and allow stakeholders to clearly ground all aspects of the planning and ongoing decision-making with locally specific knowledge.

Kids Count, a resource that provides reliable data, policy recommendations and tools needed to benefit children and families, can

provide county-level data on the health and well-being of children and communities.⁴⁵ Looking at local data and identification of gaps or barriers that communities may want to address in planning. The information may also help identify target population(s) for prevention efforts, discussed in step two in this chapter.

Once a profile of community needs and assets has been created, objectives and goals for a child sexual abuse and exploitation prevention plan can be developed.

This might be as simple as utilizing a logic model or by following a more detailed planning model, examples of which are referenced on pages 46 and 47.

Whatever method is used, the time taken to establish purpose, rationale, clear goals, objectives, and activities for child sexual abuse and exploitation prevention programming will strengthen your ability to engage additional community allies and the intended audience.

As the planning process moves forward, identify short term and long term goals, including both prevention and capacity-building goals such as training or technical assistance needs for staff. Decide what is doable and practical as a starting point with available resources and set some benchmarks along the way to longer term goals.

2. Prioritize Target Population(s) and Identify Implementation Tools

When beginning to set goals, decisions will be shaped by the information gathered. Looking at

risk factors, assets, resources, and other information from community data will help inform prevention goals and appropriate activities that directly address identified risk factors and build protective factors in individuals and the community. Avenues for increased education should include embedding training programs and child protection policies within organizations such as: youth serving organizations; educational institutions; youth sports; faith-based institutions; parents; professionals (medical, judicial, criminal justice, mental health, public health).

Specific programs and methods for implementation will depend upon each target population, and each group will require a customized approach. For instance, the prevention strategies provided to staff of a school will differ from the prevention skills taught to parents and again differ from the programs implemented for children.

Short-Term Goals	Long-term Goals
<p>Prevention goal: To provide developmentally and culturally appropriate sexual abuse and exploitation prevention instruction to grades K-3.</p> <p>Capacity-building goal: To increase the sexual abuse and exploitation prevention knowledge, attitudes, and skills of classroom teachers K-3.</p>	<p>Prevention goal: To provide developmentally and culturally appropriate sexual abuse and exploitation prevention classroom instruction for all staff and students across all elementary grades.</p> <p>Capacity-building goal: To increase the sexual abuse and exploitation prevention knowledge for all school personnel.</p>
<p>Prevention goal: To host a healthy teen relationships month with classroom and community activities for youth and their parents.</p> <p>Capacity-building goal: To identify local resources to assist in planning and presenting the</p>	<p>Prevention goal: To create a middle school sexual abuse and exploitation prevention plan for the district.</p> <p>Capacity-building goal: To build a district-wide prevention planning team.</p>
<p>Prevention goal: To select relevant resources for the school community and address identified risks and attitudes that contribute to sexual abuse and exploitation.</p> <p>Capacity-building goal: To collect and review data about the prevalence of and attitudes towards violence in the community.</p>	<p>Prevention goal: To select and implement sustainable prevention programming that is culturally relevant for different identities in the school community.</p> <p>Capacity-building goal: To incorporate regular evaluation and analysis of prevention programming that informs ongoing improvements.</p>

3. Create a Logic Model and Timeline

One basic planning tool to consider using is a logic model. A blank template based on the Centers for Disease Control (CDC) Rape Prevention Education guidance document is provided in Appendix K.

A logic model lays out a sequence of the components or necessary “ingredients” in planning and implementation.⁴⁶ It represents an easy to follow flow chart ending with the short-

term and long-term desired results of your prevention efforts. The completed logic model continues to provide a useful big picture of prevention planning.

Goals, objectives, and target audiences may evolve and change, or new ones may emerge, but the logic model affords a guidance document that keeps the overall purpose visible in an active, quick reference format. On pages 46 and 47 is an example of a logic model using the CDC template.⁴⁷ Creating a timeline for the planning and implementation process is also essential.

Child Sexual Abuse and Exploitation Prevention

Thinking About Readiness: A set of basic questions to get started

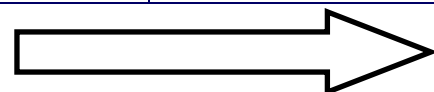
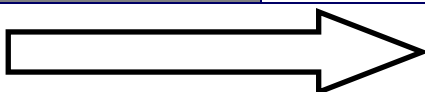
- ⇒ How do you identify your community?
- ⇒ How does your community define prevention?
- ⇒ What policies are in place that will support your prevention efforts in the community?
- ⇒ What barriers exist that will impede your prevention efforts?
- ⇒ Describe existing prevention planning efforts in this community.
- ⇒ Describe existing levels of collaboration:
 - With whom do you regularly share information?
 - With whom do you work to enhance or expand existing prevention efforts?
 - With whom do you create new resources and ways of doing prevention work?
- ⇒ What evaluation research have you gathered on existing prevention efforts, if any, to inform your planning process?
- ⇒ Describe the ways in which the local, county, state or national funders support your local efforts.
- ⇒ List resources for sexual assault prevention technical assistance.
- ⇒ What funding exists to support the beginning of your prevention initiative?
- ⇒ List leaders in the community who will advocate for community prevention.

Sample Logic Model for an Elementary School Prevention Plan

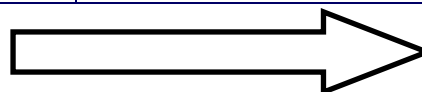
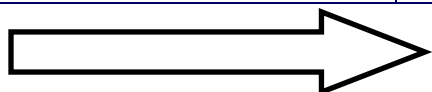
Assumptions:

The goal of the prevention plan is to improve the child sexual abuse and exploitation prevention capacity of our health education programs for grades K-3.

Inputs		Outputs	
	Activities	Outputs	Participants
Stakeholders (e.g., parents, school staff, administrators, community allies) Personnel Time Resources	Determine specific objectives for grades K-3	Implement initial K-3 curriculum and activities	Children in grades K-3
	Consult with allied community prevention agencies	Conduct school-wide sexual abuse and exploitation prevention information fair with parents and children	Parents Administrators Teachers School Staff
	Identify and acquire applicable sexual abuse and exploitation prevention curriculum and classroom activities	Provide school personnel in-service training on identified sexual abuse and exploitation prevention curriculum	Local and state-wide sexual abuse and exploitation service and prevention organizations and allied agencies
		Implement mandated reporter training for personnel to better respond to disclosures	



Outcomes		
1-3 Years	3-5 Years	5-10 Years
<p>All students in grades K-1 will know correct names of all body parts</p> <p>Hold a minimum of one sexual abuse and exploitation prevention activity annually for parents and their children</p> <p>All school personnel receive at least one sexual abuse and exploitation prevention training annually</p>	<p>All students in grades K-3 will know correct names of body parts</p> <p>All parents of students in grades K-3 will be actively involved in sexual abuse and exploitation prevention activities</p> <p>All school personnel will be actively involved in sexual abuse and exploitation prevention activities</p>	<p>Interconnected prevention activities will be implemented in every K-3 class curriculum across the school</p> <p>All parents of students in grades K-3 will help design, lead and facilitate school and community sexual abuse and exploitation prevention activities</p> <p>All school personnel will help design, lead and facilitate school and community prevention activities</p>



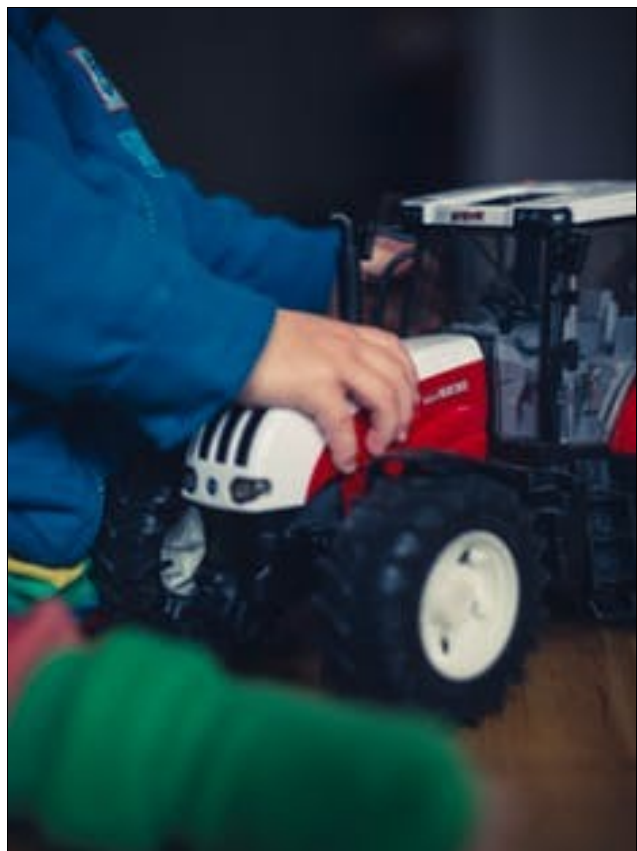
The degree to which child sexual abuse and exploitation prevention activities work in sync with parallel prevention efforts or other school and community health and safety initiatives, the easier it will be to maximize existing resources and engage audiences.

4. Design an Evaluation Plan

Evaluation of child sexual abuse and exploitation prevention activities is a key element for ongoing success and sustainability. Effective evaluation should begin at the onset of the planning process. Evaluate both the planning process and prevention activity implementation.

There are likely evaluation tools already in use in youth-serving organizations in your community that are adaptable to child sexual abuse and exploitation prevention activities. Many of the prevention programs highlighted in Chapter 5 offer evaluation tools.

Chapter 6 will provide an introduction to one standard evaluation tool, the SMART model, developed by the CDC.



To find youth related data for your community and other communities in Georgia here are some helpful links:

Kids Count

<http://datacenter.kidscount.org/data#GA/2/0/char/0>

Georgia Department of Education

<http://www.gadoe.org>

Georgia Department of Public Health

<https://dph.georgia.gov/YRBS>

<http://dph.georgia.gov/health-data-and-statistics>

Georgia Division of Family and Children Services

<http://dfcs.dhs.georgia.gov/fact-sheets>

Chapter 5:

Georgia Statewide Human Trafficking Task Force, Work Group 2 Program Analysis

The purpose of this chapter is to provide descriptions and information on the sexual abuse and exploitation prevention programs reviewed by the Georgia Statewide Human Trafficking Task Force, Work Group 2: Youth Aware and Safe. Each program review will contain:

- The organization that operates the program
- A description of the program
- The program website
- Targeted age groups
- Evaluators' notes

Quick Reference Materials:

⇒ National Educators to Stop Trafficking (NEST) Resource

This chapter will aid schools and youth-serving organizations in the selection of a program(s) best suited to their community. The following pages include a list of sexual abuse and exploitation prevention programs that were thoroughly reviewed and analyzed by the Georgia Statewide Human Trafficking Task Force, Work Group 2: Youth Aware and Safe. All the programs listed in this chapter have something to offer and many are being implemented in schools across the United States with varying levels of support and success. Some are better suited to a small group setting, some to an assembly-based setting, some concentrate on very specific areas of abuse or exploitation, while others offer sexual abuse prevention information within the context of body safety and general protective skill-building.

Each listing includes contact information for the program developers and a link to their website, if it was available at the time of publication. As this is an emerging field of education, we encourage you to review more than one program and consider how it best suits the needs of your school's or organization's population and explore supplemental education

programs where appropriate. The program review was based upon evaluation of the following components:

- comprehensiveness;
- varied teaching methods;
- sufficient dosage;
- theory driven, evidence-based;
- positive relationships;
- appropriate timing;
- socio-cultural relevance;
- outcome evaluation;
- well-trained staff; and
- encourage parental involvement.

(A thorough explanation of each of these criteria is more clearly explained in Chapter 2.)

Seven programs stood out for meeting the majority of our desired criteria, and are highlighted in the following pages. Additionally, we have added “Evaluators’ Notes” to highlight specific features of each of the programs that might assist others in their review and selection process.

Top Programs: (Listed Alphabetically)

- MBF’s Child Safety Matters
- The Healthy Relationship Project
- Not a #Number
- Second Step– Child Protection Unit
- Speak Up Be Safe

- Think First and Stay Safe
- Teen Lures TV Newscast School Program

Other Programs for Consideration:

- Blue Ribbon Week
- Bodies Are Not Commodities
- Botvin Life Skills
- Chicago Alliance Against Sexual Exploitation (CAASE)
- Globalize 13
- My Life My Choice
- radKIDS Personal Empowerment Safety Education Program
- Revved Up Kids
- Rewire
- School Trafficking Outreach Program (STOP) for Human Trafficking
- ShineHOPE
- Tell Your Friends
- UNICEF’s Child Trafficking Curriculum
- Working to Institutionalize Sex Education (WISE Initiative)

Dating Violence Prevention Provided by the Georgia Department of Public Health:

- Dating Matters: Strategies to Promote Healthy Teen Relationships
- The Safe Dates Curriculum

Top Programs:

MBF's Child Safety Matters⁴⁸

Organization: Monique Burr Foundation for Children, Inc.

Description: MBF Child Safety Matters™ is a comprehensive, research-based, primary prevention program designed to educate and empower students, school personnel, and adults with information and strategies to prevent bullying, cyberbullying, digital abuse, and all types of child abuse. Certified facilitators provide two age and developmentally appropriate safety lessons to each classroom per year using standard Safety Scripts and Safety Lesson PowerPoint presentations which include information and fun and engaging videos, games, and activities for students.

Safety Lesson One covers: safety awareness, shared responsibility for safety, safe adults, types of abuse, red flags, and the “5 Safety Rules.” Safety Lesson Two covers: bullying, cyberbullying, digital abuse, digital safety tips, digital citizenship, and the “5 Safety Rules.” Each year the same concepts are covered and reinforced, while expanding definitions, concepts and interactive exercises as developmentally appropriate. Additional reinforcement materials for parents, classrooms, and schools are also included with the program (backpack tags, temporary tattoos, “5 Safety Rules” Magnets, Pen/Highlighter, Pencils, Coloring Bookmarks, Parent Information and Reinforcement Activities, Posters, Banners, and Safety Briefs for teachers, administrators, and PTA members).

Online or in-person facilitator certification options are available with access to program website, resources, research, and materials. Mobile app, “Child Safety Matters,” available at no cost, teaches parents and professionals how to better protect children. Program is updated annually and all facilitators are provided with a new USB flash drive of materials each year.

The program is aligned with many Common Core Standards, designed for use in Florida schools to meet required bullying, child safety, and child abuse prevention requirements, including the Jeffrey Johnston Stand Up for All Students Act and Statute 39, and aligned with American School Counselor Association Scope & Sequence. Additional research and evaluation ongoing.

Website: www.mbfchildsafetymatters.org

Contact: info@mbfchildsafetymatters.org (904) 642-0210

Targeted Age Group: Grades K-6; Teen Safety Matters program just added for Grades 7-8

Evaluators' Note: *Grades 7-8 recently added; updated annually; rigorous research and evaluation ongoing; interactive activities and visuals keep students engaged; effectively blends bullying, internet safety, and sexual abuse prevention into one education program to promote disclosures.*



The Healthy Relationship Project⁴⁹



Organization: Prevent Child Abuse Vermont

Description: The Healthy Relationships Project is a series of child sexual abuse prevention programs that build knowledge and skills for educators, parents, and caregivers and young children ages 3-14. Healthy Relationships Project is a comprehensive approach to sexual abuse prevention. Through the curricula, areas of parent involvement, educator training, and inclusion of community resources, the programs help to create a safe and abuse free climate for young people.

- **Care for Kids** – Preschool, Kindergarten, Grades 1-2. Children in this age group are receptive to learning about body parts, health, and boundaries, making this an ideal time to lay the foundation for abuse prevention. Care for Kids contains six units: Asking for Help, Feelings, Bodies, Babies, Asking for Permission, and Wrap-Up. Each unit teaches and reinforces two to four simple, age-appropriate messages via a circle time, a book, and an activity or craft. The activities are designed to compliment the fact that children of this age learn naturally through play and use schemas to assimilate new information. Information is presented in a matter-of-fact way using anatomically correct language.
- **We Care Elementary** – Grades 3-6. Children in this age range develop awareness of self as well as of peers and social groups. With this newfound awareness comes the capacity for empathy and establishing their ideas about how to be in the world and how to treat others. Physiologically, older children are approaching puberty and beginning to wonder about sexual development. The curriculum includes six lessons at each grade level: Communication and Understanding Feelings (grade 3); Understanding Personal Boundaries (grade 4); Recognizing Boundaries in Others (grade 5); and Understanding Sexual Harassment (grade 6).
- **Sexual Abuse Free Environment for Teens™ (SAFE-T)** – Grades 7-8. The SAFE-T program was designed to promote healthy relationships and behaviors in middle school communities, helping youth identify those areas that put them at risk for being hurt and for hurting others. Through ten lessons, SAFE-T continues the process of developing social emotional skills, and introduces age-appropriate information about topics such as sexual harassment and sexually abusive behaviors.

All three programs include training for school staff on child sexual abuse and its prevention, parent engagement strategies including parent nights, and curricula to be used in the classroom with students. These programs take a developmentally targeted, trauma-informed approach to child sexual abuse prevention through emphasizing the role that adults play in prevention.

Students learn social and emotional skills that address the risk and protective factors for sexual victimization and perpetration while adults are trained in issues related to child sexual abuse prevention, recognition, and intervention.

Website: www.pcavt.org/index.php?id=619

Contact: pcavt@pcavt.org (802) 229-5724

Targeted Age Group: Care For Kids: Grades Preschool-2; We Care Elementary: Grades 3-6; SAFE-T: Grades 7 & 8

Evaluators' Note: *Progressive curriculum designed with a holistic approach to engage students, caregivers, educators and the community. SAFE-T program for grades 7-8 incorporates community resources and engagement so students can seek help if needed.*

Not a #Number⁵⁰**Organization:** Love146

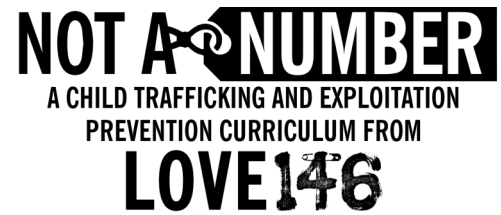
Description: Not a #Number, an interactive five-lesson human trafficking and commercial sexual exploitation (CSE) prevention curriculum, supports a nuanced approach to reach diverse populations of at-risk youth. This program continues to teach youth how to recognize recruitment tactics, understand vulnerabilities, and develop skills to safely navigate potential and existing exploitative situations. Youth also identify healthy support systems and learn how to access community resources when situations occur that increase their vulnerability or identify if exploitation is already underway. The curriculum materials include information and ideas on how to use Not a #Number from the perspective of a whole school or system response and find ways to integrate it in the context of other prevention efforts being done to improve school climate. This program is designed to teach youth how to protect themselves from human trafficking and exploitation through information, critical thinking, and skill development. Not a #Number integrates a holistic view of the issue by focusing on respect, empathy, individual strengths, and the relationship between personal and societal pressures that create or increase vulnerabilities.

Not a #Number is a prevention education curriculum which can be used in schools, child welfare and juvenile justice agencies, and other community settings. It guides youth to explore their own vulnerabilities, considers how a trafficker might use those vulnerabilities to take advantage of them, and explores how exactly they can get help and navigate to safety. Not a #Number is interactive, personal, reflective, and gives kids a chance to develop the skills they need to keep themselves safe.

