

Application: 0000000006

Gail Fowler - gail.fowler@cirrusacademy.org
FY23 Annual Monitoring

Summary

ID: 0000000006

Last submitted: Sep 7 2022 09:51 PM (EDT)

School Information Collection

Completed - Sep 2 2022

School Information Collections

General

School Name

Cirrus Academy Charter School

School Code

7830611

School Start Date

Aug 3 2022

School End Date

May 24 2023

Teacher Start Date

Jul 25 2022

Teacher End Date

May 26 2023

Operations

Student Information System

Infinite Campus

Health Insurance Provider

Anthem Blue Cross Blue Shield

System for Award Management (SAM) Number

QTE7M7C1MGK4

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

080251702

National Center for Education Statistics (NCES) ID

130023904226

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, Inc.

Did the school require a lottery required for Fall 2022?

Yes

Number of students on waitlist

0

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	CEO/Superintendent	Dr. Gail M. Fowler	gail.fowler@cirrusacademy.org	478-250-1376
Chief Financial Officer (CFO)	n/a	n/a	n/a	478-250-1376
System Test Coordinator	Assessment Director	Diane Freeman	diane.freeman@cirrusacademy.org	478-250-1376
Data Coordinator	Assessment Director	Diane Freeman	diane.freeman@cirrusacademy.org	478-250-1376
Academic Accountability Coordinator	Chief Academic Officer	Brenda Edwards	brenda.edwards@cirrusacademy.org	478-250-1376
GaDOE Portal Security Officer	Operations Manager	Wendy Brinson-Grimes	wendy.brinson@cirrusacademy.org	478-250-1376
SCSC Reimbursement Contact	Senior Accountant	LaShondra Fowler	lashondra.fowler@cirrusacademy.org	478-250-1376
School's Legal Counsel	Attorney	Boone Smith IV	boone@shhlaw.com	(478) 743-4436

Other Administrators

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

	School Title	Name	Email Address	Phone Number
Principal	Principal	Dr. Gail M. Fowler	gail.fowler@cirrusacademy.org	478-250-1376
Assistant/Vice Principal	Dean of Student	Joanne Binns	joanne.binns@cirrusacademy.org	478-250-1376
Assistant/Vice Principal				
Testing Coordinator	Assessment Director	Diane Freeman	Diane.freeman@cirrusacademy.org	478-250-1376
Business Manager/Bookkeeper	Senior Accountant	LaShondra Fowler	lashondra.fowler@cirrusacademy.org	478-250-1376
Federal Programs Director	Federal Compliance Officer	Diane Freeman	diane.freeman@cirrusacademy.org	478-250-1376
Special Education Director	Special Education Director	Brenda Edwards	brenda.edwards@cirrusacademy.org	478-250-1376
Data Clerk	Registrar	April Dean	April.dean@cirrusacademy.org	478-250-1376
HR Director	Human Resources Coordinator	Sonja Riley	sonja.riley@cirrusacademy.org	478-250-1376
Other				
Other				
Other				
Other				
Other				

Governing Board Members

	School Title	Name	Email Address	Phone Number
Board Chair	Board Chair	Sheldon Hart	hart.mgcae@gmail.com	478-256-0228
Board Vice Chair	Board Vice Chair	Shirlynn Kelly	shirlynn.kelly@cirrusacademy.org	478-365-5300
Board Treasurer	Board Treasurer	Nathan Lewis	nathan.l.lewis@gmail.com	404-985-5035
Board Member	CEG Board Member	LaTrell Taylor	latrelltaylor112@gmail.com	478-335-5643
Board Member	CEG Board Member	Joe Morris	joe@beyandassociates.com	478-664-5771
Board Member	CEG Board Member	Albert Rogers	albert.rogers@cirruseducation.org	478-461-2358
Board Member	CEG Board Member	Tosin Olagunju	tosin.olagunju@cirrusacademy.org	478-250-1376
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 - Sep 2 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.

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.

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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

The data that will be evaluated in the school's progress will be: The MAP, BAS, and the Milestone.

Measure 1 (b): State Education Requirements

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

STAR Reading and STAR Math, MAPS,
Early Literacy and BAS

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

Cirrus Academy Charter School follows all required Georgia Content Performance Standards as the school implements the K-8th grade curriculum. The school also adjust to new demands and create new habits that support changes in the content standards. The Cirrus Academy Charter School’s Content Curriculum Standards are aligned and kept current by using the following processes:

Create an academic curriculum team made up of CACS district staff, school administrators, academic deans, teachers, support staff, SPED

staff, parents, and community partners.

Give a curriculum survey to staff, parents, and students to collect feedback data on the curriculum’s

effectiveness at various times during the year.

Constantly review and use the pre-aligned curriculum standards designed by the Georgia Dept. of Education for K-8th Grade.

School Curriculum team meet to review and review research-based literature that has been released with updates from the state as standards are revised.

Classroom Observations and Walk-throughs during the instructional implementation of content standards.

School staff attend professional learning provided by state and local agencies that discuss updates and changes in the curriculum standards.

Review curriculum resources for adoption and updates yearly.

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 Early Intevention Program Guidelines.fv 5.12.22.pdf](#)

Filename: 2022-2023 Early Intevention Program Guidelines.fv 5.12.22.pdf **Size:** 375.4 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?

No

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

[Accreditation Notification.pdf](#)

- Accreditation Notification from Cognia email

Filename: Accreditation Notification.pdf **Size:** 138.7 kB

[Cognia - Accreditation Registry Results Summary.pdf](#)

Cognia - Accreditation Registry Results Summary

Filename: Cognia - Accreditation Registry Results Summary.pdf **Size:** 308.5 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.

[Consolidated_LEA_PLAN_FY2023_CurrentCopyApproved.pdf](#)

Filename: Consolidated_LEA_PLAN_FY2023_CurrentCopyApproved.pdf **Size:** 1.1 MB

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)

Dr. Cheryl Chapman, 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)

Cirrus homeless liaison plays a key role in the implementation of the McKinney-Vento Act in the school district. Cirrus liaison ensures that procedures and outreach activities are in place to identify homeless children and youths and that school staff members understand the homeless definition, the rights of homeless children and youth, and the procedures for enrolling these students immediately and linking them to services. The liaison also makes sure that homeless parents and unaccompanied homeless youth are informed of the educational protections in the law by displaying posters in each school and in community agencies and other locations where homeless families and youth are likely to go. The liaison reviews a family's or youth's circumstances, makes an eligibility determination, and helps the children and youth enroll in school and receive services, including tutoring, school supplies, and free meals. If a parent, guardian, or unaccompanied youth disagrees with the school district over enrollment, the liaison provides written notice of the school district's decision and information on how he or she may appeal the decision. The liaison collaborates with community agencies. This collaboration ranges from providing information and posters to increase awareness of the McKinney-Vento Act to coordinating joint activities to bring a full range of services to homeless children, youth, and their families.

Public Notice Requirements Posters, brochures, and other awareness materials explaining educational rights, programs, and other related services for those families experiencing homelessness are required to be posted in the registration area of all schools and other locations where low-income and high-risk families receive services.

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)

[McKinney Vento HOMELESS EDUCATION PLAN.pdf](#)

Filename: McKinney Vento HOMELESS EDUCATION PLAN.pdf **Size:** 188.1 kB

Measure 1 (d): Data Reporting (Reserved)

CPF Section III, Indicator 2: Financial Oversight

Completed - Sep 7 2022

Policy, Procedure, and Practice Review

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

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.

[CACS Financial Policies Updated 04.22.2022.pdf](#)

Filename: CACS Financial Policies Updated 04.22.2022.pdf **Size:** 952.2 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

[Cirrus Academy Charter School Federal Fiscal Compliance Policy.pdf](#)

Filename: Cirrus Academy Charter School Federal Fiscal Compliance Policy.pdf **Size:** 207.9 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

[Equipment Real Property and Inventory Policy Federal Programs FY23.pdf](#)

Filename: Equipment Real Property and Inventory Policy Federal Programs FY23.pdf **Size:** 99.0 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)

[Equipment Real Property and Inventory Policy Federal Programs FY23.pdf](#)

Filename: Equipment Real Property and Inventory Policy Federal Programs FY23.pdf **Size:** 99.0 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.

[CACS Financial Policies Updated 04.22.2022.pdf](#)

Filename: CACS Financial Policies Updated 04.22.2022.pdf **Size:** 952.2 kB

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

Authority: Local Units of Administration Manual

[Use of Federal and State Grant for Procurement.pdf](#)

Filename: Use of Federal and State Grant for Procurement.pdf **Size:** 124.4 kB

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

Authority: Local Units of Administration Manual

[Credit Card Policy Revised April 2022.pdf](#)

Filename: Credit Card Policy_Revised April 2022.pdf **Size:** 127.5 kB

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

Authority: Local Units of Administration Manual

[Revenue and Cash Management Policy Updated Feb 2021.pdf](#)

Filename: Revenue and Cash Management Policy Updated Feb 2021.pdf **Size:** 166.8 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

[Cirrus Academy Charter School Purchase Order Policy.pdf](#)

Filename: Cirrus Academy Charter School Purchase Order Policy.pdf **Size:** 125.4 kB

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

No

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

[Cirrus Academy Charter School Purchase Order Policy.pdf](#)

Filename: Cirrus Academy Charter School Purchase Order Policy.pdf **Size:** 125.4 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.