Training and technical assistance is provided through a three-day facilitator certification training; provides digital access to curriculum, resources, monitoring and evaluation portal, quarterly coaching calls on special topics, and ongoing access to Prevention Advisory Specialists for support, as well as annual curriculum updates and training. The five modules can be provided as a week-long program or once a week for five weeks via health class, seminar, or advisory period. Suggested facilitators include counselors, social workers, or health teachers.

Website: www.love146.org/notanumber/**Contact:** info@love146.org (203) 772-4420**Targeted Age Group:** Youth ages 12-18

Evaluators' Note: *Training and webinar tool very effective; interactive prevention curriculum encourages skill building and critical thinking; empathy and relationship focus; complements discussions on dating violence, self-image, cyber safety and risky behaviors.*



Second Step - Child Protection Unit⁵¹

Organization: Committee for Children



Description: Second Step is a classroom-based social skills curriculum for students from preschool through middle school. The curriculum aims to reduce impulsive and aggressive behaviors and increase protective factors and social-emotional competence. Organized by grade level, the program teaches children empathy, problem-solving skills, risk assessment, decision-making, and goal-setting skills. The Second Step program is classified as a universal intervention, meaning that it is appropriate for whole classrooms of children and not just those at risk.

Second Step lessons are organized into several skill-building units that focus on self-regulation skills, empathy, emotion management, and problem-solving broadly but also infuse assertiveness, communication skills, and friendship skills that promote positive school climate, connectedness, and personal safety. Lessons are sequential and developmentally appropriate, and provide opportunities for modeling, practice, and skills reinforcement. The curriculum includes discussion, teacher modeling, coaching skills, and role-plays. Stories are used to demonstrate important peer-relations skills and to teach effective emotional, cognitive, and behavioral social skills. Lessons can be incorporated into health, science, math, social studies, and language arts.

The Child Protection Unit (CPU) is an additional unit of the Second Step program designed for students, staff, and families. The classroom lessons build on foundational skills students learn in the Second Step program – in particular, the self-talk, help-seeking, and assertiveness skills – and teach additional skills students need to recognize, report, and refuse unsafe and sexually abusive situations and touches. Students learn important rules about general safety and touching safety that will help keep them safe from dangerous or abusive situations. Students also learn how to report any unsafe or abusive situations to a caring adult.

The CPU includes a robust training for administrators and program leaders that helps them assess their current child protection policies and procedures. This helps them develop a comprehensive child protection strategy that aligns with current research and best practice, including specific policies and procedures designed to protect children from abuse in a school or youth program setting, such as a staff code of conduct and procedures for reporting staff violations of protection policies.

Online training modules equip teachers or counselors with lesson plans, talking points, research, family materials, interactive activities, and several materials for use and display in the classroom.

Website: www.cfchildren.org/child-protection

Contact: clientsupport@cfchildren.org (800) 634-4449

Targeted Age Group: Grades Pre-K-5

Evaluators' Note: *Solid safety program; CPU must be added to core Second Step curriculum to cover child sexual abuse prevention; additional resources needed to implement this unit effectively; Excellent addition for schools already implementing Second Step SEL Program and Bullying Prevention.*

Speak Up Be Safe⁵²

Organization: Childhelp



Description: Speak Up Be Safe helps children and teens learn the skills to prevent or interrupt cycles of neglect, bullying, and child abuse—physical, emotional, and sexual. The program uses an ecological approach to prevention education by providing materials to engage parents and caregivers, teachers, school administrators, and community stakeholders.

The content and delivery of all Childhelp Speak Up Be Safe lessons is based on best practices from research in child development, learning styles, social psychology, and child abuse and neglect prevention. The implementation of the program is supported by a “virtual campus,” which includes scripted, engaging lessons for each grade level, online facilitator training modules, teacher reinforcement activities, and resources for parents, teachers, school administrators, and community members to help implement the curriculum.

This comprehensive Pre-K – 12 Curriculum provides developmentally-appropriate lessons at each grade level which focus on the risks children at that age might encounter, including physical abuse, emotional abuse, sexual abuse, neglect, bullying, and cyberbullying. In addition to increasing children’s ability to recognize unsafe situations or abusive behaviors and building resistance skills, lessons focus on helping children build a responsive safety network with peers and adults that the child identifies as safe.

PreK-2nd Grade - A primary focus at the earliest age group is to shift the responsibility for child abuse and neglect prevention away from children and onto the adults in their lives. Children learn basic concepts around personal safety and how to identify safe adults.

3rd-5th Grades - Lessons emphasize that adults are responsible for child safety, but by learning and using a few key safety rules, children can help those adults keep them safe. Children learn how to recognize potentially unsafe situations, how to identify safe adults, and how to talk about feeling unsafe.

6th-8th Grades - While adults continue to be responsible for child safety, lessons acknowledge the growing responsibilities and privileges of children in this age group and the new opportunities for potentially unsafe situations. Children learn how to recognize potential risks as well as resistance strategies that can be used until they can talk to a safe adult.

9th-12th Grades - Lessons address the increasing responsibility of adolescents and young adults for their own personal safety in each setting where they may be at risk of experiencing abuse.

Students develop a broader understanding of abusive behavior and preventative approaches while also continuing to identify the safe adults and peers supportive of a robust safety network.

Website: www.childhelp.org/subs/childhelp-speak-up-be-safe/

Contact: (480) 922-8212

Targeted Age Group: Grades Pre-K-12

Evaluators' Note: *Excellent resources and interactive web support for teachers via online platform with on-demand facilitator training and support; builds on skill set each year; developmentally appropriate; covers overall safety from all forms of abuse, bullying and internet safety.*

Organization: Child Lures Prevention/Teen Lures Prevention

The mission is to help ensure the personal safety of children and youth through increased awareness, education, advocacy, and action. Its goal is to prevent all forms of child victimization by teaching families, professionals, and other community members how to recognize, interrupt and report inappropriate behaviors and situations.

CLP/TLP helps children and teens stay safe from sexual abuse, harassment, abduction, drugs, and bullying/cyberbullying. This is accomplished through:

- emphasizing every child's right to live free of abuse,
- promoting healthy social relationships,
- nurturing mutual kindness and respect,
- setting personal and digital boundaries,
- teaching age-appropriate Child Lures and practicing proven prevention strategies for each lure,
- identifying trusted adults and,
- upholding a zero tolerance environment in which harassment & abuse are openly discussed and disclosed.

Think First & Stay Safe⁵³

Description: The Think First & Stay Safe™ program strives for a balanced perspective that will preserve as much of the innocence and optimism of childhood as possible. While it is imperative to arm youngsters with personal safety strategies, it is also essential to reassure them that most people are good and kind. Most people help others when the need arises.



Students learn the importance of treating themselves and others with kindness and respect. They practice being kind and respectful to friends and family. They learn what constitutes healthy and respectful social relationships. When children know how to build and maintain healthy social relationships from a young age, it is easier for them to recognize and avoid inappropriate and abusive behaviors as they grow. Students also learn how to set personal boundaries and how to respect the boundaries of others. The program teaches students how to identify trusted adults, as well as how and where to reach out for help. The program emphasizes that all kids have a right to be safe, and there are laws to help keep kids safe. It assures children that being bullied or abused is never a child's fault.

The PreK-2 curriculum consists of seven scripted interactive Lesson Plans, which are presented incrementally to build knowledge and understanding and to reinforce the safety messages. Each Lesson Plan includes a topic introduction with learning objectives, a quick review of previous lesson, discussion and interactive classroom activities, take-home handout, lesson recap, and

positive thinking skill. Lessons include: (1) Staying Healthy and Safe; (2) Being Kind and Respectful; (3) Child Luring: Treat it Like a Fire Drill; (4) Laws that Help Protect Me; (5) Listening to Our Instincts; (6) Kindness of Strangers; and (7) Safe & Healthy Boundaries.

Grades 3-6 build upon risk and protective behaviors from previous lessons by teaching students the importance of treating themselves and others with kindness and respect while setting behavioral expectations. Lessons include: Safety Education: Internet and Electronic Safety; Peer-to-Peer Abuse; Fostering Self-Esteem; Family Involvement is Essential.

Support materials include: Presenter's Guide, USB flash drive, School Poster Series, Parent Guide, Student Workbook, Policy/Procedures Checklist, Pre/Post Tests, evaluations and additional resources for administrators and parents. Program support staff coordinators available during implementation at no additional cost.

Website: www.childluresprevention.com

Contact: info@childluresprevention.com (800) 552-2197

Targeted Age Group: Grades Pre-K - 6

Evaluators' Note: *Developmentally appropriate; builds on skills and information each year with Poster Series to reinforce concepts; covers all forms of abuse; available in English and Spanish.*

Teen Lures TV Newscast School Program⁵⁴



Description: The goal of Teen Lures Prevention is to bring about peer to peer conversations regarding sexual crimes against teens. By providing a platform to openly discuss sexual crimes and their prevention, Teen Lures Prevention ensures the information teens are sharing about their personal safety is accurate and productive in preventing crimes against them.

The Teen Lures TV Newscast provides an opportunity for middle and high school students to actively participate in preventing sexual crimes against teens and youth. Students serve as news anchors, offering their peers safety solutions in the face of troubling news.

The Teen Lures TV Newscast consists of ten video News Clips, each with a corresponding News Anchor Script. Each video News Clip reveals a technique sexual predators use to lure teens, college students, and even adults into sexual assault, abduction, and worse. Corresponding Anchor Scripts provide lead-ins and tags for each video News Clip. Newscasts can be augmented with corresponding classroom Lesson Plans. Lesson Plans include: (1) Authority Lure: Healthy Relationships; (2) Assistance Lure: Setting Personal Boundaries; (3) Ego/Fame Lure: Grooming

Behaviors and Peer Exploitation; (4) e-Lure: Cyberbullying, Digital Citizenship, Sexting, Digital Boundaries, e-Luring; (5) Name Lure: Privacy, Identity Theft; (6) Games Lure: Harassment, Exploitation, Online Gaming; (7) Emergency Lure: Instincts, Emergency Plan; (8) Affection Lure: Consent, Dating Violence, Threats, and Secrets; (9) Trafficking Lure: Runaways, Lured-aways, and Human Trafficking; and (10) Pet Lure: Disclosing Abuse and False Accusations.

Parent/Caregiver Resource workbook also available; Support Materials include: TV Newscast Scripts for Grades 7-12; Program Guide; Classroom Lesson Plans for Grades 7-12; Parent Resource Guide; Poster Series; Pre/Post Tests; Access to program support coordinators to assist with implementation and evaluation.



Website: www.teenluresprevention.com/

Contact: info@childluresprevention.com

(800) 552-2197

Targeted Age Group: Grades 7-12

Evaluators' Note: *Interactive format engages students, encourages research, analysis and critical thinking; good for high school students.*

Other Programs for Consideration:

Bodies Are Not Commodities⁵⁵

Organization: A2I Campaign

Description: Education is where awareness meets action. The A2I *Bodies Are Not Commodities* curriculum has been developed to equip students with necessary tools to combat human trafficking in the world around them. It is innovative and interactive, and designed to connect students to the reality of human trafficking and equip them with the tools needed to be a part of the solution to end modern slavery. The first session, "How Has Slavery Evolved?" discusses the history of human rights and slavery. It also defines commodities. Lesson two, "What is Human Trafficking?" describes the five forms of human trafficking. Lesson three, "How Does Someone Become a Victim?" covers issues of force, fraud and coercion and the role of technology in human trafficking. Lesson four, "How Do We Abolish Human Trafficking" discusses prevention, protection, prosecution, and partnerships. Lesson five, "How Can I Abolish Human Trafficking?" focuses on the student and how they can become part of the solution and become an abolitionist in their world. It includes five multimedia and interactive sessions; is aligned to education standards; can be paced at five, ten, or fifteen class periods of approximately 45 minutes; and includes a facilitator guide, student guide, and video downloads.

Website: www.A2I.org

Targeted Age Group: Grades 9-12

Evaluators' Note: *Excellent education curriculum; not prevention focused; multimedia and interactive sessions; could be used within Social Studies and History classes.*

Blue Ribbon Week⁵⁶

Organization: Faces of Child Abuse

Description: Blue Ribbon Week is a week-long program consisting of 5 mini lessons rich in child abuse prevention education, self-esteem boosters, and empowering information primarily for elementary age children but can also be implemented in middle/high school. Each mini lesson is accompanied by an activity of the day to reinforce the lesson's topic. This education program includes information on all types of abuse (physical, sexual, emotional and neglect) and provides vital information for children to self-identify abuse and seek help if they are victims of abuse or know of anyone that is being abused.

Website: www.facesofchildabuse.org/blue-ribbon-week.html

Targeted Age Group: Grades K-5

Evaluators' Note: *Offered free from Faces of Child Abuse: includes teacher's guide; materials that can be reproduced; available in Spanish.*

Botvin Life Skills⁵⁷

Organization: Botvin Life Skills

Description: Botvin Life Skills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. It does not specifically cover child sexual abuse, exploitation, and sexual violence, but it offers additional violence prevention lesson plans. Program lessons cover violence and the media, making decisions, self-image, coping with anger and anxiety, communications skills, social skills, and assertiveness.

Website: www.lifeskillstraining.com

Targeted Age Group: Grades 3-12

Chicago Alliance Against Sexual Exploitation (CAASE)⁵⁸

Description: CAASE has several programs, resources, and toolkits that can be downloaded in PDF format and implemented within schools, youth-serving organizations, faith communities, and other community-based organizations.

Empowering Young Men (EYM) to End Sexual Exploitation interactive classes invite young men to examine the constructs of masculinity that have been presented to them by our culture. They learn about the realities of the commercial sex trade and human trafficking. Young men are asked to consider how pressures to “be a man” can influence their decisions to patronize the sex trade. After completing the curriculum, the empowered young men will be able to: demonstrate an understanding of commercial sexual exploitation and prostitution and related violence; critically discuss the many societal influences that shape masculinity and normalize gender-based violence; demonstrate empathy towards individuals in the sex trade and women at large; and use their skills and knowledge to become male allies against sexual exploitation by identifying tangible ways they can help end sexual harm.

Workshops currently being provided in Chicago area, but efforts are being made to expand this program nationally. **Targeted Age Group:** Boys in Grades 9-12

Empowering Young Women (EYW) to End Sexual Exploitation is the complement to EYM. After completing the curriculum, the empowered young women will be able to: explore “cultural norms” and how they shape our perceptions about what it means to “be a woman;” discuss how pressure from the media and peers influences our understanding of the sex trade; understand commercial sexual exploitation in all its forms; and to empower other young women with the skills to become partners in the fight against sexual exploitation. **Targeted Age Group:** Girls in Grades 9-12

10 Actions X 10 Issues: Get the Facts, Demand Change gives a hundred simple, clear steps people can take to address sexual exploitation. Get ideas for raising awareness, volunteering, becoming an advocate for change, and continually learning about issues of sexual exploitation.

Targeted Age Group: Everyone

Additional Toolkits available for: college students, faith communities, high school coaches, massage therapists, parents and guardians, teachers, writers, mental health practitioners, and for men partnering to end demand.

Website: www.caase.org/toolkits

Evaluators' Note: *Excellent free resources available to start prevention education in community based organizations or faith communities.*

Globalize 13⁵⁹

Organization: Frederick Douglass Family Initiatives

Description: Globalize 13 is a history-based human trafficking prevention curriculum for secondary schools. The program presents lessons about human trafficking within the context of the 13th Amendment. Material is presented in 3 Units: History, Human Rights, and the Power of One.

History - America's history with institutionalized slavery must be one of the most misunderstood and under-discussed chapters of our shared past. The personal narratives of formerly enslaved people are a good place to start the discussion.

Human Rights - When one begins to learn about the various forms of what is called Human Trafficking today, it's striking to see the similarities to historical slavery.

These contemporary manifestations of slavery happen everywhere in the world. In this module participants look at how forced labor, and the labor of children, has become part of our global economy. Each case study provides a glimpse of a different form of slavery and serves as a catalyst for discussions that can be had in almost any classroom no matter the subject.

The Power of One - There are suggestions for interesting service projects throughout Units 1 and 2, however, new ideas for great collaborative projects will come from students and teachers. Those will be shared on a regular basis to all participating schools.

Website: www.globalize13.org

Targeted Age Group: Grades 9-12

My Life My Choice⁶⁰

Organization: Justice Resource Institute

Description: My Life My Choice is a ten-session Exploitation Prevention Curriculum designed to change girls' perceptions of the commercial sex industry, as well as build self-esteem and personal empowerment. The curriculum includes interactive activities, journaling, and is infused with the authentic testimony of survivors. This curriculum utilizes a psycho-educational model with relational focus. Groups are designed so that girls feel comfortable connecting with the facilitators and forming community amongst themselves. It covers topics such as predators and recruitment tactics, figuring out who you can trust, reducing risk of exploitation, the link between substance abuse and exploitation, self-esteem, healthy sexuality, personal stories and finding help and safety (community resources). Facilitator trainings are held quarterly in Boston, or the program can be facilitated onsite by The Justice Resource Institute staff for a fee.

Website: www.fightingexploitation.org

Targeted Age Group: Girls in Grades 9-12

radKIDS Personal Empowerment Safety Education Program⁶¹

Organization: radKIDS

Description: The radKIDS® Personal Empowerment Safety Education program is a 10-hour family centered safety education program that emphasizes essential decision-making skills as well as physical resistance options to escape violence. radKIDS® is a life skills educational model that

enhances natural instincts with real skills while increasing the foundational resiliency skills we all need to not only survive but excel. Children from 5-13 years of age participate in the program with their adult partners to create a true safety partnership. Instructors must become certified in the training program and receive ongoing support. Any adult can apply, but must complete background check and adhere to program standards. Suggested instructors include: teachers, police officers, recreation professionals, and concerned parents.

Website: www.radkids.org

Targeted Age Group: Grades K-8

Revved Up Kids⁶²

Organization: Revved Up Kids, Inc.

Description: Revved Up Kids, Inc. provides programs and safety resources that equip and empower participants to recognize and avoid dangerous situations and people and to escape violence if necessary. Programs are available for children, teens, adults, and youth-serving organizations and range in length from 45 minutes to 3 hours. Interactive program formats that include full-force tactics practice and/or seminar formats for large groups. The content of the personal safety and self-defense classes vary based on age group.

Website: www.revvedupkids.org

Targeted Age Group: Grades Pre-K-12

Evaluators' Note: *Excellent supplement to primary prevention program; can be tailored to age group and involve parents; assembly-type formats can be co-ed or girls only.*

Rewire⁶³

Organization: Refuge for Women

Description: Rewire is a curriculum geared specifically to high school students. It covers: pornography, sexual abuse, trafficking and social media. The format includes video teaching from national speaker, Scott Harvey, coupled with the testimonies of three women who have walked difficult paths in life regarding these four areas. At the end of the teaching time, students can break into smaller groups and use the age-appropriate questions to get dialogue started. Program available from website in DVD or digital download formats.

Website: www.rewiremylife.org/

Targeted Age Group: Grades 9-12

School Trafficking Outreach Program (S.T.O.P.) for Human Trafficking⁶⁴

Organization: Abolition Ohio

Description: The S.T.O.P. presentations discuss all forms of human trafficking: labor trafficking, sex trafficking, debt bondage and all other forms of modern-day slavery. The program has multiple presentations that are tailored for public, Christian, and parochial schools and community functions. The near-peer presentations are made by University of Dayton students who have been “Human Trafficking 101” certified through Abolition Ohio. In addition to the presentations, the S.T.O.P. program offers nationally recognized high school and middle school standards-based social studies curricula. S.T.O.P. equips school faculty, staff, administrators, and community members through awareness training and protocols.