[Purchasing threshold requirements.pdf](#)

Filename: Purchasing threshold requirements.pdf **Size:** 12.2 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.

[Indicator 2 e Budget Approved in Accordance with State Law.pdf](#)

Filename: Indicator 2 e Budget Approved in Accordance with State Law.pdf **Size:** 34.3 MB

CPF Section III, Indicator 3: Governance and Transparency

Completed - Sep 7 2022

Policy, Procedure, and Practice Review

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Indicator 3 (a): General Governance

1. Upload a copy of the governing board bylaws.

Authority: SCSC Charter Contract

[Governance Board BYLAWS.pdf](#)

Filename: Governance Board BYLAWS.pdf **Size:** 1.3 MB

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

Authority: SCSC Charter Contract

[Board-Calendar-FY22-23.pdf](#)

Filename: Board-Calendar-FY22-23.pdf **Size:** 434.6 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)

[Conflict of Interest Policy and Procedure_Admin 08.11.2022.pdf](#)

Filename: Conflict of Interest Policy and Procedure_Admin 08.11.2022.pdf **Size:** 119.9 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.

Open Records Process

An Open Records Request should be made directly to the CEG Board president by submitting the attached form or sending an email to: governingboard@cirrusacademy.org

Under the Georgia Open Records Act, all public records are available for inspection and copying unless they are specifically exempted from disclosure under the law. If a government agency or custodian of public records withholds a public document from production under an Open Records Request, they must cite to the specific statutory provision of Georgia law that exempts the record from being produced.

A request to inspect or copy records may be made either orally or in writing. For purposes of documenting and clarifying the scope and timing of the request, it is a better practice to make the request in writing, and actions to enforce the ORA can only be based on written requests.

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.

[D_Cirrus Academy Charter School.pdf](#)

Filename: D_Cirrus Academy Charter School.pdf **Size:** 17.1 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)

Georgia law, O.C.G.A. § 20-2-2084(f), requires that every member of a governing board of a state charter school participate in annual governing board training. Board members who do not wish to participate in SCSC training OR who do not fully attend SCSC governance training must seek alternate training through a list of approved providers.

- Notification is sent from SCSC in regards to identify those members of the board that have attended training and the hours that they've received based on the training that has been offered within the year.

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).

Ensure Appropriate Transparency SCSC Rule 691-2-.03 (State Charter School Monitoring) and SBOE Rule 160-4-9-.06 (Charter Authorizers, Financing, Management, and Governance Training) require state charter schools to post certain information on their websites. Additionally, state charter schools must make a summary of the annual operating budget proposed and adopted by the governing board available on a publicly available area of their websites, as required by O.C.G.A. § 20-2-167.1. Maintaining a robust website promotes transparency, engages stakeholders, and alleviates administrative inefficiencies within the monitoring process.

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

The assigned webmaster for CACS ensures that the school is in compliance with the legal website requirements.

CPF Section III, Indicator 4: Students and Employees

Completed - Sep 7 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

Code of conduct/student handbook is distributed annually electronically and via hard copy, an acknowledgment page is to be signed and returned from all parents of CACS scholars. Code of conduct is also posted on the school's website and social media platforms.

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

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

[CACS CODE of Conduct 9.2.22_Final.pdf](#)

Filename: CACS CODE of Conduct 9.2.22_Final.pdf **Size:** 954.6 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.

[Cirrus Academy Charter School Parents Bill of Rights v2.pdf](#)

Filename: Cirrus Academy Charter School Parents Bill of Rights v2.pdf **Size:** 122.6 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.

[Protect Students First Act.Cirrus updated 06.28.2022.pdf](#)

Filename: Protect Students First Act.Cirrus updated 06.28.2022.pdf **Size:** 105.9 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.cirrusacademy.org/admission/>

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

[CACCS CODE Handbook 9-07-2022_Final.pdf](#)

Filename: CACS CODE Handbook 9-07-2022_Final.pdf **Size:** 2.4 MB

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

[McKinney Vento HOMELESS EDUCATION PLAN \(1\).pdf](#)

Filename: McKinney Vento HOMELESS EDUCATION PLAN (1).pdf **Size:** 188.1 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)

[Sponsorship Letter 09.07.2022.pdf](#)

Filename: Sponsorship Letter 09.07.2022.pdf **Size:** 164.8 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)

[Designated Title IX Coordinator.pdf](#)

Filename: Designated Title IX Coordinator.pdf **Size:** 623.1 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://www.cirrusacademy.org/for-parents/>

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)

[Non discriminate documentation.pdf](#)

Filename: Non discriminate documentation.pdf **Size:** 1.4 MB

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)

[Title IX complaints.pdf](#)

Filename: Title IX complaints.pdf **Size:** 165.9 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

[D_Cirrus Academy Charter School \(1\).pdf](#)

Filename: D_Cirrus Academy Charter School (1).pdf **Size:** 17.1 kB

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

[SPED Handbook 504 Guidelines 2022 2023.pdf](#)

Filename: SPED Handbook 504 Guidelines 2022 2023.pdf **Size:** 17.5 MB

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).

[Section 504 policy.pdf](#)

Filename: Section 504 policy.pdf **Size:** 198.1 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)

[pg 204.pdf](#)

Filename: pg 204.pdf **Size:** 22.9 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.

[SPED Handbook 504 Guidelines 2022 2023.pdf](#)

Filename: SPED Handbook 504 Guidelines 2022 2023.pdf **Size:** 17.5 MB

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

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

[Cirrus Academy Charter School ELL Policy FY22.pdf](#)

Filename: Cirrus Academy Charter School ELL Policy FY22.pdf **Size:** 122.6 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

[Cirrus Academy Charter School ELL Policy FY22 \(2\).pdf](#)

Filename: Cirrus Academy Charter School ELL Policy FY22 (2).pdf **Size:** 122.6 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

Cirrus provides LEP parents a meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

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

[Waiver-Social-Security.pdf](#)

Filename: Waiver-Social-Security.pdf **Size:** 169.6 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.

[Cirrus Academy Charter School ELL Policy FY22 \(2\).pdf](#)

Filename: Cirrus Academy Charter School ELL Policy FY22 (2).pdf **Size:** 122.6 kB

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

No

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

Cirrus provides LEP parents a meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

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

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

[Cirrus Academy Charter School Professional Qualifications.docx](#)

Filename: Cirrus Academy Charter School Professional Qualifications.docx **Size:** 24.8 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.

[Professional Qualifications Chief Financial Officer 09.07.2022.pdf](#)

Filename: Professional Qualifications Chief Financial Officer 09.07.2022.pdf **Size:** 75.1 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.

[2022-23 Employee Handbook 09.07.2022.pdf](#)

Filename: 2022-23 Employee Handbook 09.07.2022.pdf **Size:** 3.2 MB

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

[Equal Opportunity Employment.pdf](#)

Filename: Equal Opportunity Employment.pdf **Size:** 167.6 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 postings.pdf](#)

Filename: FLSA postings.pdf **Size:** 90.0 kB

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

- Breakroom wall in the District Area
- Breakroom wall in the Middle School Breakroom
- Wall at the top of 100 hall headed to Human Resources

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

[Workers CompensationFMLA FLSA COBRA PostersKindergarten Hall.pdf](#)

Filename: Workers CompensationFMLA FLSA COBRA PostersKindergarten Hall.pdf **Size:** 391.8 kB

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

- Breakroom wall in the District Area
- Breakroom wall in the Middle School Breakroom
- Wall at the top of 100 hall headed to Human Resources

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)

[FMLA.pdf](#)

Filename: FMLA.pdf **Size:** 2.0 MB

CPF Section III, Indicator 5: School Environment

Completed - Sep 7 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.

[2022-2023 Fire Drill Report.pdf](#)

Filename: 2022-2023 Fire Drill Report.pdf **Size:** 132.2 kB

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

[EVIDENCE OF PROPERTY INSURANCE.pdf](#)

Filename: EVIDENCE OF PROPERTY INSURANCE.pdf **Size:** 167.0 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.

[FEDERAL PROGRAMS.pdf](#)

Filename: FEDERAL PROGRAMS.pdf **Size:** 151.5 kB

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

Authority: O.C.G.A. § 20-2-771.2

[Nursing Services Consent Form fy23.pdf](#)

Filename: Nursing Services Consent Form fy23.pdf **Size:** 178.3 kB

3. Upload the school's infectious disease policy.

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

[Infectious Disease Policy FY23 \(1\).pdf](#)

Filename: Infectious Disease Policy FY23 (1).pdf **Size:** 281.9 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.