Website: www.abolitionohio.org

Targeted Age Group: Grades 6-12

ShineHope⁶⁵

Organization: A2I Campaign

Description: ShineHope is an international human trafficking prevention program that has been developed in partnership with Hillsong CityCare. It is based on three foundational concepts: Worth, Strength, and Purpose. ShineHope is an adaptable 9 session, small group program that can be used in various local environments to reach those who are vulnerable. It is designed to raise awareness of human trafficking and to equip girls with a healthy identity and an understanding of their intrinsic worth, strength, and purpose. If a girl gains an understanding of how human trafficking will diminish her sense of worth, strength, and purpose, her story can help educate her community by sharing this knowledge and truth. Facilitator guide and journals can be purchased on the website.

Website: <http://www.a2i.org/content/shinehope/go2x8w>

Targeted Age Group: Girls ages 12-18

Tell Your Friends⁶⁶

Organization: FAIR Girls

Description: Tell Your Friends is a four module, multimedia prevention education curriculum taught in public junior and high school classrooms, afterschool programs, youth shelters, and group homes. Through educating high-risk girls and boys about their rights and resources in the classroom, the curriculum both empowers and motivates students with the knowledge, communication skills, and community resources to keep themselves safe from exploitation and trafficking and to become peer educators who will "tell their friends," families, and communities how to do the same. Using video, drawing, and song, the curriculum is both interactive and age-appropriate. It defines what human trafficking is, identifies risk factors teen girls and boys face toward human trafficking, talks about healthy and unhealthy relationships, draws links between intimate partner violence and human trafficking, and provides a resource guide to students that helps them reach out to community-based partners.

Website: www.fairgirls.org/prevention-education

Targeted Age Group: Girls in Grades 6-12

UNICEF's Child Trafficking Curriculum⁶⁷

Organization: UNICEF USA

Description: The three lesson Middle School and four lesson High School units are designed to explore, raise awareness, and teach about child trafficking, how UNICEF is responding, and how students can address trafficking. A wealth of resources for facilitators is provided, along with detailed lesson plans, activities, discussion prompts, assessments, homework, videos, case studies, online sites, and projects.

Website: www.unicefusa.org/mission/protect/trafficking/end/resources

Targeted Age Group: Grades 6-12

Evaluators' Note: *Exploitation and trafficking specific; not child sexual abuse prevention; excellent resources for tailored awareness program for schools and youth-serving organizations, such as afterschool programs or faith communities.*

Working to Institutionalize Sex Education (WISE Initiative)⁶⁸

Organization: Georgia Campaign for Adolescent Power & Potential (GCAPP)

Description: WISE is a national initiative that supports schools in implementing quality, sex education in order to prepare our nation's youth for lifelong health and well-being. Each WISE partner works directly with school staff using the WISE Method to create a sustainable sex education program that meets the local needs of the school and the students they serve. The WISE Method, detailed in the toolkit, is a flexible approach based on years of best practice research that helps schools identify, select and implement a curriculum of its choosing. The goals of WISE are two-fold: 1) to support the implementation of sex education; and 2) to help expand what we know about implementing sex education by sharing important lessons, successes, challenges and resources.

Reducing the Risk: Building Skills to Prevent Pregnancy, Sexually Transmitted Diseases (STDs) and HIV - Specifically designed to aid middle and high school students in developing the attitudes and skills to prevent unplanned pregnancy and the transmission of STDs. RTR recognizes families as primary educators of family values and sexual health and serves to inform and motivate students to make healthy choices.

Making A Difference! An Abstinence Approach to HIV/ Sexually Transmitted Disease and Teen Pregnancy Prevention - Designed to reach adolescents, age 11-13, who attend middle schools and youth-serving community-based programs. This curriculum recognizes families as the primary educators of sexual health and family values and aims to provide the tools children need to make healthy choices by teaching them about prevention and their bodies.

The Great Body Shop - Comprehensive health and substance abuse prevention program developed for students in grades K-12. The writers understand that families are the primary educators of family values and sexual health. Research shows that when families discuss these topics, children make healthier choices.

Family Life and Sexual Health - Family Life and Sexual Health (FLASH) teaches school-age students in grades 5-12 about their bodies and preventing diseases. The writers of FLASH recognize that families are the primary educators of family values and sexual health. Research shows that when families have discussions about these topics, children make healthier choices.

Family Communication about Sexuality - Fact Sheets provide talking points for parents during the different stages of their children's lives.

Website: www.gcapp.org/wise

Targeted Age Group: Grades Pre-K-12

Evaluators' Note: *Excellent sex education programs with some tailoring for specific district needs; implementation and additional resources well supported.*

Dating Violence Prevention Education Programs Supported by the Georgia Department of Public Health:

Dating Matters: Strategies to Promote Healthy Teen Relationships⁶⁹ is the Centers for Disease Control and Prevention's teen dating violence prevention initiative. CDC developed Dating Matters[®], a comprehensive teen dating violence prevention initiative based on the current evidence about what works in prevention. Dating Matters[®] focuses on 11- to 14-year-olds in high-risk, urban communities. It includes preventive strategies for individuals, peers, families, schools, and neighborhoods. Dating Matters[®]: Understanding Teen Dating Violence Prevention is a free 60-minute, interactive training designed to help educators, youth-serving organizations, and others working with teens understand the risk factors and warning signs associated with teen dating violence. Dating Matters[®] takes place in a virtual school setting, complete with navigation through school hallways and classrooms. A teacher's whiteboard presents information in a user-friendly way and provides navigation, help, and interactive resources for use throughout the course. Materials and links to download available free online.

Website: www.cdc.gov/violenceprevention/DatingMatters/

Targeted Age Group: Ages 11-14

Safe Dates: An Adolescent Dating Abuse Prevention Curriculum⁷⁰ is a ten-session program that targets attitudes and behaviors associated with dating abuse and violence. Each session is approximately 50 minutes in length. *Safe Dates* can be flexibly scheduled (e.g., daily or weekly sessions). If you do not have time to complete all ten sessions, the curriculum has suggestions for a six-session or four-session program. It is important to realize, however, that the fidelity of the product and accompanying outcomes are best maintained by completing all ten sessions. Program includes Dating Abuse Play, Poster Contest and Parent Materials. This program is currently being administered at some high schools in Georgia by staff from Rape Crisis Centers receiving prevention funding from Georgia Department of Public Health. Reproducible student handouts for each session are included on a CD-ROM.

Website: www.hazelden.org/web/public/safedates.page

Targeted Age Group: Grades 9-12

Resource:

National Educators to Stop Trafficking (NEST)⁷¹ equips teachers and youth leaders with age-appropriate curriculum and resources to educate and empower youth – teaching them how to avoid being trafficked, how to stand up for victims of trafficking, and how to spread the word in their communities so that sexual exploitation and human trafficking become a thing of the past.

NEST utilizes a Comparison Chart which was created to provide a snapshot of the curriculums that are currently available around the country and to compare their features. They also provide a map highlighting the location of approved curriculum providers and cities in which schools have used NEST approved curriculums.

www.nesteducators.org

Chapter 6:

Evaluating Prevention Activities

This chapter provides guidelines to evaluate violence prevention activities. It addresses:

- How to define success of prevention activities
- The SMART evaluation model
- Tools for measuring success and how to use them
- How to analyze and report evaluation results

Quick Reference Materials:

- ⇒ Definition of program evaluation
- ⇒ SMART objectives template

“**M**uch of the work involved in evaluation is done while the program is in development. Once the prevention program is being implemented, evaluation activities interact—and often merge—with program activities.” - CDC

Program evaluation is the systematic collection, analysis, and reporting of information about a program to assist in decision-making. It aims to improve program implementation and understand the effectiveness of the program.⁷²

Questions to consider when conducting a program evaluation:

- What has been done?
- How well has it been done?
- With and for whom has it been done?
- How much has been done?
- How effective have the activities been?
- What could be done better or differently?⁷³

Creating an evaluation process for the planned activities is a key component of knowing whether activities are accomplishing the desired goals of the program. There are many different methods to conduct evaluations and evaluation tools should be chosen based on your capacity and resources.

This chapter will introduce a few basic evaluation concepts. Additional and more detailed evaluation resources are listed in the appendices of this document.

Choose SMART Measures to Evaluate Prevention Objectives

The SMART Objectives Model, developed by the Centers for Disease Control and Prevention, is a useful resource for writing prevention objectives that will establish clear evaluation points.⁷⁴ What follows is a basic description of the model:

SMART:

Specific

Measurable

Attainable/Achievable

Relevant

Time bound

Specific - What is going to be done and for whom?

It is important to be specific about each objective by outlining what will change for whom. The objective should also identify the population or setting, and specific actions that

will result. In some cases it is appropriate to indicate how the change will be implemented (e.g., through training).

Measurable - Is it quantifiable and measurable?

A baseline measurement is required to document change (e.g., to measure percentage increase or decrease). Measurable implies the ability to count or otherwise quantify an activity or its results. It also means that the source of and mechanism (tool) for collecting measurement data are identified, and that collection of the data is feasible for each program or partner.

Attainable/Achievable - Can it be done in the proposed time frame with the resources and support available?

The objective must be practicable with the available resources, appropriately limited in scope, and within the program's control and influence.

Relevant - Will this objective have an effect on the desired goal or strategy?

Activities should be related to the objective and the overall goals of the program. Evidence of relevancy can come from a literature review, best practices, or a theory or model of change.

Time Bound - When will this objective be accomplished?

A specified and reasonable time frame should be incorporated into the objective statement. This should take into consideration the environment of the school and community

in which the change must be achieved, the scope of the change expected, and how it fits into the overall program.

Identify Measurement Tools

When beginning to think about the evaluation mechanism/tool, consider the existing data sets that provide some baseline data about the selected audience. These are the same sources that may have been used to identify youth knowledge and behavior patterns and/or needs or gaps at the beginning of the planning process (e.g. Youth Risk Behavior Survey or annual school incidents data reported to the Department of Education).

Depending on the nature of the planned implementation activities and the intended audience, there are numerous options for collecting information, from simple observation or testing in the case of young children, to focus groups and online surveys with older students and adults.

Consultation with community prevention partners and district administrators or calling the Department of Education technical assistance contact may also be helpful.

On page 79 you will find examples of SMART Objectives used for an evaluation plan. A blank template for this worksheet can be found in Appendix J.

Use the Tools Selected to Collect Information

The evaluation plan should consider the following:

Clear Instructions

Expressly written for teachers or other facilitators and discusses: the need for, purpose of, and how to implement the evaluation tools and instructions for the participants.

Confidentiality and Anonymity

This should remain in compliance with existing school or organization policies and procedures, including any requirements about parental consent when necessary. Community-based prevention programs frequently have examples of this kind of communication.

Appropriate Timeline

The actual evaluation(s) should obviously occur at a logical time in relation to the prevention activities. They should also be well timed relative to other kinds of assessments or standardized test implementations so as not to interfere with participants' focus on the evaluation content. Completion of data collection within the school year on a regular cycle will also ensure consistency year to year for tracking and analyzing results.

Legal implications

Evaluators should arrange to keep the completed evaluations, data analysis information and any other records related to the evaluation in a secure location in order to comply with legal parameters such as HIPAA, other district confidentiality policies, or human subject requirements of any community or academic partners.

Below are some examples of SMART objectives:

By June 30, 2020 (**time bound**), all K-3 students in our district (**measurable & achievable**) will know correct names of body parts (**specific & relevant**).

By June 30, 2018 (**time bound**), increase the number of Sexual Violence Prevention classroom sessions given to middle school students in our district (**specific & relevant**) from 3 to 10 (**measurable & achievable**).

By December 31, 2019 (**time bound**), increase our high school students self-reported knowledge of developing and maintaining effective communication with trustworthy adults (**specific & relevant**) by 25% (Baseline: pre-test of sexual violence prevention knowledge, attitudes and skills) (**measurable & achievable**).

By January 31, 2019 (**time bound**), 75% (**measurable & achievable**) of our school personnel will be trained in how to recognize and prevent sexual abuse and exploitation (**specific & relevant**).

By June 30, 2018 (**time bound**), engage our K-6 parents in a minimum of 2-3 (**measurable & achievable**) parent dialogues about adult roles and responsibilities in child sexual abuse and exploitation prevention skills (**specific & relevant**).

Analyze Results

Once the evaluation is complete and evaluators are ready to analyze and report the results, be clear about:

- any reporting requirements (to the district administration or a funder), and
- who else would benefit from knowing about the information (students, parents, community partners, and other stakeholders).

Consider how to share the results with school personnel and district officials, as well as the wider school community. Include stakeholders in the analysis and reporting stage.

The analysis not only helps inform and advance ongoing prevention objectives and activities, but is part of defining the problem and raising

awareness which will nurture support for schools' efforts in the community as a whole.

Share a report of the prevention planning process including information on:

- goals;
- activities;
- achievements;
- what was learned; and
- how ongoing evaluation will inform the growth and effectiveness of programs.

Consider creative ways to promote the report, through a school assembly or health and safety fair, a special town meeting or public access cable or radio show, testimony to the board of education, or posting information on social media.

Appendices for Resources and Handouts

Appendix A	Endnotes and References
Appendix B	State and National Organizations
Appendix C	Handling Disclosures
Appendix D	Reporting Suspected Abuse
Appendix E	Questions to Expect When Making a DFCS Referral
Appendix F	Adverse Childhood Experiences Fact Sheet
Appendix G	Georgia Code Resources
Appendix H	CSEC Fact Sheet
Appendix I	Healthy Sexual Development in Children
Appendix J	Outcome Measurement Framework
Appendix K	Logic Model Template
Appendix L	Consequences and Statistics Related to Sexual Abuse and Exploitation

Appendix A

Endnotes and References

Chapter Endnotes

Chapter 1

¹ *Sexual Violence*, WORLD HEALTH ORGANIZATION, (May 22, 2017), http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap6.pdf.

² *Id.*

³ *Adverse Childhood Experiences*, CENTERS FOR DISEASE CONTROL AND PREVENTION, (April 1, 2016), <https://www.cdc.gov/violenceprevention/acestudy/index.html>.

⁴ *Id.*

⁵ *Id.*

⁶ *Id.*

⁷ Carey, MP, Senn, TE, Coury-Doniger, P, & Urban, MA., *Childhood Sexual Abuse and Sexual Risk Behavior Among Men and Women Attending an STD Clinic*, JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY, (2005), 74 (4), 720-731.

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⁵² *Speak Up Be Safe*, CHILDHELP, <http://www.childhelp.org/subs/childhelp-speak-up-be-safe/>.

⁵³ *Think First & Stay Safe*, CHILD LURES PREVENTION, <http://www.childluresprevention.com>.

⁵⁴ *TV Newscast School Program*, TEEN LURES PREVENTION: PROMOTING HEALTHY RELATIONSHIPS, <http://teenluresprevention.com>.

⁵⁵ *A21 Campaign*, BODIES ARE NOT COMMODITIES, <http://www.a21.org/index.php?site=true>.

⁵⁶ *Faces of Child Abuse*, BLUE RIBBON WEEK, <http://www.facesofchildabuse.org/blue-ribbon-week.html>.

⁵⁷ *Botvin Life Skills*, <http://www.lifeskillstraining.com>.

⁵⁸ CHICAGO ALLIANCE AGAINST SEXUAL EXPLOITATION (CAASE), <http://caase.org/toolkits>.

⁵⁹ *Frederick Douglass Family Initiatives*, GLOBALIZE 13, <http://www.globalize13.org>.

⁶⁰ *Justice Resource Institute*, MY LIFE MY CHOICE, <http://www.fightingexploitation.org>.

⁶¹ *radKIDS*, radKIDS PERSONAL EMPOWERMENT SAFETY EDUCATION PROGRAM, <http://www.radkids.org>.

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Appendix B

State and National Organizations

State and National Organizations

The listings in this appendix are either referred to in the text of this guide or represent state and national organizations that may be of use to you in your curriculum and evaluation planning and for training and support around sexual abuse and exploitation and referrals for individuals and families who need services.

Georgia Organizations:

Centers for Disease Control and Prevention: National Center for Injury Prevention and Control

1600 Clifton Rd

Atlanta, GA 30333, U.S.

(800) CDC-INFO (800-232-4636)

www.cdc.gov/injury/

Children's Advocacy Centers of Georgia

127 Church St., Suite 250

Marietta, GA 30060

(770) 319-6888

www.cacga.org

Children's Healthcare of Atlanta Stephanie V. Blank Center for Safe and Healthy Children

975 Johnson Ferry Road, Suite 350

Atlanta, GA 30342

(404) 785-3820

www.choa.org/medical-services/child-protection-advocacy-center

Criminal Justice Coordinating Council

104 Marietta Street, Suite 440

Atlanta, GA 30303

Victim Services: (404) 657-2222

www.cjcc.georgia.gov

Georgia Bureau of Investigations: Georgia's Sex Offender Registry

3121 Panthersville Road

Decatur, GA 30034

(404) 270-8465

www.gbi.georgia.gov/georgia-sex-offender-registry

Georgia Cares

P.O. Box 724197

Atlanta, Georgia 31139

(844) 8GA-DMST (24 hour Hotline)

www.gacares.org

Georgia Center for Child Advocacy

P.O. Box 17770

Atlanta, GA 30316

(678) 904-2880

www.georgiacenterforchildadvocacy.org

Georgia Coalition Against Domestic Violence (GCADV)

114 New Street, Suite B

Decatur, GA 30030

(800) 33-HAVEN (800-334-2836)

www.gcadv.org

Georgia Department of Human Services Division of Family and Children Services

2 Peachtree Street, NW,

Atlanta, GA 30303

Child Protective Services and Foster Care Placement: (404) 651-9361

Domestic Violence: (404) 657-3780

www.dfcs.georgia.gov

Out of Darkness Rescue Hotline 24/7

(404) 941-6024

www.outofdarkness.org**Planned Parenthood Southeast**

75 Piedmont Suite 800

Atlanta, GA 30303

(404) 688-9305

www.plannedparenthood.org/planned-parenthood-southeast**Prevent Child Abuse Georgia**

P.O. Box 3995

Atlanta, GA 30302

(800) CHILDREN (800-244-5373)

www.preventchildabusega.org**Street Grace**

5995 Financial Drive, Suite 180,

Norcross, GA 30071

(678) 809-2111

www.streetgrace.org**Tapestri**

PMB 362

3939 Lavista Road, Suite E

Tucker, GA 30084

Hotline: (866) 317-FREE (3733)

www.tapestri.org**United Way 211**

100 Edgewood Ave., NE

Atlanta, GA 30303

(404) 614-1000

www.211online.unitedwayatlanta.org**Voices for Georgia's Children**

75 Marietta St., NW, Suite 401

Atlanta, GA 30303

(404) 521-0311

www.georgiavoices.org**Wellspring Living**

1040 Boulevard SE, Suite M

Atlanta, GA 30312

(770) 631-8888

www.wellspringliving.org**youthSpark, Inc.**

395 Pryor St., Suite 2117

Atlanta, GA 30312

(770) 631-8888

www.youth-spark.org**National Organizations:****The Arc**

1825 K Street NW, Suite 1200

Washington, DC 20006

(202) 534-3700

www.thearc.org**Childhelp National Child Abuse Hotline**

(800) 4-A-CHILD

www.childhelp.org/hotline**Darkness to Light**

1064 Gardner Road, Suite 210

Charleston, SC 29407

(843) 965-5444

National Helpline: (866) FOR-LIGHT

www.D2L.org

Demanding Justice

www.demandingjustice.org

National Center for Missing and Exploited Children

Charles B. Wang International Children's Building

699 Prince Street

Alexandria, Virginia 22314-3175

(800) THE-LOST (800-843-5678)

www.missingkids.com

National Center for Victims of Crime

2000 M street NW, Suite 480

Washington, DC 20036

(202) 467-8700

www.ncvc.org

National Children's Alliance

516 C Street, NE

Washington, DC 20002

(202) 548-0090 or (800) 239-9950

www.nationalchildrensalliance.org

National Coalition to Prevent Child Sexual Abuse & Exploitation

www.preventtogether.com

National Human Trafficking Resource Center & National Hotline

(888) 373-7888 or

Text: "BeFree" to 233733 (24/7)

www.traffickingresourcecenter.org

National Sexual Violence Resource Center (NSVRC)

123 North Enola Drive

Enola, PA 17025

(717) 909-0710

www.nsvrc.org

Prevention Connection: The Violence Against Women Prevention Partnership

California Coalition Against Sexual Assault

1215 K Street, Suite 1100 Esquire Plaza

Sacramento, CA 95814

(916) 446-2520

www.preventconnect.org

Rape, Abuse and Incest National Network (RAINN)

(800) 656-HOPE

www.rainn.org

Shared Hope International

P.O. Box 65337

Vancouver, WA 98665

(866) HER-LIFE

www.sharedhope.org

Appendix C

Handling Disclosures

Handling Disclosures

The Reality

- Girls are more likely than boys to disclose.
- School-aged children tend to tell a caregiver.
- Adolescents are more likely to tell friends.
- Very young children tend to accidentally reveal abuse, because they don't have as much understanding of what occurred or the words to explain it.
- The likelihood of disclosure increases when a caregiver is supportive.
- Increasingly, research studies are finding that a significant number of disclosures are prompted by questions from those in a child's educational and social environment (Jensen et al., 2005; Hershkowitz et al., 2007; McElvaney et al., 2012).