[September 2022 Parent Meeting Flyer - Made with PosterMyWall.pdf](#)

Filename: September 2022 Parent Meeting Flyer - Made with PosterMyWall.pdf **Size:** 768.9 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.

[Sudden Cardiac Arrest Awareness Form CACS.pdf](#)

Filename: Sudden_Cardiac_Arrest_Awareness_Form_CACS.pdf **Size:** 268.9 kB

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

Authority: O.C.G.A. § 20-2-779.1


[SUICIDE PROTOCOL PROCEDURE.pdf](#)

Filename: SUICIDE PROTOCOL PROCEDURE.pdf **Size:** 203.9 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	William Thomason
Employee 2	Melinda Martin-Coley

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.

[Reporting Abuse and neglect.pdf](#)

Filename: Reporting Abuse and neglect.pdf **Size:** 573.4 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.

[Child Abuse Training.pdf](#)

Filename: Child Abuse Training.pdf **Size:** 5.3 MB

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

[Policy for Reporting Sexual Abuse or Sexual Abuse or Sexual Misconduct by Staff Members.pdf](#)

Filename: Policy for Reporting Sexual Abuse or Sexual Abuse or Sexual Misconduct by Staff Members.pdf
Size: 78.4 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.

[CIRRUS ACADEMY--2022-2023-- Health-Education-K-8-Georgia-Standards.pdf](#)

Filename: CIRRUS ACADEMY--2022-2023-- Health-Education-K-8-Georgia-Standards.pdf **Size:** 1.1 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

[Student Handbook Directory Information Update_Revised April 2022.pdf](#)

Filename: Student Handbook Directory Information Update_Revised April 2022.pdf **Size:** 162.6 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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

It is the policy of Cirrus Academy Charter School's Board of Directors, and Superintendent/CEO to comply with state and federal laws including Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA) and the Pupil Protection Rights Amendment (PPRA), adhering to the confidentiality and releasing of student records and information. The Superintendent/CEO, or designee have developed rules and procedures to be followed for parents, guardians, and eligible students of any type of information designated as Directory Information on an annual basis and provide parents, guardians, and eligible students with an opportunity to opt out of the disclosure of any type of directory information by submitting the appropriate documentations and forms.

Family Education Rights and Privacy Act (FERPA)

Statute: 20.U.S.C. 1232 Regulations: 34 C.F.R. Part 99

The Family Education Rights and Privacy Act (FERPA) provide parents and eligible students certain rights relating to accessing education records. An eligible student is a student that is at least eighteen years of age, or attends a postsecondary school. FERPA also restricts a school's disclosure of education records. Except in limited circumstances, a school cannot disclose educational records without prior written consent from the parent or eligible student.

Additionally, schools may release “directory information” of students after providing notice to parents and eligible students that includes the types of information that the school designated as directory information, the right of a parent or eligible student to refuse to designate information related to the student as directory information, and the period of time within which a parent or eligible student must notify the school in writing that the school may not designate the information related to the student as directory information.

Cirrus Academy Charter School has designated the following information as directory information:

- a. Student’s name, address, and telephone number; email address
- b. Student’s date and place of birth
- c. Student’s participation in official school clubs and sports
- d. Dates of attendance at Cirrus Academy Charter School
- e. Awards received during the time enrolled in Cirrus Academy Charter School

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. You have the right to refuse to allow all or any part of the above information to be designated as directory information and to be disclosed to the public upon request. If you wish to exercise this right, you must notify the principal in writing within 5 days after officially enrolling in school.

CPF Section III, Indicator 6: Additional and Continuing Obligations

Completed - Sep 7 2022

Policy, Procedure, and Practice Review

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Operational Performance" of the Comprehensive Performance Framework (CPF).

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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.

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?

No

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

[Scholar Employee Parent or Third-Party Grievance FY23.pdf](#)

Filename: Scholar Employee Parent or Third-Party Grievance FY23.pdf **Size:** 71.4 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

[Conflict of Interest.pdf](#)

Filename: Conflict of Interest.pdf **Size:** 16.8 MB

Measure 6(b): Continuing Obligations (Reserved)



HOMELESS EDUCATION PLAN

Purpose of the Program

Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. The program will ensure that these students are afforded equal access to academic and other services that will allow them to meet the same challenging state achievement standards as non homeless students.

The program provides procedural guidelines to ensure that homeless students are not denied enrolment due to the lack of registration documentation at the time of enrollment. Homeless children and youth, including preschool age children, will be enrolled immediately pending obtainment of necessary documents. The school counselor will assist parents, guardians or unaccompanied youth in obtaining the proper documentation.