Strategies to Increase the Likelihood of Disclosure

- Establish safe environments and nurture consistent, positive relationships through open and respectful communication.
 - Discuss the difference between healthy and unhealthy physical contact and promote healthy physical contact.
- Ensure children have the skills needed to describe a situation that makes them uncomfortable and that they have permission to use these skills.
 - Example: Teach children the proper anatomical names for the private parts of the body.
- Teach children that they are never responsible for the behavior of an adult.
- Teach children about healthy sexual development. See Appendix I.

Types of Disclosures

- Disclosures are not always noticeable and can easily be missed.
- Disclosures typically develop over time and are not always a one-time event.
 - While full disclosures happen occasionally, more often information is provided a little at a time - the process may span hours, weeks, months or even years as children test the reactions to their hints by the adults around them.
- A child is likely to seem hesitant, confused, uncertain, or agitated during a disclosure. A child may disclose, then retract it and deny abuse. None of these things mean you should disregard the information.
- Much of what a child expresses is through their behavior rather than their verbalizations. It is important to know what to look for as alerting signals that something is amiss.

1. Indirect Hints

Examples

"My brother wouldn't let me sleep last night."

"Mr. Jones wears funny underwear."

"My babysitter keeps bothering me."

"I don't like it when my mother leaves me alone with my uncle."

Explanation

A child may talk in these terms because he or she hasn't learned more specific vocabulary, feels ashamed or embarrassed, has promised not to tell, or for a combination of those reasons.

2. Disguised Disclosure

Examples

"I know someone who is being touched in a bad way."

"What would happen if a girl told her mother she was being molested, but her mother did not believe her?"

Explanation

The child may be talking about someone she or he knows, but is just as likely to be talking about himself or herself. Encourage the child to tell you what he or she knows about the "other child." Then ask whether something like what is being said has ever happened to him or her.

3. Disclosures with Strings Attached

Examples

"I have a problem, but if I tell you about it, you have to promise not to tell."

Explanation

Many children believe something very negative will happen if they break the secret of abuse. The child may have been threatened by the offender to ensure his or her silence. Let the child know that there are some secrets that you just can't keep. Assure the child that your job is to protect the child and keep him/her safe. Let the child know you will keep it as confidential as possible but that you are required by law to make a report.

When a child discloses they may feel...

Fear: Child may be afraid that his/her abuser will reject or harm the people he/she loves. Afraid that no one will believe him/her.

Guilt and Shame: The child may feel responsible for the abuse. May be ashamed of experiencing physical sensations.

Confusion: The child may be confused about their feelings for the perpetrator.

How to support a child after disclosure:

Structure: Help the child feel a sense of control in a positive manner by giving accurate information and building trust.

Consistency: Support the child's need for structure by maintaining a consistent daily schedule.

Self-Esteem: Foster an environment that honors a child's uniqueness.

Boundaries: Re-establish boundaries if the child acts out. By redefining appropriate behavior with limits, the child will feel more secure.

What to do When a Child Discloses

- 1. Find a private place to talk with the child.**
- 2. Reassure the child.**
 - "I believe you."
 - "I am glad you told me."
 - "It is not your fault this happened."
 - "(Sexual) abuse is wrong."
- 3. Listen openly and calmly.** Try to keep your own emotions and nonverbal cues neutral.
- 4. Write down the facts and words as the child has stated them.**
- 5. Report the disclosure to the designated reporter in your school/system/agency or your local child protection agency or law enforcement entity.**
- 6. Respect the child's need for confidentiality** – by not discussing the abuse with anyone other than those required by school/agency policy and the law.

What NOT to say When a Child Discloses

Avoid questions such as:

- "Why didn't you stop him or her?"
- "Why are you telling me this?"
- "Are you sure this is happening?"
- "Are you telling the truth?"
- "Let me know if it happens again."
- "What did you do to make this happen?"

If a child does make a disclosure, don't try to get all the details. Listen attentively and ask him/her if he/she wants to say anything else. If she chooses to say nothing more, then proceed to notify DFCS or your designated reporter. Also, write down the actual words used in the disclosure and your interaction with the child. This first statement made spontaneously has forensic significance to the investigators and the exact words can be important.

*Above all, **MINIMIZE** the number of questions you ask the child and avoid the use of leading questions (questions that suggest an answer) e.g., "Did your uncle touch you in the private area too? Was he wearing a blue jacket?"*

Appendix D

Reporting Suspected Abuse

Reporting Suspected Abuse

When You Suspect a Child is Being Abused

1. Report your concerns to the designated reporter in your agency/school or to a supervisor.
2. If your agency's policy is that each individual mandated reporter makes the report, call **(855) 422-4453** or go online to make a report at: <https://cps.dhs.ga.gov/Main/Default.aspx>

Remember, to make a report or cause a report to be made, mandated reporters only need to have "reasonable suspicions," not direct evidence.

Resources

**GA Department of Human Services
Division of Family and Children Services
Child Protective Services**
(404) 657-3400
www.dfcs.georgia.gov

1-800-CHILDREN Helpline
A service of Prevent Child Abuse Georgia
Resource and referral number
(800) 244-5373

National Parent Helpline
(855) 4A-PARENT or (855) 427-2736
www.nationalparenthelpline.org

Child Welfare Information Gateway
A service of the Children's Bureau/ACYF
www.childwelfare.gov

Strengthening Families Georgia
www.strengtheningfamiliesga.net

FRIENDS National Resource Center for Community-Based Child Abuse Prevention
(919) 490-5577
www.friendsnrc.org

Mandated Reporting Resources

Prevent Child Abuse Georgia

If you or your organization are interested in mandated reporting training, Prevent Child Abuse Georgia offers free in-person Mandated Reporter Trainings. PCA Georgia's in-person Mandated Reporter training is intended to help people know how to make a report of suspected abuse and when and how to facilitate a family's linkage to support and resources. Child maltreatment is not inevitable; it is preventable. Online mandated reporter training continues to be available and thousands of people take the training each year. The in-person training is another option, particularly when organizations want a deeper dive into the information and would like to participate in a Q & A. Your organization can request a training in your area by visiting <http://abuse.publichealth.gsu.edu/free-online-mandated-reporting/>.

Reporting Suspected Abuse

Children's Healthcare of Atlanta

Children's Healthcare of Atlanta offers a mandated reporting computer-based training. This self-paced Computer-Based Training (CBT) is not instructor led, and can be completed at any time. This CBT will focus on recognizing risk factors or signs that physical and sexual abuse, neglect, and sexual exploitation may be occurring. You will also learn about the basics of the mandatory reporting laws relating to child abuse in Georgia. In addition, changes/additions in the 2016 legislative session to the Mandated Reporting Statute (O.C.G.A. §19-7-5), including House Bill 905, will be discussed. Policies and procedures related to actually making a report of suspected child abuse are addressed as well. To register for this training, please visit www.choa.org/cptraining.

The Georgia Division of Family and Children Services

The Georgia Department of Human Services Division of Family and Children Services developed an online mandated reporter training designed to help Georgia mandated reporters recognize the signs of child abuse and neglect, their legal obligations related to reporting suspected abuse and neglect, and how to make a report. The course was reviewed and approved by the Governor's Office for Children and Families, the Georgia Department of Human Services Division of Family and Children Services and Bright from the Start: Georgia Department of Early Care and Learning. Please visit www.prosolutionstraining.com/store/product/?tProductVersion_id=861 to register for the course.

Appendix E

Questions to Expect When Making a DFCS Referral

Questions to Expect When Making a DFCS Referral

When making a DFCS referral the following information will be requested. This information is critical to ensuring DFCS is able to respond appropriately to reports of suspected child maltreatment.

Specific Concern: *What are your specific concerns about the child(ren)? Has something happened to the child? If so, what happened? When and where did it occur and who was involved? Was an object used and if so, what type of object? How serious is the harm to the child?*

Provide a detailed description of your specific concern.

Circumstances surrounding your concern: *What was going on with the family before, during and after the specific circumstance/event/alleged child maltreatment you are concerned about? Where were the children at the time and where are they now? What did the child say happened? What is the caregiver's explanation? How do you know about this circumstance/event/alleged maltreatment? Is your concern an ongoing concern with the children? Has this specific concern, or any other concerns about this child, come to your attention previously? If so, please provide an explanation of prior concerns you have. Who else knows about this? Were the police called? If so, what is the officer's name?*

Child Functioning: *Describe each child's day to day functioning in relation to other children their age. What is the child's overall appearance, health and well-being? Does the child(ren) have any behavioral, mental, emotional, intellectual or physical disabilities? If so, what and how does it affect their functioning? Is child(ren) receiving services from any agency? If so, who and what for? Are they on any medications? Do they get meds regularly? If school age, what grade? On grade level? Describe attendance/discipline issues/general performance. How do the child(ren) interact with their peers? Has child(ren) expressed concerns about going home? If so, what concerns and why?*

Parenting Discipline: *How do the parents manage the child's behaviors? What do the parents do when the child gets in trouble? How do they view the purpose of discipline? Do they have house rules for the children and if so, what are they? What kind of things does the child get in trouble for? Is the caregiver ever out of control when disciplining the child? If so, explain when and the circumstances.*

General Parenting: *What is the overall parenting style of the parents—structured, strict, laid-back....? How do the parents/child(ren) interact? Do parents seem to understand the child(ren's) needs? Are they able to meet these needs? Why or why not? Does the caregiver have realistic expectations of child(ren) given the child's age/functioning? Explain. Describe how caregiver accesses and uses available resources to provide basic needs for the children. Who usually cares for the child(ren)? Are the parents living in the same home? If not, is the non-residential parent involved with the child? Describe how caretakers react to bad behavior. Describe how they show love and nurturing.*

Adult Functioning: *What is the overall functioning of each parent on a personal level-- rather than as a parent?) How does the caretaker care for themselves? Are they employed? If so, what shift? Stable employment? Who cares for child when they are at work? Do caregivers have a steady source of income? Stable housing? Are there any concerns relating to mental health, substance abuse, domestic violence? If yes, what frequency? How do the parents respond when you approach them with concerns?*

Additional Comments Section: Anything else you feel we need to know about this family.

Appendix F

Adverse Childhood Experiences Fact Sheet

THE TRUTH ABOUT ACEs

WHAT ARE THEY?

ACEs *are*
ADVERSE
CHILDHOOD
EXPERIENCES

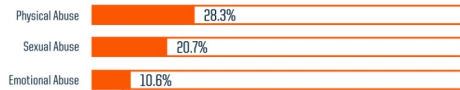
The three types of ACEs include

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother treated violently	Substance Abuse
Sexual		Divorce	

HOW PREVALENT ARE ACEs?

The ACE study* revealed the following estimates:

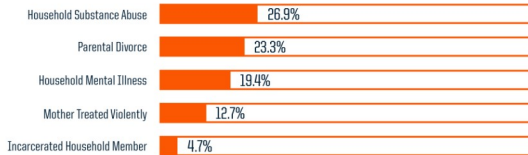
ABUSE



NEGLECT



HOUSEHOLD DYSFUNCTION



percentage of study participants that experienced a specific ACE

WHAT IMPACT DO ACEs HAVE?

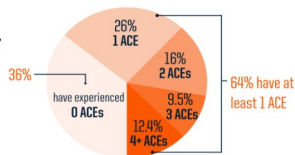
As the number of ACEs increases, so does the risk for negative health outcomes



Possible Risk Outcomes:

BEHAVIOR				
Lack of physical activity	Smoking	Alcoholism	Drug use	Missed work
PHYSICAL & MENTAL HEALTH				
Severe obesity	Diabetes	Depression	Suicide attempts	STDs
Heart disease	Cancer	Stroke	COPD	Broken bones

Of 17,000 ACE study participants:



Appendix F

Appendix G

Georgia Code Resources

Georgia Code Resources

Pertinent Sections of the O.C.G.A.

The following are portions of the Official Code of Georgia Annotated, related to reporting of child abuse and various relevant definitions. This is just a sampling of the Code and is representative of new additions that became law as of July 1, 2016. It includes the most current version of O.C.G.A. §§ 19-7-5, 15-11-2, 16-3-22.1, and 49-5-181.

§ 19-7-5. Reports by physicians, treating personnel, institutions and others as to child abuse; failure to report suspected child abuse

(a) The purpose of this Code section is to provide for the protection of children. It is intended that mandatory reporting will cause the protective services of the state to be brought to bear on the situation in an effort to prevent abuses, to protect and enhance the welfare of children, and to preserve family life wherever possible. This Code section shall be liberally construed so as to carry out the purposes thereof.

(b) As used in this Code section, the term:

- (1) "Abortion" shall have the same meaning as set forth in Code Section 15-11-681.
- (2) "Abused" means subjected to child abuse.
- (3) "Child" means any person under 18 years of age.
- (4) "Child abuse" means:
 - (A) Physical injury or death inflicted upon a child by a parent or caretaker thereof by other than accidental means; provided, however, that physical forms of discipline may be used as long as there is no physical injury to the child;
 - (B) Neglect or exploitation of a child by a parent or caretaker thereof;
 - (C) Endangering a child;
 - (D) Sexual abuse of a child; or
 - (E) Sexual exploitation of a child.

However, no child who in good faith is being treated solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination by a duly accredited practitioner thereof shall, for that reason alone, be considered to be an abused child.

- (5) "Child service organization personnel" means persons employed by or volunteering at a business or an organization, whether public, private, for profit, not for profit, or voluntary, that provides care, treatment, education, training, supervision, coaching, counseling, recreational programs, or shelter to children.
- (6) "Clergy" means ministers, priests, rabbis, imams, or similar functionaries, by whatever name called, of a bona fide religious organization.

(6.1) "Endangering a child" means:

- (A) Any act described by subsection (d) of Code Section 16-5-70;
- (B) Any act described by Code Section 16-5-73;
- (C) Any act described by subsection (l) of Code Section 40-6-391; or
- (D) Prenatal abuse, as such term is defined in Code Section 15-11-2.

(7) "Pregnancy resource center" means an organization or facility that:

- (A) Provides pregnancy counseling or information as its primary purpose, either for a fee or as a free service;
- (B) Does not provide or refer for abortions;
- (C) Does not provide or refer for FDA approved contraceptive drugs or devices; and
- (D) Is not licensed or certified by the state or federal government to provide medical or health care services and is not otherwise bound to follow the federal Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, or other state or federal laws relating to patient confidentiality.

(8) "Reproductive health care facility" means any office, clinic, or any other physical location that provides abortions, abortion counseling, abortion referrals, or gynecological care and services.

(9) "School" means any public or private pre-kindergarten, elementary school, secondary school, technical school, vocational school, college, university, or institution of postsecondary education.

(10) "Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not such person's spouse to engage in any act which involves:

- (A) Sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex;
- (B) Bestiality;
- (C) Masturbation;
- (D) Lewd exhibition of the genitals or pubic area of any person;
- (E) Flagellation or torture by or upon a person who is nude;
- (F) Condition of being fettered, bound, or otherwise physically restrained on the part of a person who is nude;
- (G) Physical contact in an act of apparent sexual stimulation or gratification with any person's clothed or unclothed genitals, pubic area, or buttocks or with a female's clothed or unclothed breasts;

(H) Defecation or urination for the purpose of sexual stimulation; or

(I) Penetration of the vagina or rectum by any object except when done as part of a recognized medical procedure.

Sexual abuse shall include consensual sex acts when the sex acts are between minors if any individual is less than 14 years of age; provided, however, that it shall not include consensual sex acts when the sex acts are between a minor and an adult who is not more than four years older than the minor. This provision shall not be deemed or construed to repeal any law concerning the age or capacity to consent.

(11) "Sexual exploitation" means conduct by any person who allows, permits, encourages, or requires a child to engage in:

(A) Prostitution, as defined in Code Section 16-6-9; or

(B) Sexually explicit conduct for the purpose of producing any visual or print medium depicting such conduct, as defined in Code Section 16-12-100.

(c)(1) The following persons having reasonable cause to believe that suspected child abuse has occurred shall report or cause reports of such abuse to be made as provided in this Code section:

(A) Physicians licensed to practice medicine, physician assistants, interns, or residents;

(B) Hospital or medical personnel;

(C) Dentists;

(D) Licensed psychologists and persons participating in internships to obtain licensing pursuant to Chapter 39 of Title 43;

(E) Podiatrists;

(F) Registered professional nurses or licensed practical nurses licensed pursuant to Chapter 26 of Title 43 or nurse's aides;

(G) Professional counselors, social workers, or marriage and family therapists licensed pursuant to Chapter 10A of Title 43;

(H) School teachers;

(I) School administrators;

(J) School counselors, visiting teachers, school social workers, or school psychologists certified pursuant to Chapter 2 of Title 20;

(K) Child welfare agency personnel, as such agency is defined in Code Section 49-5-12;

(L) Child-counseling personnel;

(M) Child service organization personnel;

- (N) Law enforcement personnel; or
- (O) Reproductive health care facility or pregnancy resource center personnel and volunteers.