The homeless education program makes every effort to provide homeless children and youth with a stable school environment by enrolling students in the *school of origin* and providing them with transportation to and from *the school of origin*. Provisions are made for parents, guardians, or unaccompanied youth to decline enrollment in the *school of origin*.

The program provides for a homeless liaison who will ensure program implementation and coordinate efforts to ensure that homeless children and youth, including preschool age children are provided the opportunity for academic success.

Identification and Registration Procedures

Homeless children and youth are often undetected; therefore, the system will use a **Residency Questionnaire** to facilitate identity of homeless children and youth, as well as preschoolers. The parent, guardian, or unaccompanied youth will complete the **Residency Questionnaire** at the time of registration. The school counselor may provide appropriate assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire if necessary.

A copy of the Residency Questionnaire must be submitted to the Office of the Homeless Liaison on the day of registration. The school will maintain the original form in a file separate from the student's permanent record for audit purposes during the year. This file should be housed in the school counselor's office.

The parent or guardian may enroll a homeless child or youth with or without proof of residency, birth certificate, social security number, immunization record, or school records. The school counselor will provide the parent, guardian or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment. Enrollment without the required immunization record will be pending receipt or acquisition of immunization documentation. The existing method of assigning a student number will be utilized when a student enrolls without a social security number.

An unaccompanied youth may enroll himself/herself. In this case, the school principal or designee will immediately contact the Central Office Homeless Liaison to report the enrollment of an unaccompanied youth. The school will provide the youth with proper assistance in language that the student understands. The Central Office Homeless Liaison will assist the homeless unaccompanied youth in obtaining eligible educational services. The application process for free and reduced priced meals can be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process.

Identification of Homeless Preschoolers

The Central Office Homeless Liaison will collaborate with local community service agencies (e.g. Head Start, Department of Human Resources, Health Department, faith-based organizations and the court system, etc.) and school personnel to identify homeless preschoolers. The system will also include homeless preschoolers and children in the “Child Find” process as required by the Individuals with Disabilities Act.

School Placement

The school system will make school placement decisions in the “best interest” of the homeless child or youth. Students will continue in the *school of origin* for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year. Students may enroll in any public school that non homeless students who live in the attendance area in which the student is actually living are eligible to attend.

If school enrollment decision is contrary to the wishes of the child or youth’s parent/guardian, the school will provide the parent/guardian or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision. The complainant must file a School Enrollment Dispute Form with the school in which the student is presently enrolled. The principal of this school will notify the Central Office Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent/guardian or unaccompanied youth, pending resolution of the dispute. The Central Office Homeless Liaison will expeditiously take steps to resolve the dispute following the district dispute resolution policy in conjunction with the adopted grievance policy if the dispute cannot be resolved locally, the parent or guardian may request a review of the State Superintendent, Georgia Department of Education.

Homeless Education Liaison:

The homeless liaison shall work to ensure that homeless children and youth, including preschoolers are identified, enrolled in school, and receive all eligible services facilitate student academic success. The responsibilities listed below are not all inclusive but shall be primary duties of the liaison.

The homeless liaison shall ensure that:

- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- Homeless students enroll in, and have full and equal opportunity to succeed in, the school of the district;
- Homeless children and youth receive educational services for which they are eligible, including Head Start, and preschool programs administered by the school district, and referrals to health, mental health, dental and other appropriate services;
- Parents of guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaning opportunities to participate in the education of their children;
- Parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services;
- Transportation cost disputes between the school system and school system of enrollment are resolved;
- Sensitivity and confidentiality training is provided to transportation and school personnel regarding the needs of homeless children and youth;
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act;
- Public notice of educational rights of homeless students is disseminated to locations where children and youth receive services under Act;
- Required reports concerning the homeless education program are submitted appropriate agencies and the State Department of Education;
- Evaluation of the homeless education program is conducted annually and necessary program and implementation adjustments are made in a timely manner.