(2) If a person is required to report child abuse pursuant to this subsection because such person attends to a child pursuant to such person's duties as an employee of or volunteer at a hospital, school, social agency, or similar facility, such person shall notify the person in charge of such hospital, school, agency, or facility, or the designated delegate thereof, and the person so notified shall report or cause a report to be made in accordance with this Code section. An employee or volunteer who makes a report to the person designated pursuant to this paragraph shall be deemed to have fully complied with this subsection. Under no circumstances shall any person in charge of such hospital, school, agency, or facility, or the designated delegate thereof, to whom such notification has been made exercise any control, restraint, or modification or make any other change to the information provided by the reporter, although each of the aforementioned persons may be consulted prior to the making of a report and may provide any additional, relevant, and necessary information when making the report.

(3) When a person identified in paragraph (1) of this subsection has reasonable cause to believe that child abuse has occurred involving a person who attends to a child pursuant to such person's duties as an employee of or volunteer at a hospital, school, social agency, or similar facility, the person who received such information shall notify the person in charge of such hospital, school, agency, or facility, or the designated delegate thereof, and the person so notified shall report or cause a report to be made in accordance with this Code section. An employee or volunteer who makes a report to the person designated pursuant to this paragraph shall be deemed to have fully complied with this subsection. Under no circumstances shall any person in charge of such hospital, school, agency, or facility, or the designated delegate thereof, to whom such notification has been made exercise any control, restraint, or modification or make any other change to the information provided by the reporter, although each of the aforementioned persons may be consulted prior to the making of a report and may provide any additional, relevant, and necessary information when making the report.

(d) Any other person, other than one specified in subsection (c) of this Code section, who has reasonable cause to believe that suspected child abuse has occurred may report or cause reports to be made as provided in this Code section.

(e) With respect to reporting required by subsection (c) of this Code section, an oral report by telephone or other oral communication or a written report by electronic submission or facsimile shall be made immediately, but in no case later than 24 hours from the time there is reasonable cause to believe that suspected child abuse has occurred. When a report is being made by electronic submission or facsimile to the Division of Family and Children Services of the Department of Human Services, it shall be done in the manner specified by the division. Oral reports shall be followed by a later report in writing, if requested, to a child welfare agency providing protective services, as designated by the Division of Family and Children Services of the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney. If a report of child abuse is made to the child welfare agency or independently discovered by the agency, and the agency has reasonable cause to believe such report is true or the report contains any allegation or evidence of child abuse, then the agency shall immediately notify the appropriate police authority or district attorney.

Such reports shall contain the names and addresses of the child and the child's parents or caretakers, if known, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries, and any other information that the reporting person believes might be helpful in establishing the cause of the injuries and the identity of the perpetrator. Photographs of the child's injuries to be used as documentation in support of allegations by hospital employees or volunteers, physicians, law enforcement personnel, school officials, or employees or volunteers of legally mandated public or private child protective agencies may be taken without the permission of the child's parent or guardian. Such photographs shall be made available as soon as possible to the chief welfare agency providing protective services and to the appropriate police authority.

(f) Any person or persons, partnership, firm, corporation, association, hospital, or other entity participating in the making of a report or causing a report to be made to a child welfare agency providing protective services or to an appropriate police authority pursuant to this Code section or any other law or participating in any judicial proceeding or any other proceeding resulting therefrom shall in so doing be immune from any civil or criminal liability that might otherwise be incurred or imposed, provided such participation pursuant to this Code section or any other law is made in good faith. Any person making a report, whether required by this Code section or not, shall be immune from liability as provided in this subsection.

(g) Suspected child abuse which is required to be reported by any person pursuant to this Code section shall be reported notwithstanding that the reasonable cause to believe such abuse has occurred or is occurring is based in whole or in part upon any communication to that person which is otherwise made privileged or confidential by law; provided, however, that a member of the clergy shall not be required to report child abuse reported solely within the context of confession or other similar communication required to be kept confidential under church doctrine or practice. When a clergy member receives information about child abuse from any other source, the clergy member shall comply with the reporting requirements of this Code section, even though the clergy member may have also received a report of child abuse from the confession of the perpetrator.

(h) Any person or official required by subsection (c) of this Code section to report a suspected case of child abuse who knowingly and willfully fails to do so shall be guilty of a misdemeanor.

(i) A report of child abuse or information relating thereto and contained in such report, when provided to a law enforcement agency or district attorney pursuant to subsection (e) of this Code section or pursuant to Code Section 49-5-41, shall not be subject to public inspection under Article 4 of Chapter 18 of Title 50 even though such report or information is contained in or part of closed records compiled for law enforcement or prosecution purposes unless:

- (1) There is a criminal or civil court proceeding which has been initiated based in whole or in part upon the facts regarding abuse which are alleged in the child abuse reports and the person or entity seeking to inspect such records provides clear and convincing evidence of such proceeding; or
- (2) The superior court in the county in which is located the office of the law enforcement agency or district attorney which compiled the records containing such reports, after application for inspection and a hearing on the issue, shall permit inspection of such records by or release of information from such records to individuals or entities who are engaged in legitimate research for educational, scientific, or public purposes and who comply with the provisions of this paragraph.

When those records are located in more than one county, the application may be made to the superior court of any one of such counties. A copy of any application authorized by this paragraph shall be served on the office of the law enforcement agency or district attorney which compiled the records containing such reports. In cases where the location of the records is unknown to the applicant, the application may be made to the Superior Court of Fulton County. The superior court to which an application is made shall not grant the application unless:

- (A) The application includes a description of the proposed research project, including a specific statement of the information required, the purpose for which the project requires that information, and a methodology to assure the information is not arbitrarily sought;
- (B) The applicant carries the burden of showing the legitimacy of the research project; and
- (C) Names and addresses of individuals, other than officials, employees, or agents of agencies receiving or investigating a report of abuse which is the subject of a report, shall be deleted from any information released pursuant to this subsection unless the court determines that having the names and addresses open for review is essential to the research and the child, through his or her representative, gives permission to release the information.

§ 15-11-2. Definitions

As used in this chapter, the term:

- (1) "Abandonment" or "abandoned" means any conduct on the part of a parent, guardian, or legal custodian showing an intent to forgo parental duties or relinquish parental claims. Intent to forgo parental duties or relinquish parental claims may be evidenced by:
 - (A) Failure, for a period of at least six months, to communicate meaningfully with a child;
 - (B) Failure, for a period of at least six months, to maintain regular visitation with a child;
 - (C) Leaving a child with another person without provision for his or her support for a period of at least six months;
 - (D) Failure, for a period of at least six months, to participate in any court ordered plan or program designed to reunite a child's parent, guardian, or legal custodian with his or her child;
 - (E) Leaving a child without affording means of identifying such child or his or her parent, guardian, or legal custodian and:
 - (i) The identity of such child's parent, guardian, or legal custodian cannot be ascertained despite diligent searching; and

(ii) A parent, guardian, or legal custodian has not come forward to claim such child within three months following the finding of such child;

(F) Being absent from the home of his or her child for a period of time that creates a substantial risk of serious harm to a child left in the home;

(G) Failure to respond, for a period of at least six months, to notice of child protective proceedings; or

(H) Any other conduct indicating an intent to forgo parental duties or relinquish parental claims.

(2) "Abuse" means:

(A) Any nonaccidental physical injury or physical injury which is inconsistent with the explanation given for it suffered by a child as the result of the acts or omissions of a person responsible for the care of a child;

(B) Emotional abuse;

(C) Sexual abuse or sexual exploitation;

(D) Prenatal abuse; or

(E) The commission of an act of family violence as defined in Code Section 19-13-1 in the presence of a child. An act includes a single act, multiple acts, or a continuing course of conduct. As used in this subparagraph, the term "presence" means physically present or able to see or hear.

(3) "Adult" means any individual who is not a child as defined in paragraph (10) of this Code section.

(4) "Affiliate court appointed special advocate program" means a locally operated program operating with the approval of the local juvenile court which screens, trains, and supervises volunteers to advocate for the best interests of an abused or neglected child in dependency proceedings.

(5) "Aggravated circumstances" means the parent has:

(A) Abandoned a child;

(B) Aided or abetted, attempted, conspired, or solicited to commit murder or voluntary manslaughter of another child of such parent;

(C) Subjected a child or his or her sibling to torture, chronic abuse, sexual abuse, or sexual exploitation;

(D) Committed the murder or voluntary manslaughter of his or her child's other parent or has been convicted of aiding or abetting, attempting, conspiring, or soliciting the murder or voluntary manslaughter of his or her child's other parent;

(E) Committed the murder or voluntary manslaughter of another child of such parent; or

(F) Committed an assault that resulted in serious bodily injury to his or her child or another child of such parent.

- (6) “Biological father” means the male who impregnated the biological mother resulting in the birth of a child.
- (7) “Business day” means Mondays through Fridays and shall not include weekends or legal holidays.
- (8) “Caregiver” means any person providing a residence for a child or any person legally obligated to provide or secure adequate care for a child, including his or her parent, guardian, or legal custodian.
- (9) “Case plan” means a plan which is designed to ensure that a child receives protection, proper care, and case management and may include services for a child, his or her parent, guardian, or legal custodian, and other caregivers.
- (10) “Child” means any individual who is:
- (A) Under the age of 18 years;
 - (B) Under the age of 17 years when alleged to have committed a delinquent act;
 - (C) Under the age of 22 years and in the care of DFCS as a result of being adjudicated dependent before reaching 18 years of age;
 - (D) Under the age of 23 years and eligible for and receiving independent living services through DFCS as a result of being adjudicated dependent before reaching 18 years of age; or
 - (E) Under the age of 21 years who committed an act of delinquency before reaching the age of 17 years and who has been placed under the supervision of the court or on probation to the court for the purpose of enforcing orders of the court.
- (11) “Child in need of services” means:
- (A) A child adjudicated to be in need of care, guidance, counseling, structure, supervision, treatment, or rehabilitation and who is adjudicated to be:
 - (i) Subject to compulsory school attendance and who is habitually and without good and sufficient cause truant, as such term is defined in Code Section 15-11-381, from school;
 - (ii) Habitually disobedient of the reasonable and lawful commands of his or her parent, guardian, or legal custodian and is ungovernable or places himself or herself or others in unsafe circumstances;
 - (iii) A runaway, as such term is defined in Code Section 15-11-381;
 - (iv) A child who has committed an offense applicable only to a child;
 - (v) A child who wanders or loiters about the streets of any city or in or about any highway or any public place between the hours of 12:00 Midnight and 5:00 A.M.;

(vi) A child who disobeys the terms of supervision contained in a court order which has been directed to such child who has been adjudicated a child in need of services; or

(vii) A child who patronizes any bar where alcoholic beverages are being sold, unaccompanied by his or her parent, guardian, or legal custodian, or who possesses alcoholic beverages; or

(B) A child who has committed a delinquent act and is adjudicated to be in need of supervision but not in need of treatment or rehabilitation.

.... (48) "Neglect" means:

(A) The failure to provide proper parental care or control, subsistence, education as required by law, or other care or control necessary for a child's physical, mental, or emotional health or morals;

(B) The failure to provide a child with adequate supervision necessary for such child's well-being; or

(C) The abandonment of a child by his or her parent, guardian, or legal custodian.

§ 16-3-22.1. Immunity for good faith possession

(a) Any person that in good faith has possession of materials or images in violation of Article 3 of Chapter 12 of this title and immediately notifies law enforcement officials or any person that is required by Code Section 19-7-5 to report suspected child abuse, or makes such notification within 72 hours from the time there is reasonable cause to believe such person is in possession of such materials or images, shall be immune to the same extent as a law enforcement officer would be immune from criminal liability for such possession.

(b) The official report of the law enforcement agency or the Division of Family and Children Services of the Department of Human Services shall create a rebuttable presumption of good faith and reasonableness on the part of the person that has possession.

(c) The purpose of this Code section is to provide for those persons that act in good faith to assist law enforcement officers or the Division of Family and Children Services of the Department of Human Services when the health and safety of a child are being adversely affected and threatened by the conduct of another. This Code section shall be liberally construed so as to carry out the purposes thereof.

§ 49-5-181. Establishment and Maintenance

(a) The division shall establish and maintain a central child abuse registry which shall be known as the 'Child Protective Services Information System.' The child abuse registry shall receive notice regarding:

(1) Substantiated cases occurring on and after July 1, 2016, reported to the division pursuant to subsection (a) of Code Section 49-5-182; and

(2) Convicted child abusers on and after July 1, 2016, reported to the division pursuant to subsection (b) of Code Section 49-5-182.

to subsection (b) of Code Section 49-5-182.

(b) The child abuse registry shall be operated in such a manner as to enable abuse investigators to:

- (1) Immediately identify and locate substantiated cases and convicted child abusers; and
- (2) Maintain and produce aggregate statistical data of substantiated cases and cases of child abuse in which a person was convicted.

Appendix H

CSEC Fact Sheet

Commercial Sexual Exploitation of Children: A Fact Sheet

What is the Commercial Sexual Exploitation of Children?

The **commercial sexual exploitation of children** is a global problem that could be happening right in your neighborhood. The commercial sex industry victimizes girls, boys, and transgendered youth.

Commercial sexual exploitation of children occurs when individuals buy, trade, or sell sexual acts with a child. **Sex trafficking** is “the recruitment, harboring, transportation, provision, or obtaining of a person for the purposes of a commercial sex act.”¹ Children who are involved in the commercial sex industry are viewed as victims of **severe forms of trafficking in persons**, which is sex trafficking “in which a commercial sex act is induced by force, fraud, or coercion, **or** in which the person induced to perform such an act has not attained 18 years of age.”² A **commercial sex act** is “any sex act on account of which anything of value is given to or received by any person.”³

How does a child become a victim?

Pimps and traffickers target vulnerable children and lure them into prostitution and other forms of sexual exploitation using psychological manipulation, drugs, and/or violence. Any child may be vulnerable to such a person who promises to meet his or her emotional and physical needs. A trafficker/pimp’s main purpose is to exploit the child for monetary gain. Often traffickers/pimps will create a seemingly loving and caring relationship with their victim in order to establish trust and allegiance. This manipulative relationship tries to ensure the youth will remain loyal to the exploiter even in the face of severe victimization. These relationships may begin online before progressing to a real-life encounter.

Victims are

Targeted – Pimps are predators who seek out vulnerable victims, particularly runaways or children experiencing trouble at home. They know these children have emotional and physical needs they perceive are not being met and use this to their advantage. Pimps find victims at a variety of venues such as in social-networking websites, shopping malls, and schools; on local streets; or at bus stations. While pimps often target children outside of their family, a family member may also prostitute a child.

Tricked – Pimps are willing to invest a great deal of time and effort in their victim to break down a victim’s natural resistance and suspicion – buying them gifts, providing a place to stay, promising a loving relationship – before revealing their true intent. Frequently victims do not realize the deceptive nature of their trafficker’s interest in them, viewing their pimp as a caretaker and/or boyfriend.

Traumatized – A pimp’s use of psychological manipulation (causing the child to truly believe the pimp loves and cares for his or her well-being) coupled with physical control (threats, violence, or drug addiction) can make a victim feel trapped and powerless. This “trauma bond” is difficult to break and long-term treatment and counseling for victims is required.

Despite the seriousness of the problem, the incidence of commercial child sexual exploitation is difficult to measure. Empirical research has not conclusively defined the scope of the problem today. Below, however, are some significant findings from past studies.

Statistics

- Pimps prey on victims as young as 12 to 14 years old.⁴
- One study estimates as many as 325,000 children in the U.S., Canada, and Mexico are at risk each year for becoming victims of sexual exploitation.⁵
- A history of physical and sexual abuse is often common among victims.⁶
- One study estimates 30% of shelter youth and 70% of street youth are victims of commercial sexual exploitation. They may engage or be coerced into prostitution for “survival sex” to meet daily needs for food, shelter, or drugs.⁷

¹Victims of Trafficking and Violence Protection Act of 2000 [United States of America]. Public Law 106-386 [H.R. 3244]. 28 October 2000. Section 103(9).

²Ibid., Section 103(8).

³Ibid., Section 103(3).

⁴National Report on Domestic Minor Sex Trafficking: America’s Prostituted Children. Washington, D.C.: Shared Hope International, 2009, page 30.

⁵R. Estes and N. Weiner. *Commercial Sexual Exploitation of Children in the U.S., Canada, and Mexico*. University of Pennsylvania, 2001, page 144.

⁶National Report on Domestic Minor Sex Trafficking, op. cit., n 4., page 31.

⁷Commercial Sexual Exploitation of Children in the U.S., Canada, and Mexico, op. cit., n. 4, page 131. See also J. Greene, S. Ennett, and C. Ringwalt. (1999) “Prevalence and correlates of survival sex among runaway and homeless youth.” *American Journal of Public Health*. 89(9) page 1406.

Barriers for victims

- **Psychology of Victimization** – Pimps may use force, fraud, or coercion to virtually enslave their victims. Juvenile victims have been controlled by threats of violence to their family; pornographic images taken and used for blackmail or stigmatization; physical, verbal, and sexual abuse. Child victims may be gang-raped to desensitize them to sexual activity prior to victimizing them in prostitution. Victims are taught to not trust law enforcement and may have experienced negative encounters with law-enforcement officers. Victims often remain with pimps out of fear of being physically harmed, having another victim endure physical harm, or a threat to their family members. Pimps have been convicted of plotting to murder cooperative victim witnesses and for the homicide of victims, further instilling fear.
- **“Trauma Bonding”** – This is also common among child victims exploited for commercial sex. The child experiences a strong link to the pimp/exploiter based in what the child perceives as an incredibly intense or important relationship, but one in which there has been an exploitation of trust or power. Emotional bonding is a learned tactic for survival and can be common between exploited children and the exploiter. Advocacy groups working directly with this population note reframing the trauma bond with a pimp/exploiter can take months of therapy and/or residential treatment for the child. Post Traumatic Stress Disorder (PTSD) is very common among children exposed to sex trafficking and commercial sexual exploitation and may be characterized by such symptoms as anxiety, depression, insomnia, irritability, flashbacks, emotional numbing, and hyper-alertness.⁶ Victims of commercial child sexual exploitation often have unique needs given the frequent nature of multiple acts of sexual exploitation or violence, by multiple offenders, over potentially a sustained period of time.

More Statistics

- Sex trafficking need not involve actual movement of the victim.⁷
- Pimps may earn hundreds of thousands of dollars every year from selling minors.⁸
- 75% of child victims engaged in prostitution are under the control of a pimp.⁹

What are potential indicators of trafficking and exploitation?

- History of emotional, sexual, or other physical abuse
- Signs of current physical abuse and/or sexually transmitted diseases
- History of running away or current status as a runaway
- Inexplicable appearance of expensive gifts, clothing, or other costly items
- Presence of an older boy-/girlfriend
- Drug addiction
- Withdrawal or lack of interest in previous activities
- Gang involvement

⁶M. Farley. “Bad for the Body, Bad for the Heart: Prostitution Harms Women Even if Legalized or Decriminalized.” *Violence Against Women*. 2004(10), page 1104.

⁷Fact Sheet: *Distinctions Between Human Smuggling and Human Trafficking*. Washington D.C.: U.S. Department of State, Human Smuggling and Trafficking Center. January 2005, page 4.