Comprehensive Needs Assessment 2022 - 2023 District Report



Cirrus Charter Academy

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Gail Fowler
Multiple Program(s)	Federal Programs Director	Diane Freeman
Multiple Program(s)	Curriculum Director	Brenda Edwards
Multiple Program(s)	School Leader (#1)	Dr. Gail Fowler
Multiple Program(s)	School Leader (#2)	Joanne Binns
Multiple Program(s)	Teacher Representative (#1)	Marisa Bailey
Multiple Program(s)	Teacher Representative (#2)	Christopher Draughon
McKinney-Vento Homeless	Homeless Liaison	Dr. Cheryl Chapman
Neglected and Delinquent	N&D Coordinator	Dr. Cheryl Chapman
Rural	REAP Coordinator	Sonja Riley
Special Education	Special Education Director	Brenda Edwards
Title I, Part A	Title I, Part A Director	Diane Freeman
Title I, Part A	Family Engagement Coordinator	April Dean
Title I, Part A - Foster Care	Foster Care Point of Contact	Dr. Cheryl Chapman
Title II, Part A	Title II, Part A Coordinator	Diane Freeman
Title III	Title III Director	Diane Freeman
Title IV, Part A	Title IV, Part A Director	Diane Freeman
Title I, Part C	Migrant Coordinator	Diane Freeman

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	none
Multiple Program(s)	Testing Director	Diane Freeman
Multiple Program(s)	Finance Director	Stanley Williams
Multiple Program(s)	Other Federal Programs Coordinators	Brenda Edwards
Multiple Program(s)	CTAE Coordinator	None
Multiple Program(s)	Student Support Personnel	N/A

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Dr. Gail Fowler
Multiple Program(s)	High School Counselor / Academic Counselor	N/A
Multiple Program(s)	Early Childhood or Head Start Coordinator	Serita Hill
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	N/A
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Sheldon Hart
Multiple Program(s)	ESOL Coordinator	
21st CCLC	21st CCLC Program Director	N/A
21st CCLC	21st CCLC Site Coordinator or Data Specialist	N/A
Migrant	Preschool Teacher	none
Special Education	Student Success Coach (SSIP)	none
Title II, Part A	Human Resources Director	Pamela Brown
Title II, Part A	Principal Supervisors	Dr. Gail Fowler
Title II, Part A	Professional Learning Coordinators	Middle Georgia RESA
Title II, Part A	Bilingual Parent Liaisons	none
Title II, Part A	Professional Organizations	none
Title II, Part A	Civil Rights Organizations	none
Title II, Part A	Board of Education Members	Sheldon Hart, Albert Rodgers, Nathan Lewis, Joe Morris, Latrell Taylor, Shirley Ann Kelly
Title II, Part A	Local Elected/Government Officials	none
Title II, Part A	The General Public	none
Title III	Refugee Support Service Staff	n/a
Title III	Community Adult ESOL Providers	n/a
Title III	Representatives from Businesses Employing Non-English Speakers	n/a
Title IV, Part A	Media Specialists/Librarians	Wendy Brinson
Title IV, Part A	Technology Experts	Derrel Freeman and Eric Thomas
Title IV, Part A	Faith-Based Community Leaders	Peach State Health Care, MGRESA, GADOE, SCSC, LEADright, Cross & Dots, McCluskey & Associates., United Way, Howard Center, Back Pack Ministry, Men About Change, Mercer, Overtyme, Peach State Health Care, State Farm, Richard R. Robinson Funeral Home and Creation, Subway,

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	N/A
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Shelia Hogan
Title I, Part A - Foster Care	Local DFCS Contacts	Mrs. Shawna Walden
Title II, Part A	Principals	Dr. Gail Fowler
Title II, Part A	Teachers	Christopher Draughon
Title II, Part A	Paraprofessionals	Tavesha Jackson
Title II, Part A	Specialized Instructional Support Personnel	Lywante Bonner/Porsche Amest/Alison Bass
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Men about Change
Title I, Part A	Parents of English Learners	n/a

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Middle Georgia RESA
Multiple Program(s)	Technical, College, or University Personnel	Mercer University
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	PTO
21st CCLC	21st CCLC Advisory Council Members	n/a
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	n/a
Migrant	Migrant PAC Members	n/a
Migrant	Local Farmer, Grower, or Employer	none
Migrant	Family Connection Representatives	n/a

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	n/a
Migrant	Farm Worker Health Personnel	n/a
Migrant	Food Bank Representatives	n/a
Migrant	Boys and Girls Club Representatives	n/a
Migrant	Local Health Department Representatives	n/a
Migrant	ABAC MEP Consortium Staff	Jose Israel Cortez
Migrant	Migrant High School Equivalence Program / GED Representatives	n/a
Migrant	College Assistance Migrant Programs	n/a
Neglected and Delinquent	Residential Facility(ies) Director(s)	n/a
Special Education	Parents of a Student with Disabilities	n/a
Special Education	Parent Mentors	n/a
Title II, Part A	School Council Members	n/a