⁸D. Hughes. *The Demand for Victims of Sex Trafficking*. Washington, D.C.: U.S. Department of State. 2005, page 20. Hughes notes the Polaris Project, a Washington, D.C.-based nonprofit organization working with victims of human trafficking conducted an informal analysis in 2005 of a pimp’s wages, based on client’s direct accounts. One teenage girl was forced to meet quotas of \$500 a night, seven days a week and gave the money to her trafficker each night. This particular pimp controlled three other women. Based on these numbers, Polaris Project estimates the pimp made \$632,000 in one year from four young women and girls.

⁹*Commercial Sexual Exploitation of Children in the U.S., Canada, and Mexico*, op. cit., n. 5, page 60.

If you suspect a case of commercial child sexual exploitation or sex trafficking of children, contact the **National Center for Missing & Exploited Children®** at **1-800-843-5678** or visit www.cybertipline.com

or

the **National Human Trafficking Resource Center (NHTRC)** at **1-888-373-7888**.

For additional information and resources about Commercial Sexual Exploitation of Children and Human Trafficking, please visit the **Innocence Lost National Initiative** at http://www.fbi.gov/about-us/investigate/vc_majorthefts/cac/innocencelost

Last Updated: 3/2010 by the Innocence Lost Working Group

Appendix I

Healthy Sexual Development in Children

Healthy Sexual Development in Children

The first step toward preventing the sexual abuse of children is to ensure they develop in healthy ways themselves. Professionals that work with children and families have a unique opportunity to observe the formative behaviors in children and create environments that support healthy development.

As we grow and develop, what are considered healthy or normal changes? The following stages of development are described in general terms and each child will reach his or her developmental milestone at different times.

Stages of Sexual Development	Characteristics of Sexual Development	Adult Behaviors that Support Healthy Development
Infancy: 0-2 years of age	<ul style="list-style-type: none"> ▪ Sensory Learning ▪ Natural to touch genitals ▪ Developing trust and capacity for pleasure ▪ Gender and gender role development ▪ Physical reflex responses 	<ul style="list-style-type: none"> ▪ Help baby recognize correct names for body parts, including genitals ▪ Affirm child's capacity to experience pleasure from touch ▪ Help child differentiate between male and female ▪ Provide opportunities for social interaction with same age peers
Toddlers: 2-5 years of age	<ul style="list-style-type: none"> ▪ More curiosity about their own bodies and those of others ▪ Self-soothing touches to genitals increase ▪ Imitate behavior associated with gender toilet training ▪ "Playing Doctor" and "Playing House" cross gender behavior 	<ul style="list-style-type: none"> ▪ Be supportive not punitive in toilet training ▪ Use inappropriate behavior as opportunity to teach appropriate behavior ▪ Try not to shame self-soothing behavior or punish it ▪ Help child understand human reproduction with simple but accurate descriptions

<p>School Age: 6-9 years of age</p>	<ul style="list-style-type: none"> ▪ Socialization gender ▪ Identity and gender consistency ▪ Interest in reproduction ▪ Sex play goes underground ▪ Understanding of orientation 	<ul style="list-style-type: none"> ▪ Give accurate information about reproduction ▪ Prepare child for oncoming changes of puberty ▪ Teach norms as far as sexuality, including privacy and nudity ▪ Reinforce boundaries and body safety
<p>Puberty: 10-15 years of age</p>	<ul style="list-style-type: none"> ▪ Accelerated growth ▪ More adult appearance ▪ Preoccupation with physical appearance ▪ Hairy, sweaty, stinky and pimply ▪ Establishing sexual identity/orientation ▪ More focus on pleasure in masturbation 	<ul style="list-style-type: none"> ▪ Make child aware of changes that will occur ▪ Emphasize changes in hygiene ▪ Media literacy skills ▪ Discuss rights and responsibilities ▪ Educate yourself and them on STDs ▪ Clarify terms

We recommend Toni Cavanagh Johnson’s guide “Understanding Children’s Sexual Behaviors: What’s Natural and Healthy” as a resource for more information on sex and sexuality in children. You can order a copy from Prevent Child Abuse Georgia, www.preventchildabusega.org.



Appendix J

Outcome Measurement Framework

Successes/Outcomes	Measures/Indicators (SMART Objectives)	Measurement Tool(s)	Who?/How?

Appendix K

Logic Model Template

Outcomes 	5-10 Years	
	3-5 Years	
	1-3 Years	
Outputs 	Participants	
	Outputs	
	Activities	
Inputs		

Appendix L
Consequences and
Statistics Related to
Sexual Abuse and
Exploitation

Consequences and Implications of Sexual Victimization

- ⇒ Research indicates that children and adolescents exposed to sexual abuse are at risk of higher absentee rates, increased grade retention, higher need for special education services, and difficulty with school adaptation.¹
- ⇒ Adults with a history of child sexual abuse are more than twice as likely to report a suicide attempt.²
- ⇒ Adult survivors of child sexual abuse are almost twice as likely to be arrested for violent offenses as the general population.³
- ⇒ Adults with a history of child sexual abuse are 30% more likely than their non-abused peers to have a serious medical condition such as diabetes, cancer, heart problems, stroke, or hypertension.⁴

Sexual Violence and Youth National Statistics

According to Child Maltreatment 2014, sexual abuse represented 8.3% of reported child maltreatment cases. That is approximately 58,105 reported cases.⁵

David Finkelhor and colleagues report that 26.6% of females and 5.1% of males experience sexual abuse before they turn 18.⁶

The 2008 National Survey of Children's Exposure to Violence reported that 6.1% of the 10-17 year olds surveyed were sexually victimized in the past year and 9.8% over their lifetimes.⁷

Contrary to popular belief, child sexual abuse is most often committed by someone the child knows. Approximately 90% of children who are sexually abused know their abuser. Only 10% of sexually abused children are abused by a stranger.⁸

30% of children who are abused are abused by family members. 60% of children who are sexually abused are abused by individuals that the family trusts.⁹

As many as 40% of children who are sexually abused are abused by older, or more powerful children.¹⁰

Prior exposure to sexual abuse puts children at risk for sexual exploitation. Greater than 90% of children who are commercially sexually exploited have been sexually abused in the past.¹¹

23% of all 10 to 17 year olds receive unwanted sexual requests while on the internet.¹²

The annual cost of child sexual abuse in the United States is \$23 billion.¹³

In Georgia...

According to Child Maltreatment 2015, sexual abuse represented 3.4% of reported child maltreatment cases in the state of Georgia. That is approximately 927 reported cases.¹⁴

The Reality...

Sexual abuse is highly under reported. It is difficult to obtain an accurate measurement of sexual abuse due to stigma and issues with reporting. For many, recognizing sexual abuse and subsequently reporting, it are intimidating tasks. We need to equip mandated reporters and ultimately all adults with the tools and knowledge they need to recognize and put a stop to child sexual abuse.

Resources like Child Maltreatment 2015 offer some data on sexual abuse but the data are not fully captured by this resource. We must consider that there are other comorbidities that accompany sexual abuse such as physical and emotional abuse. Consequently, the data may not accurately depict the number of child abuse cases within the country and each individual state.

Appendix L References

1. Wells, R., McCann, J., Adams, J., Voris, J., & Dahl, B. (1997). A validation study of the structured interview of symptoms associated with sexual abuse using three samples of sexually abused, allegedly abused, and nonabused boys. *Child Abuse & Neglect*, 21, 1159-1167.
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3. Siegal, J.A. & Williams, L.M. (2003). The relationship between child sexual abuse and female delinquency and crime: A prospective study. *Journal of Research in Crime and Delinquency*, 40, 71-94.
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5. Child Maltreatment 2015. Retrieved from <https://www.acf.hhs.gov/sites/default/files/cb/cm2015.pdf>
6. Finkelhor, D., Shattuck, A., Turner, H. A., & Hamby, S. L. (2014). The Lifetime Prevalence of Child Sexual Abuse and Sexual Assault Assessed in Late Adolescence. *Journal of Adolescent Health*, 55(3), 329-333. doi:10.1016/j.jadohealth.2013.12.026
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8. Darkness to Light. Child Sexual Abuse Fact Sheet
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10. Id.
11. Id.
12. Id.
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14. Child Maltreatment 2015.

2022-2023 Academy for Classical Education - VISITORS/VOLUNTEER Policies and Procedures

At ACE, we strongly encourage our parents to volunteer at the school or in the school activities. We believe that when students see their parent active in the school environment it reinforces the connection between the school and home. Parents and other family members will have many opportunities to volunteer their time both at the school and at home. Volunteer sign-ups will be available throughout the school year. Depending on the activity or event, volunteer background checks and/or fingerprinting will be required. Please read below for more information regarding ACE volunteer requirements.

Level 1 –

Level 1 volunteers are persons that will have no interaction with students, such as volunteers working on campus/grounds clean up or assisting with tasks when school is not in session. Level 1 volunteers do not require criminal background checks. The volunteer's name, date of service, and time on campus must be kept on record by the ACE employee that requested Level 1 volunteers.

Level 2 -

Level 2 volunteers are persons that will have **limited supervised interaction with students during normal school hours**. Examples of level 2 volunteer activities include; lunch visitor, field day, class parties, fairy tale ball, etc. Level 2 volunteers must check in at the appropriate front office and obtain a visitors pass utilizing the CheckMate computer system. Registered sex offenders will not be allowed to volunteer or visit ACE.

Level 3 –

Level 3 volunteers are persons who will have **unsupervised interaction with students**. Examples of Level 3 volunteers include field trip chaperones, elementary football/cheer coaches, and ACE Athletics community coaches. Level 3 volunteers are required to complete mandated reporter training and be fingerprinted **PRIOR** to service, **NO EXCEPTIONS**. Level 3 volunteer fingerprints are required once every five (5) years. Payment for fingerprinting is the responsibility of the volunteer or sponsoring organization (PTO or Booster Club). ACE Athletic Community Coaches may be reimbursed by the Athletic Department for the cost of a fingerprint check.

Disqualification of Volunteers -

ACE administrators with justified concerns have the authority to exclude individuals from participating in volunteer activities. Volunteers, including parents, who are excluded from Level 3 volunteer activities due to a disqualifying offense on the background check or sex offender registry may not participate in Level 1 or 2 volunteer activities. Parents/guardians who are excluded from volunteer activities may attend public school events such as athletics games and student performances.

2022 – 2023 ACE LEVEL 3 VOLUNTEER APPLICATION

Thank you so much for volunteering your time at ACE. Please complete the information below and submit to the Front Office. Please note that if you are applying for LEVEL 3 volunteer status, fingerprint results can take several weeks to process. **Please plan accordingly.** All fingerprints must be complete and results received **PRIOR** to volunteering, there are **NO EXCEPTIONS**.

DATE: _____

NAME: _____

PHONE NUMBER: _____

EMAIL ADDRESS: _____

Affiliation with ACE, check all that apply:

Parent/Guardian Grandparent Other Family Member
 Community Coach Community Volunteer

Volunteer Level Applying for, check one:

Level 3 – Volunteers will have unsupervised interaction with students. Examples include Field Trip chaperones, elementary football/cheer coaches, and community coaches. **Fingerprints and mandated reporter training required every 5 years. Level 3 Volunteer fingerprint check costs approximately \$47.50, paid to the fingerprinting agency.**

Please complete this page, the background check/fingerprint release form, the mandated reporter form, the Volunteer FERPA acknowledgment form, and submit to the front office. All level 3 volunteers will also need to follow the attached directions for obtaining and paying for a fingerprint check.

Academy for Classical Education
2022-2023
Criminal Background/Fingerprint Check Release

Last: First Name: Middle: Suffix:

Other Names/Maiden/Alias:

Social Security #: Date of Birth: Race: Sex:
(month/day/year)

Phone #: Email:

Present Address:

City: State: Zip Code: County:

Student's Name: Teacher's Name:

Teacher's Name:

Teacher's Name:

Volunteer Type: Classroom Field Trip Other (Please Specify)

Special Employment Provisions:

- Employment only (Purpose code "E")
- Employment with Mentally Disabled (Purpose code "M")
- Employment with Elder Care (Purpose code "N")
- Employment with Children (Purpose code "W")
- Personal use only (Purpose code "U")

Authorization: (Volunteers should check the box for "one (1) time only from the date I have entered". Employees should select the box next for "duration of my employment with this company".)

This authorization is valid for 90 days/ 180 days 2022-2023 School Year

I, give consent to ACE/GEMALTO/Chamblee Police Department to perform periodic criminal history background checks for the duration of my employment with this company.

This authorization is valid for one (1) time only from the date I have entered.

Signature:

Date:



The Academy for Classical Education

"A school where teachers can teach...and students will learn"

Volunteer/Chaperone Information

Requirements of volunteers/chaperones before they can interact with students:

1. Watch the [Department of Education \(DOE\) Mandated Reporter PowerPoint](#). Or visit the ACE Macon website, click on the Parents tab, click on the Volunteer page, then scroll down to the "CHILD ABUSE PREVENTION" link to view the mandated reporter training.
2. Sign the mandated reporter statement below indicating the PowerPoint has been viewed and that the school protocol and mandated reporting law is understood.

Mandated Reporter Statement

1. I have watched the Mandated Reporter Training Power Point provided by ACE.
2. I understand that it is the law that I report immediately any suspected abuse. Reports are made to a school administrator or counselor as this is ACE policy. I understand it is a crime if I do not report suspected abuse.
3. If a school official is not available, Georgia law requires that I make an oral report of suspected child abuse immediately to the Department of Family and Children Services (DFCS), law enforcement, or a district attorney within 24 hours.
4. If I suspect a child is in immediate danger, I shall call 911 immediately.
5. I understand when I make a report or cause a report to be made, mandated reporters only need to have "reasonable suspicions", no direct evidence.
6. I understand it is against the law for any mandated reporter to notify the parent that a referral has been made. It is the policy of DFACS that Child Protective Services notify the parent upon investigation. Do not contact the parent or guardian.
7. I will not conduct an investigation, and I will not question a child for any reason.
8. **I will keep all matters confidential.** This is a legal requirement.
9. By causing a report to be made to a child welfare agency or by participating in any judicial proceeding, I understand that I am immune from any civil or criminal liability, provided that I am acting with good intentions.

Printed Name

Date

Signature

478-238-5757

5665 New Forsyth Road • Macon, GA 31210
www.academyforclassicaleducation.org

ACE Fingerprinting Instructions

Sign into the Cogent Website at <https://www.aps.gemalto.com/ga/index.htm>

- Click on 'Applicant Registration'
- Click on 'Education Agencies (EA)' in the upper right hand corner
- Click on 'Public Schools'
- Read the rights and check the box then click 'continue'
- Click the drop down menu for 'Agency' and select " **ACADEMY FOR CLASSICAL EDUCATION**"
- Click the drop down menu for 'reason' and select 'Public School – Volunteers Providing Direct Care'
- For 'Requesting agency' use **GA931410Z** (that is a zero)
- Choose payment – You will pay. The fee is **\$47.50**.
- **DO NOT** check the 'Fingerprint Card User' box
- In the personal Information section complete all the yellow boxes. You don't need your social security number because you will be taking the form with you.
- Complete the yellow boxes in the Address Information section. Spell out Street, Drive, etc.
- Click Continue
- Review and Submit
- Email will be sent with approval instructions to the email address you provided.
- Once approved by agency you will receive an email with approval code.
- Print the document

Take the document and your Driver's License to:

Interim Healthcare

**2370 Vineville Ave
Macon, GA 31204
478-394-4672**

UPS Store

**3780 Northside Drive
Macon, GA 31210
478-474-8847**

***We highly recommend that you call the location and confirm fingerprinting hours before going.**

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects personally identifiable information (PII) in students' education records from unauthorized disclosure. It affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right for parents and eligible students to have some control over the disclosure of PII from education records.

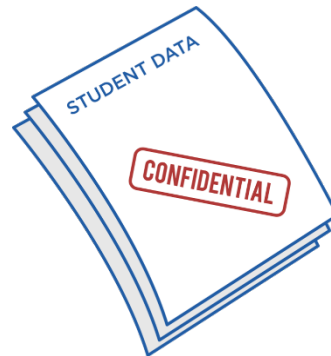
FERPA includes provisions allowing students' PII from education records to be disclosed without the prior written consent of parents, if the disclosure meets the criteria for one of the permitted consent exceptions.

The school official exception allows educational agencies to share PII from education records without consent with contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or functions, as long as certain additional requirements are met.

The FERPA statute is codified at 20 U.S.C. § 1232g, and the FERPA regulations are found at 34 CFR Part 99.

Who can I contact for more information?

**Lara Relyea – Dean of Compliance
Academy for Classical Education
lara.relyea@acemacon.org
(478)238-5757**



Acknowledgement of Volunteer Responsibilities under the Family Educational Rights and Privacy Act (FERPA) and Student Data Privacy (O.C.G.A §20-2-667)



Academy for Classical Education
5665 New Forsyth Road
Macon, Georgia 312



Introduction

You have volunteered for **ACE** to perform services that require you to access and use **personally identifiable information (PII)** from students' education records. Your access and use of the PII is governed by the Family Educational Rights and Privacy Act (FERPA).

FERPA requires the school or school district to maintain "direct control" over your use and maintenance of students' education records and to use reasonable methods to ensure that you obtain access to only those education records in which you have an educational interest.

If you have any questions about information in this document, they should be directed to Lara Relyea, Dean of Compliance.



What should I do to protect student PII from education records under FERPA?

It's important that you take the following steps to protect student privacy:

- *Do not disclose the PII to another party (except to ACE personnel).* The PII must not be shared with unauthorized users, and it must be protected from inadvertent disclosure due to careless handling.
- *Do not use the PII for other purposes.* The PII has been provided only for you to perform the volunteer service for which the school provided you the information. It should not be used for other purposes.
- *Do not keep the PII after you complete your volunteer service.* Destroy or return the PII to the school after completion of the service that you provided.

The undersigned acknowledges that he or she has read, understands, and will uphold all responsibilities as outlined in *Acknowledgement of Volunteer Responsibilities under FERPA*.

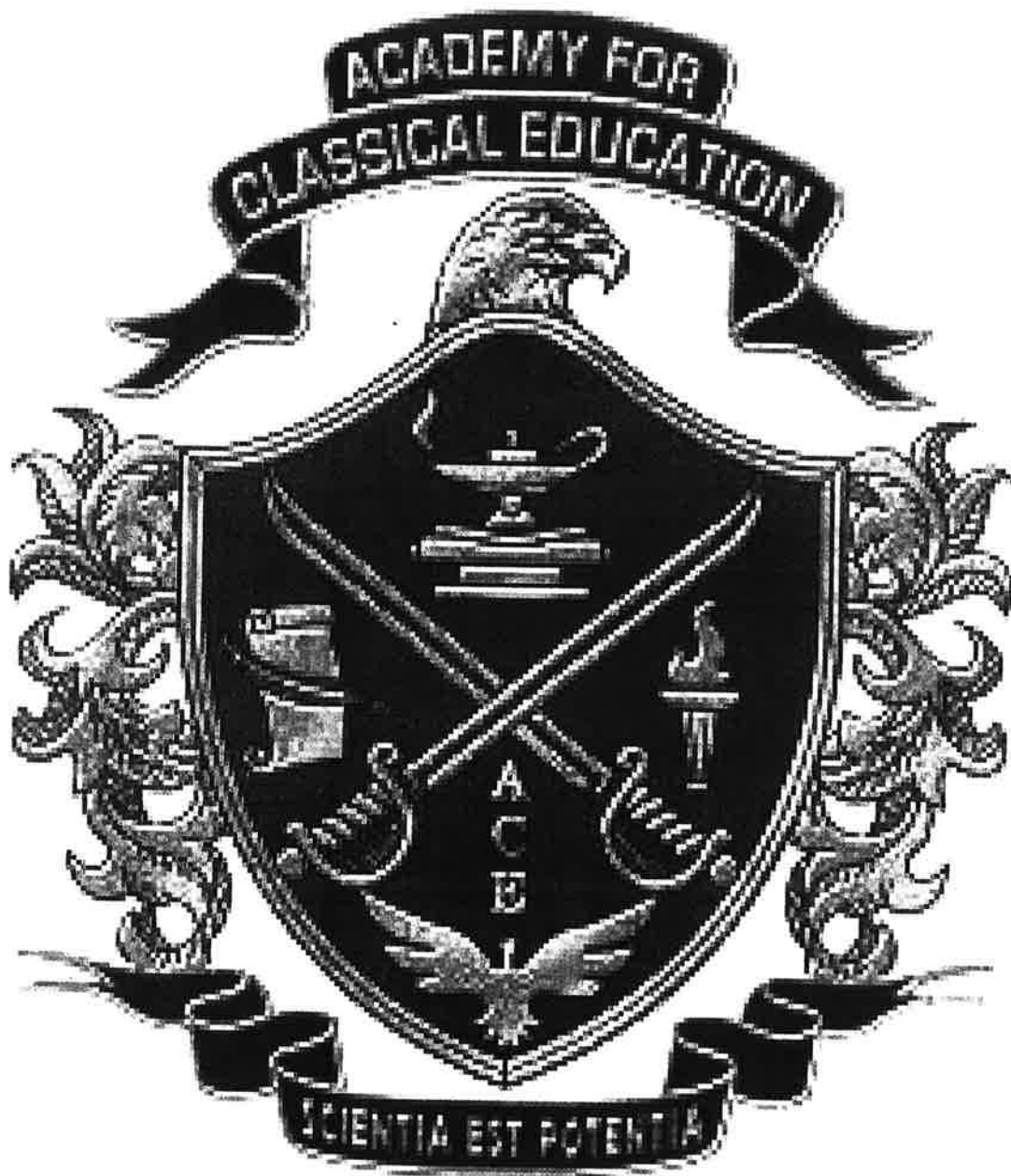
(Print name)

Academy for Classical Education – Macon Georgia
(Name of school or school district)

(Signature)

(Date)





**Academy for Classical Education
School Clinic Policy and Procedures**

Table of Contents

The SCHOOL CLINIC STAFF

The Nurses and their responsibilities

THE POLICIES AND PROCEDURES

1. ACCIDENT AND PREVENTION SAFETY/ SAFETY CHECKLIST
2. FIRST AID, MINOR COMPLAINTS AND MEDICAL EMERGENCY
3. ALLERGIES
4. HEALTH INFORMATION FORM
5. MAJOR ACCIDENT AND MEDICAL EMERGENCY
6. MEDICATION GUIDELINES
7. MEDICATION ADMINISTRATION
8. INFECTION PREVENTION AND CONTROL POLICY
9. HEAD LICE POLICY
10. IMMUNIZATIONS
11. MANAGEMENT OF CHRONIC MEDICAL CONDITIONS
12. STAFF TRAINING

Policy and Procedures

The school clinic at the Academy for Classical Education will utilize The Emergency Guidelines for School Handbook as the primary triage/assessment/invention algorithm of medical treatment as provided by Navicent Health Children's Hospital Macon, Ga. to all district area schools. The following policy and procedures listed will be in conjunction with the above handbook.

1. ACCIDENT PREVENTION AND SAFETY

The school will provide as far as is practical a safe and healthy environment. All reasonable steps will be taken to ensure that:

- a) The premises are kept safe and clean to prevent risk to all users.
- b) The equipment is safe and manufactures' instructions for use are followed.
- c) Staffs are instructed in all matters of health and safety.
- d) All cuts, bumps and falls as well as other more serious accidents are recorded in a clinic activity logbook kept with the nurse in the clinic.
- e) Incident forms are to be completed for incidents and accidents as indicated.
- f.) Refer to Emergency medical algorithm as indicated.

2. FIRST AID, MINOR COMPLAINTS AND MEDICAL EMERGENCIES.

Minor injuries are treated in the clinic with appropriate first aid. Minor complaints may be treated with reference to the student's Health Information form on file and updated annually by a parent or guardian. This form, signed by parent or guardian, will serve as written permission for medical treatment as deemed necessary by clinic staff. The form may be changed, updated and revoked in writing by parent or guardian. A call is made to parents if it considers necessary for the student's condition. Proper documentation of incident and treatment administered are completed in the clinic activity log book. This logbook is used to record all health issues to present to the school clinic each day. It is recorded in promptly as soon as any issue is dealt with. The important details to be recorded are:

- a) The name of the student.
 - b.) The date, time.
 - c.) The circumstances of the incident/illness
 - d.) A description of any injury sustained.
 - e.) The treatment administered and indication of parent contact and results—dismissed home or back to class
- FIRST AID KIT—will be available to teachers for fieldtrips.
 - HEAD Injury—If a child sustains a head injury while at school, parents will be informed via telephone and will be advised to take necessary precautions following the injury. Proper documentation of the incident will be completed. Depending on severity of injury, the student may be kept in the clinic for up to one hour (or until parent arrival) for neuro assessment. The Emergency Guideline algorithm will be utilized.

THE NURSES

School nurse shall hold a State of Georgia license as registered nurse with preferred experience of working with children in a school or pediatric setting.

RESPONSIBILITIES:

- a.) Maintain annual health information documentation on each student for treatment at school.
- b.) Ensure that all medical supplies and equipment needed for first aid and emergency care are available and in working condition in the school clinic.
- c.) Assess needs of students (examine/ observe/ measure vital signs) who require first aid care and administer appropriate care.
- d.) Refer to the student's private physician for advice when needed.
- e.) Inform parents about the student's condition as deemed necessary.
- f.) Transfer the student to the Accident/Emergency of the nearest hospital as per the standard procedure in cases required.
- g.) Provide privacy to the student during medical examination.
- h.) Abide by state guidelines for mandatory immunizations for school attendance.
- i.) Offer annual influenza vaccinations in cooperation with the county health department.
- l.) Offer mandatory scoliosis screenings for 6th and 8th graders in cooperation with the county health department.



Claire's story

Seconds after hitting a serve over the volleyball net, 17-year-old Claire grabbed her chest and collapsed to the floor in her high school gym. She wasn't breathing, and her heart wasn't beating. Fortunately for Claire, though, her school had worked with Children's Healthcare of Atlanta's Project S.A.V.E. to train members of its staff in the use and maintenance of an automated external defibrillator (AED). Immediately after Claire's sudden cardiac arrest, a teacher grabbed the nearest AED and used it to save her life.

Two and a half minutes after her heart stopped, Claire received a shock from the AED. Eleven minutes after she fell, paramedics arrived to take her to the hospital. There, doctors told her parents that, because of her specific condition, CPR alone would not have revived her. The paramedics would have been too late. Claire's heart needed a shock to get it working and in rhythm again—a shock that only came in time because her school was prepared and had a plan for a cardiac emergency.

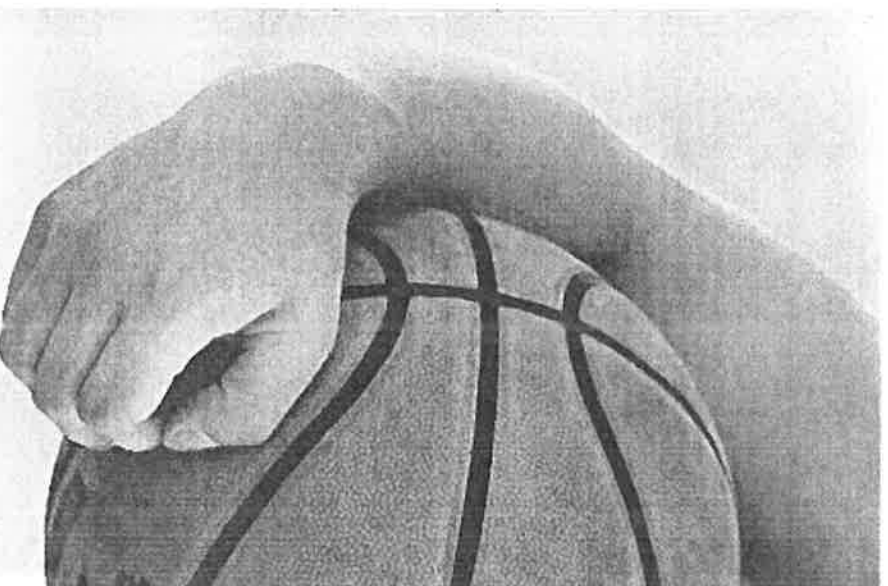


Children's
Healthcare of Atlanta

Contact

Contact **Richard Lamphier**, Clinical Program Manager of Project S.A.V.E., at **404-785-7201** or **richard.lamphier@choa.org** for more information, or to arrange a free consultation for your school or organization.

Project S.A.V.E. is an affiliate of Project ADAM, a program of Children's Hospital of Wisconsin



Project S.A.V.E.

- S** Sudden cardiac arrest
- A** Awareness
- V** Vision for prevention
- E** Education



Visit choa.org/projectsAVE to learn





Project S.A.V.E.

Children's Healthcare of Atlanta started Project S.A.V.E. in 2004 with the mission of promoting and facilitating the prevention of sudden cardiac arrest (SCA) in children, adolescents and others in Georgia communities.

Highlights

- Since the program's inception, Project S.A.V.E. has:
- Saved more than 100 lives.
- Brought automated external defibrillator (AED) and CPR training to every county in Georgia.
- Awarded more than 1,300 HeartSafe certificates to schools across Georgia.
- Helped one Georgia city become HeartSafe.

Primary prevention and awareness

- Warning signs of possible heart risk in a student:
- Fainting, nearly fainting or seizure-like activity during or immediately after exercise, high emotions or being started
- Excessive, unexpected and unexplained fatigue or shortness of breath with exercise
- Unusual chest, shoulder, back or jaw pain
- Unexplained heart murmur or high blood pressure
- Premature, unexplained death in a close relative younger than 50

- Close relatives with conditions such as hypertrophic cardiomyopathy, dilated cardiomyopathy, Long QT syndrome, Marfan syndrome or clinically important arrhythmias

If any of these signs or family history is present, or if an adult witnesses these symptoms in a student, the student should be further evaluated by his primary care provider, with appropriate referral as indicated.

Project S.A.V.E. supports the use of the standardized participation evaluation endorsed by the Georgia High School Association to identify student athletes at risk for sudden cardiac arrest. Use of other screening techniques such as electrocardiogram (ECG) and echocardiogram should be at the discretion of a student's healthcare provider.

Secondary prevention

The American Heart Association chain of survival

With prompt recognition of the signs of sudden cardiac arrest, children, adolescents or adults who experience a sudden collapse because of ventricular fibrillation can often be successfully treated with early CPR, rapid defibrillation with an AED and early activation of emergency medical services (EMS). A are critical factors for the victim's survival.

An AED is a device that looks for a shockable heart rhythm and delivers a shock only if needed. It is small, portable, automated and easy to operate. Voice prompts give instructions, and the machine will not shock someone who does not need to be shocked. Successful resuscitation depends on treatment with CPR and an AED within three to five minutes. Prompt SCA recognition, a first responder team with CPR skills and an AED in the community are critical to saving a life.

A successful community emergency action plan

Purchasing an AED is only a small part of a program. The key elements of a good emergency action plan are:

- An AED coordinator who will ensure up-to-date maintenance and training of first-responder
- A written plan that includes communication response team training and practice, and take after the device is used
- A first-responder team of five to 10 people CPR, use of the AED and the emergency
- An AED practice drill at least once a year



Visit choa.org/eap to learn more about creating an emergency action plan

You can be a Project S.A.V.E. HeartSafe Community

Our Project S.A.V.E. staff will provide a free consultation on prevention of sudden cardiac death in your community. Those that request this assistance receive up-to-date information on:

- How to train staff, students and citizens to sudden cardiac arrest and be aware of their treatments to prevent death
- Implementation of a comprehensive best AED program and emergency action plan

Georgia communities can be recognized as Community after completing a checklist that documents successful implementation of all program elements.

A comprehensive emergency action plan includes the life of a student, staff member, parent or visitor experiences sudden cardiac arrest. This plan template that can be used to respond to an emergency in the community.

Georgia High School Association Student/Parent Concussion Awareness Form

SCHOOL: _____

DANGERS OF CONCUSSION

Concussions at all levels of sports have received a great deal of attention and a state law has been passed to address this issue. Adolescent athletes are particularly vulnerable to the effects of concussion. Once considered little more than a minor "ding" to the head, it is now understood that a concussion has the potential to result in death, or changes in brain function (either short-term or long-term). A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. Continued participation in any sport following a concussion can lead to worsening concussion symptoms, as well as increased risk for further injury to the brain, and even death.

Player and parental education in this area is crucial – that is the reason for this document. Refer to it regularly. This form must be signed by a parent or guardian of each student who wishes to participate in GHSA athletics. One copy needs to be returned to the school, and one retained at home.

COMMON SIGNS AND SYMPTOMS OF CONCUSSION

- Headache, dizziness, poor balance, moves clumsily, reduced energy level/tiredness
- Nausea or vomiting
- Blurred vision, sensitivity to light and sounds
- Fogginess of memory, difficulty concentrating, slowed thought processes, confused about surroundings or game assignments
- Unexplained changes in behavior and personality
- Loss of consciousness (NOTE: This does not occur in all concussion episodes.)

BY-LAW 2.68: GHSA CONCUSSION POLICY: In accordance with Georgia law and national playing rules published by the National Federation of State High School Associations, any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion shall be immediately removed from the practice or contest and shall not return to play until an appropriate health care professional has determined that no concussion has occurred. (NOTE: An appropriate health care professional may include licensed physician (MD/DO) or another licensed individual under the supervision of a licensed physician, such as a nurse practitioner, physician assistant, or certified athletic trainer who has received training in concussion evaluation and management.)

a) No athlete is allowed to return to a game or a practice on the same day that a concussion (a) has been diagnosed, OR (b) cannot be ruled out.

b) Any athlete diagnosed with a concussion shall be cleared medically by an appropriate health care professional prior to resuming participation in any future practice or contest. The formulation of a gradual return to play protocol shall be a part of the medical clearance.

By signing this concussion form, I give _____ High School permission to transfer this concussion form to the other sports that my child may play. I am aware of the dangers of concussion and this signed concussion form will represent myself and my child during the 2019-2020 school year. This form will be stored with the athletic physical form and other accompanying forms required by the _____ School System.

I HAVE READ THIS FORM AND I UNDERSTAND THE FACTS PRESENTED IN IT.

Student Name (Printed)

Student Name (Signed)

Date

Parent Name (Printed)

Parent Name (Signed)

Date

Prevent Sudden Cardiac Death



3 Simple Steps to Protect Your Family

1: Learn the Early Warning Signs

If you or your child has had one or more of these signs, see your primary care physician:

- Fainting suddenly and without warning, especially during exercise or in response to loud sounds like doorbells, alarm clocks or ringing phones
- Unusual chest pain or shortness of breath during exercise
- Family members who had sudden, unexplained and unexpected death before age 50
- Family members who have been diagnosed with a condition that can cause sudden cardiac death, such as hypertrophic cardiomyopathy (HCM) or Long QT syndrome
- A seizure suddenly and without warning, especially during exercise or in response to loud sounds like doorbells, alarm clocks or ringing phones

2: Learn to Recognize Sudden Cardiac Arrest

If you see someone collapse, assume he has experienced sudden cardiac arrest and respond quickly. This victim will be unresponsive, gasping or not breathing normally, and may have some jerking (Seizure like activity). Send for help and start CPR. You cannot hurt him.

3: Learn Hands-Only CPR

Effective CPR saves lives by circulating blood to the brain and other vital organs until rescue teams arrive. It is one of the most important life skills you can learn – and it's easier than ever.

- Call 911 (or ask bystanders to call 911 and get an AED)
- Push hard and fast in the center of the chest. Kneel at the victim's side, place your hands on the lower half of the breastbone, one on top of the other, elbows straight and locked. Push down 2 inches, then up 2 inches, at a rate of 100 times/minute, to the beat of the song "Stayin' Alive."
- If an Automated External Defibrillator (AED) is available, open it and follow the voice prompts. It will lead you step-by-step through the process, and will never shock a victim that does not need a shock.

Project S.A.V.E. works to ensure that schools across Georgia are trained and prepared to handle a sudden cardiac arrest. Make sure that wherever your child plays, practices, or goes to school is heart-safe. Learn more at choa.org/projectsave or email richard.lamphier@choa.org.

Learn more about Hands-only CPR at www.heart.org/hands-onlyCPR

POLICIES AND PROCEDURES REGARDING INFECTIOUS DISEASES

Type: Policy

Title: Infections Diseases

Status: ACE Governing Board, July 20, 2019

Infectious Diseases

No student shall be denied access to the educational programs of the Academy for Classical Education but the student may be excluded from school where, in consultation with public health officials determine that the student is likely to cause the infection of an uninfected individual if not excluded from school.

The Principal or designee is directed and authorized to develop and implement regulations or procedures related to the impact of infection diseases on school system management and operations. Such regulations or procedures shall ensure that the School:

1. Provides employees with information, education, or training related to the transmission of infectious diseases;
2. Makes appropriate personal protective equipment (e.g., face masks, gloves) readily available for tasks associated with the evaluation and treatment of students with actual or potential infections;
3. Immediately counsels employees and students (and parents of such students) who are suspected of having an infectious disease of the need to obtain an appropriate medical evaluation;
4. Involves the school nurse, public health agency representatives, health care professionals, and school administrators in operational decisions concerning an employee or student who has an infectious disease;
5. Establishes school exclusion and disease management protocols that are consistent with evidence-based guidelines developed by health authorities and the recommendations of the Georgia School Health Resource Manual;
6. Follows universal precautions when handling blood or other bodily fluids; and
7. Discloses student health-related information only as permitted or required by state and federal law.

Appeal of Exclusion Decisions

Any student with a potentially contagious infection disease who is excluded from school shall be provided with written notice of the following: (1) the suspected infectious disease; (2) the

factual basis for such suspicion; (3) the source of any authority relied upon in deciding to exclude the student from school; (4) the duration of such exclusion; (5) any conditions that must be satisfied before returning to school; and (6) notice of the right to request an impartial appeal hearing if the period of exclusion will extend beyond 10 school days. Any student who appeals under this part shall be entitled to present and respond to evidence, examine and cross-examine witnesses, and, at his or her expense, be represented by counsel. The student's appearance at the hearing shall not be required and a parent, guardian, or representative may act on behalf of the student at the hearing.

Confidentiality

No ACE employee shall disclose medical information about a student with an infectious disease, except as authorized or required by law. In addition, employees are prohibited from disclosing medical information about students to non-administrative personnel unless the parent or guardian consents to such disclosure or, in the determination of the school principal, the employee has a legitimate, educational interest in knowing the information.

Mandated Reporter Protocol and Procedures DFCS referral number 1-855-GACHILD (1 855-422-4453)

1. Mandated Reporters:

- Georgia law defines mandated reporters as:
- *Mandatory Reporters include but are not limited to faculty/teachers, administrators, counselors, social workers, psychologists, law enforcement personnel, and other persons who participate in providing care, treatment, education, training, supervision, coaching, counseling, recreational programs or shelter to minors.*
- **At ACE all faculty/staff are mandated reporters.** This would include all faculty, staff, administrators, counselors, resource officers, coaches, community coaches, and nurses.
- Mandated reporters must, if they have reasonable cause to believe that a child has been abused, make a report, immediately but no later than 24 hours, to the local DFCS office or law enforcement. Not reporting a suspected abuse case subjects a mandated reporter to criminal penalty.

2. Mandated Reporter Training:

- Prior to the start of each school year, all ACE mandated reporters (that is everyone on staff) must complete the mandated reporting online course; this course is approved by the state of Georgia DFCS.
- The free, two-hour course can be found at:
https://www.prosolutionstraining.com/store/product/?tProductVersion_id=1093.
- After completing the course, each ACE mandated reporter must print out their certificate.

3. Suspicion of child abuse **DURING SCHOOL HOURS:**

- Mandated reporter should let the counselor know immediately.
- If the grade-level counselor cannot be located, the mandated reporter will contact both other counselors and administration.
- Counselor (or other designee) will speak with student and take necessary steps. This may mean calling parents, making a DFCS report, or helping the teacher to make a DFCS report.
- Counselor (or other designee) will let administrators know of the report.

4. Suspicion of child abuse **AFTER SCHOOL HOURS (between 3:15 p.m. and 6:00 P.M.)**

- Mandated reporter should call front office to let them know for immediate need of Administrator on Call. (Do not share information with front desk, only that admin is needed ASAP.)
- Administrator on call will speak with the student and take necessary steps. This may mean calling parents, making a DFCS report, or helping the teacher to make a DFCS report.

5. Suspicion of child abuse **OUTSIDE OF SCHOOL HOURS (on weekend, in evening after 6:00 p.m.)**

- Mandated reporter should make a DFCS referral
- Inform both administration and grade-level counselor of situation, that report was made, and follow up as necessary with DFCS, administration, and grade-level counselor.

6. Suspicion of child abuse at **ACE-SPONSORED AFTER SCHOOL EVENT (sports game, practice, concerts, etc.)**

- Mandated reporter should make a DFCS referral
- Inform both administration and grade-level counselor of the situation, that report was made, and follow up as necessary with DSFCS, administration, and grade-level counselor.

7. Protocol to handle suspicious parent/guardian behavior/actions:

A. Carpool:

I. One member on each carpool team/late carpool pickup must have a walkie-talkie

II. If parent pulls up and suspicious or dangerous activity is suspected:

1. Tell the parent that an administrator would like to speak with them and please park and come inside.
2. Tell the parent you will escort the student(s) to the front office to wait for the parent there.
3. Use walkie-talkie to call the Administrator on Duty and report he/she is needed immediately.
4. Administrator on duty will speak to the parent, call police, or make DFCS referral if needed.
5. If the student tries to jump in the car or parent comes to force them in the car, allow them to leave, but note the car and license number if possible. The Administrator on duty will call 911 if necessary.

B. ACE-SPONSORED AFTER SCHOOL HOURS EVENT (ATHLETIC, PERFORMANCE, ETC.)

I. Faculty member must have a cell phone available in case of emergency.

II. If parent pulls up and suspicious or dangerous activity is suspected:

1. Tell the parent that you would like him/her to park the car and come speak with you.
2. Call 911 (if necessary), then Administration to inform them of the situation.
3. Faculty member who witnessed the activity will make DFCS referral.

4. After the report is made the faculty member will inform both administration and grade-level counselor of the situation, that report was made, and follow up as necessary with DFCS, administration, and grade-level counselor.

3 Example Scenarios

1. *While in the classroom with your 4th grade after school group, one of the students informs you that he is scared to go home because his uncle who has beat him before is staying with them for a few days. You:*

- a. Call the front office and ask for immediate assistance from Administrator on call.
- b. When Admin comes, you tell them exactly what student told you.
- c. Administrator will determine plan of action (whether they need to call parents, call DFCS, etc.).
- d. You continue your after school care as normal.

2. *While shopping at Kroger on Saturday afternoon, you see one of your kindergarten students with a black eye and circular burn marks on her arm. When you ask her what happened, she says she is not allowed to tell. You:*

- a. Call the DFCS referral number listed below.
- b. Email both Admin and your grade level counselor to inform them of situation.

3. *After soccer practice at ACE, you notice a parent smells of alcohol, has slurred speech, and is yelling at child to get in the car. You:*

- a. Tell parent that you need to speak with him and ask child to move away from Car.
- b. Call 911, and inform admin of situation if possible.
- c. Once police come, report situation and follow their instructions (call DFCS if necessary).
- d. Inform Admin and grade level counselor.

DFCS referral number 1-855-GACHILD (1 855-422-4453)

Laura Perkins

From: Robby Jones
Sent: Friday, August 19, 2022 11:56 AM
To: Laura Perkins
Subject: Re: Fire Drill

Here are our drills for 2022. Is this what you are looking for?

Drill Date	Number of People	Response Time	Drill
08/09/2022	1775	05:55	Fire
05/16/2022	1815	04:34	Fire
04/19/2022	1815	03:59	Fire
03/15/2022	1815	04:52	Fire
02/15/2022	2007	04:27	Se
01/26/2022	1815	04:58	Fire

Robby Jones
Assistant Dean of Students
Boys/Girls Varsity Soccer Coach
Academy for Classical Education
5665 New Forsyth Rd.
Macon, GA 31210
(478) 238-5757

From: Laura Perkins <Laura.Perkins@acemacon.org>
Sent: Friday, August 19, 2022 11:34 AM
To: Robby Jones <robbjones@acemacon.org>
Subject: Fire Drill

Robby: Do you have or can you get a copy of the last fire drill you entered?

Academy for Classical Education - Employee Conflict of Interest

CONFLICT OF INTEREST (2 CFR Sec. 200.318(c)(1))

All Academy for Classical Education employees are expected to exhibit professional behavior and ethical conduct. In accordance with policies - Board Member Conflict of Interest, ACE Financial Policies, Staff Conflict of Interest, the Academy for Classical Education adheres to standards regarding conflict of interest. These standards govern the actions of employees in the selection, award, and administration of contracts.

Definition

An interest may be defined as a commitment, goal, or value held by an individual or an institution. A conflict of interest is defined as a situation that has the potential to undermine the impartiality of a person because of the possibility of a clash between the person's self-interest and professional interest or public interest.

Standards of Conduct

The Board, superintendent, and administrative employees have the responsibility of administering the affairs of the Academy for Classical. Those persons shall exercise the utmost good faith in all transactions involved in their duties and they shall not use their positions with ACE or knowledge gained there for their personal benefit. The interests of the organization must be the first priority in all decisions and actions. Employees who are engaged in the selection, award, and administration of contracts shall abide by the following:

- No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, and member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a vendor considered for a contract.
- Officers, employees, and agents of the Academy for Classical Education may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontract.
- No employee of the Academy for Classical Education will, for oneself or on behalf of any business, be allowed to solicit or sell any real or personal property to any school, agency, or entity of the Academy for Classical Education.
- Staff shall resist incentives and pressures from contractors that would reasonably be expected to impair his or her objectivity or independence of judgment.
- No employee of the Academy for Classical Education shall give a written or oral endorsement to any company or representative for promotional purposes for any periodical, book, or product which may be offered for sale to schools, parents, or pupils in his/her charge.

- No employee shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself or any of his/her immediate family members/others.

Nominal Items

There are situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. These items are reasonable and not given in order to improperly influence business decisions. Items of nominal value are those items that are \$25 or less in value. Items may include a perishable item, meal, certificate, plaque, and token promotional items.

Reporting Conflicts of Interest

Staff, to include any employee involved in a potential conflict of interest, shall immediately report potential conflicts of interest to the CEO. ACE staff should report potential conflicts of interest involving the CEO, to the ACE Governing Board Chairman . The CEO and Chairman of the Board have the primary responsibility for initiating necessary investigations.

Violations of the Conflict of Interest Policy

Violation of these standards will result in reporting of said personnel to the CEO and if appropriate, local authorities. The CEO or Chairman of the Board shall be responsible for initiating the investigation. If an investigation substantiates occurrence of a fraudulent activity, the CEO shall issue a report to the appropriate personnel and to the Governing Board. Final disposition of the matter and any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Any misconduct could result in suspension, loss of employment, and any other consequences that are applicable by law.

Conflict of Interest Training

Training on the Conflict of Interest Policy occurs annually. Each Academy for Classical Education employee is required to complete the mandated course at the beginning of the year. New hires are also required to complete this course upon hire. The CFO and/or designee reviews completion of the course for all employees. Employees indicate during this course that they have read and understand the policy by entering their name in the course (includes the date).



The Academy for Classical Education

"A school where teachers can teach...and students will learn"

ACE Staff - Conflict of Interest Policy

Conflict of Interest Policy Acknowledgement Form

I hereby acknowledge and agree:

1. That I have received and read a copy of the Conflicts of Interest Policy and agree to abide by this policy.
2. That I will comply with the rules and regulations outlined in this policy.
3. That this original acknowledgement will be placed in my personnel file and maintained by my department.

Name of Employee (printed)

Employee Signature

Date

**Academy for Classical Education
Board Code of Ethics and Conflict of Interest Policy**

Adopted on 1- 9 -17 Last Reviewed On 8/15/2022- Last Revised On _____

The Board of ACE adopts the following policy which shall be effective on the date that the policy is adopted by the Board. If applicable, once adopted this policy replaces any previously approved school policy currently in place that provided direction on the items in this policy.

This policy establishes expectations of ethical conduct by members serving on the school's Board or on any committee of the Board. The school's Board collectively and its members individually shall at all times operate in the most ethical and conscientious manner possible.

DEFINITIONS:

"Board Members" means individuals serving on the governing board of directors of ACE or on any official committee of the Board established in accordance with its bylaws.

"Key Personnel" means individuals serving as employees of the school in a management capacity.

SECTION 1. CODE OF ETHICS. Each member of the Board agrees that he or she will:

Section 1.A: Governance Structure

1. Recognize that the authority of the Board rests only with the Board as a whole and act on behalf of the Board only in a quorum with other Board members at a Board meeting and not with individual members and act accordingly. Members may not speak or act for the Board unless otherwise directed by a majority of the Board or performing duties of an officer as authorized by state law. Also, no individual Board member may make commitments or promises that anticipate future actions that may be taken by the Board.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the Board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the Board may bring to the Board.

Section 1.B: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the Board.
3. Work with the Board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment of the best interests of the school and its students and refuse to surrender his or her

- judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the Board.

Section 1.C: Board and Community Relations

1. Seek regular and systemic communications among the Board and students, staff, and the community.
2. Communicate to the Board and the school leader expressions of public reaction to Board policies and charter school programs.
3. Be an advocate for public education in the community, informing community members on the needs of the school as well as actions of the Board and accomplishments of the school's educational program. Also, be responsive to the public and communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.

Section 1.D: Policy Development

1. Work with other Board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held Board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Section 1.E: Board Meetings

1. Attend and participate in regularly scheduled and called Board meetings. If a Board member is unable to attend a meeting, the member shall notify the Board Chair prior to the meeting. Failure to attend 2 consecutive Board meetings or 3 Board meetings in a calendar year (except for emergencies or as excused by the Chair) may result in removal from the Board of Directors in accordance with the Bylaws.
2. Be informed and prepared to discuss issues to be considered on the Board agenda.
3. Model the type of respectful, informed and open-minded discussion and consideration of issues that Board members would like to see reflected throughout all levels of the school. Specifically, Board members should encourage the free expression of opinions by all Board members, and seek and maintain open lines of communication between the Board, school employees, and the community.
4. Vote for a closed executive session of the Board only when applicable law or Board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the Board and the charter school during executive session of the Board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Voice his or her opinion but must give open-minded and fair consideration to the views of the other Board members, and thereafter support the majority decision of the Board.

Section I.F: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all Board policies regarding employment of family members.

Section 1.G: Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the Board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.
3. Communicate in a respectful professional manner with and about fellow Board members.
4. Take no private action that will compromise the Board or charter school administration.
5. Participate in all required training programs developed for Board members by the Board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of Board member compliance with the Code of Ethics.

Section 1.H: Disclosure of Conflicts of Interest

1. Announce potential conflicts of interest before Board action is taken.
2. Comply with the conflicts of interest policy of the Board, all applicable laws and State Board of Education Standards, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the Board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the Board. The Board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused Board member may bring witnesses on his or her behalf to the hearing, and the Board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the Board that the accused Board member has violated this Code of Ethics, the Board shall determine an appropriate sanction. A record of the decision of the Board to sanction a Board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the Board.

SECTION II. CONFLICTS OF INTEREST.

Section 2.A: Financial Conflicts of Interest

1. No Board member or Key Personnel shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.
2. No Board member or Key Personnel shall act in his or her official capacity in any

matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment.

3. No Board member or Key Personnel shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that individual in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.
4. No Board member or Key Personnel shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.
5. No Board member or Key Personnel or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the Board in connection with any cause, proceeding, application, or other matter pending before the charter school governing board.
6. No Board member or Key Personnel shall be prohibited from making an inquiry for information on behalf of a community member if no fee, reward, or other thing of value is promised to, given to, or accepted by the individual or any of his or her immediate family members in return therefor.
7. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

8. No Board member or Key Personnel may also be an officer of any organization that sells goods or services to that charter school unless the organization providing goods or services is a Nonprofit membership organization or there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase of goods or services that is equal to or greater than \$10,000 shall be approved by a majority of the members of the Board in an open public meeting.
9. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the Board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
10. The Board may not do business with a bank or financial institution where a Board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.
11. No Board member or Key Personnel may not have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the Board, or sell gasoline to the Board from a corporation in which the Board member is a shareholder.
12. No Board member shall not accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

Section 2.B: Conduct As Board Member

1. No Board member shall disclose or discuss any information which is subject to attorney-client privilege belonging to the Board to or with any person other than other Board members, the Board attorney, the school leader, or persons designated by the school leader for such purposes unless such privilege has been waived by a majority vote of the Board.

2. No Board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a Board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.
3. No Board member may be employed in any position in the charter school in which they serve.
4. No Board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.
5. No Board member shall serve simultaneously on the governing body of a public local school district or of a private elementary or secondary educational institution that actively seeks funding from any government entity or private entity from which the charter school seeks funding.

Each member of this Board understands and acknowledges that no person shall be eligible to serve on the Board unless he or she:

- (1) Has read and understands the code of ethics and the conflict of interest provisions applicable to members of the Board and has agreed to abide by them; and
- (2) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of charter school governing boards, the code of ethics of charter school governing boards, and the conflict of interest provisions applicable to members of charter school governing boards

I (print name) _____ will meet the conduct expectations outlined in the above policy as a member of the ACE Board of Directors or a Committee of the Board or as a Key Personnel and I understand that failure to do so may result in removal from the Board or a Committee of the Board in accordance with the Bylaws. I further agree that if at any time, I am unable fulfill the commitments as a member of the Board, I will give appropriate notice of resignation to the Chair of the Board.

Signature _____

Date _____

SURETEC INSURANCE COMPANY

2103 CityWest Boulevard, Suite 1300, Houston, TX 77042

VERIFICATION CERTIFICATE

Bond No: 3475670
Principal: Academy for Classical Education, Inc.
Bond Amount: \$200,000.00
Bond Description: School Bond
Obligee: State of Georgia - Nonpublic Postsecondary Education Commission
Current Premium Billing Term: January 1, 2022 – June 30, 2023

We hereby verify that the above Bond remains in force until it is cancelled by the Surety or otherwise terminated in accordance with this terms and conditions. All other bond terms and conditions remain unchanged.

The liability of the Surety shall not cumulate by reason of this Verification Certificate.

Signed this 30th day of August 2022

SureTec Insurance Company, Surety

By:

Rhonda Jones - A-I-F

Rhonda Jones, Attorney in Fact

SureTec Insurance Company

LIMITED POWER OF ATTORNEY

Know All Men by These Presents, That SURETEC INSURANCE COMPANY (the "Company"), a corporation duly organized and existing under the laws of the State of Texas, and having its principal office in Houston, Harris County, Texas, does by these presents make, constitute and appoint

Debra Silvey, Diane Snow, James Bass, Joshua James, Pennie Preston, Rhonda Jones

its true and lawful Attorney-in-fact, with full power and authority hereby conferred in its name, place and stead, to execute, acknowledge and deliver any and all bonds, recognizances, undertakings or other instruments or contracts of suretyship to include waivers to the conditions of contracts and consents of surety for, providing the bond penalty does not exceed

One Million and 00/100 Dollars (\$1,000,000.00)

and to bind the Company thereby as fully and to the same extent as if such bond were signed by the President, sealed with the corporate seal of the Company and duly attested by its Secretary, hereby ratifying and confirming all that the said Attorney-in-Fact may do in the premises. Said appointment is made under and by authority of the following resolutions of the Board of Directors of the SureTec Insurance Company:

Be it Resolved, that the President, any Vice-President, any Assistant Vice-President, any Secretary or any Assistant Secretary shall be and is hereby vested with full power and authority to appoint any one or more suitable persons as Attorney(s)-in-Fact to represent and act for and on behalf of the Company subject to the following provisions:

Attorney-in-Fact may be given full power and authority for and in the name of and of behalf of the Company, to execute, acknowledge and deliver, any and all bonds, recognizances, contracts, agreements or indemnity and other conditional or obligatory undertakings and any and all notices and documents canceling or terminating the Company's liability thereunder, and any such instruments so executed by any such Attorney-in-Fact shall be binding upon the Company as if signed by the President and sealed and effected by the Corporate Secretary.

Be it Resolved, that the signature of any authorized officer and seal of the Company heretofore or hereafter affixed to any power of attorney or any certificate relating thereto by facsimile, and any power of attorney or certificate bearing facsimile signature or facsimile seal shall be valid and binding upon the Company with respect to any bond or undertaking to which it is attached. (Adopted at a meeting held on 20th of April, 1999.)

In Witness Whereof, SURETEC INSURANCE COMPANY has caused these presents to be signed by its President, and its corporate seal to be hereto affixed this 28th day of October A.D. 2020.



SURETEC INSURANCE COMPANY

By: *Michael C. Keimig*
Michael C. Keimig, President

State of Texas SS:
County of Harris

On this 28th day of October A.D. 2020 before me personally came Michael C. Keimig, to me known, who, being by me duly sworn, did depose and say, that he resides in Houston, Texas, that he is President of SURETEC INSURANCE COMPANY, the company described in and which executed the above instrument; that he knows the seal of said Company; that the seal affixed to said instrument is such corporate seal; that it was so affixed by order of the Board of Directors of said Company; and that he signed his name thereto by like order.



Tanya Sneed
Tanya Sneed, Notary Public
My commission expires March 30, 2023

I, M. Brent Beaty, Assistant Secretary of SURETEC INSURANCE COMPANY, do hereby certify that the above and foregoing is a true and correct copy of a Power of Attorney, executed by said Company, which is still in full force and effect; and furthermore, the resolutions of the Board of Directors, set out in the Power of Attorney are in full force and effect.

Given under my hand and the seal of said Company at Houston, Texas this 30th day of August, 2022, A.D.

M. Brent Beaty
M. Brent Beaty, Assistant Secretary