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>Cirrus Academy was founded on the belief that students can soar high as the cirrus clouds. The founder believes that there is a change in the atmosphere when you see those thin cirrus clouds soaring high in the sky. The founder has the belief that with the given experts and talents students can achieve the impossible. Cirrus Academy Charter School stakeholders were selected based on the ones who show an interest in an effort to impact students intellectually, academically, philosophically, or politically motivated attention. The stakeholders generally have an interest in Cirrus Academy Charter School based on whether they can affect or be affected by the things they can offer to the students. The stakeholders who were selected showed more interest in how to assist Cirrus in meeting the needs of the students . The teachers, para professionals, parents, administrators, community stakeholders chosen were already heavily involved in the effort to make the students productive citizens as well as lifelong learners. All stakeholders agreed to build on the vision and mission of the school to better educate the students at Cirrus. Many of the stakeholders go out into the community to involve others in the education of the students at Cirrus Academy. The stakeholders volunteer to assist the scholars in improving literacy at Cirrus.</p> <p>This team at Cirrus will help their colleagues by sharing instructional resources, implement teaching strategies, helping staff to understand content standards to link curriculum materials to plan and assess students outcome.</p>
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?

All stakeholders will be treated as partners in the process. A collaborative effort can only work when all stakeholders know the needs of the scholars. The team gave the stakeholders the needs assessment and surveys to complete and return by a certain deadline. The team members were assigned to make phone calls, send emails, message parents on Remind, Class Dojo, social media, and make visits to ensure that all needs assessments and surveys were collected. The data was used to make necessary corrections to the clip and the improvement of the students achievement.

Cirrus has experience that the effectiveness of the community is based on the culture that builds collective trust and promotes a set of core principles that the students of Cirrus Academy will soar like eagles above the cirrus clouds. These high expectations for the school and students, reliance on family and community strengths, and the development of the whole child as critical factors for student success. Cirrus has a set of structural elements, including partnerships with the community and the integration of academics learning with essential supports and opportunities for change. Furthermore, Cirrus recognize that parents and care givers play an essential part in the education of the students.

Stakeholders will move the mission and vision of the school to impact student achievement. All stakeholders will participate in the opportunities to promote student growth, development, and student achievement.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p>2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	
<p>3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>	
<p>Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
</p>	
<p>4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	
<p>5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	
<p>6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	
<p>8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	
<p>Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
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2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	✓
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia’s Family Connection Partnership’s [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p>10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	
<p>Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
</p>	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by “TFS” (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>The Superintendent and the leadership team met to review school data from the 2021-2022 Georgia Milestones Assessment results; TKES, MAP data from FY22 and teacher self assessment data; Cirrus Academy Facebook responses from parents, students and stakeholders; Remind App (A communication program (cell phone connected.) used by teachers, students, parents and school staff to send and receive all kinds of school information.) and made plans as to how they would improve student achievement. The leadership team reviewed the data with all grade level staff. The administration, teachers and support staff reviewed the data and used the "Five Whys" approach to identify possible root causes for low student performance. The teachers will give benchmark assessments at the beginning of the school year to determine baseline data for continued progress monitoring of students to identify student gains in student achievement. Parents participated in with teachers in the review and provide feedback of the curriculum materials for ELA, Math, Science and Social Studies; computer software for literacy such as Renaissance Learning, Edmentum, Scientific Learning, Reflex Math, and MAP. Teachers, parents, and students completed surveys to communicate concerns or needs that would support the improvement in academic achievement at Cirrus Academy Charter School. GADOE School Improvement Effectiveness Specialist comes in weekly and make observations and works with teachers and staff to identify needs of improvement. Middle Georgia RESA was asked to come into the school and do observations to determine needs of improvement. Recommendations from Middle Georgia RESA and GADOE School Improvement Effectiveness Specialist indicate additional resources and training for literacy using phonemic awareness, shared reading, guided reading, interactive reading, word study, math talks, and special education co teaching model would assist with the improvement of student achievement. They both indicate that building teacher clarity is a need for Cirrus.</p> <p>Additional Perception Data Used:</p> <ul style="list-style-type: none"> ● Staff Surveys ● Benchmark Assessment (MAP) ● Staff Exit Interview Data ● Wellness ● Student Surveys <ul style="list-style-type: none"> ● Georgia Milestones Assessment Data (2020-2021) ● Georgia Milestone Preliminary data from FY 21 ● Demographic Data in Infinite Campus ● Cirrus Academy Staff Curriculum Audit (2022) ● Facebook Responses (2021-2022) ● TKES/LKES Data ● SWOT Analysis Data
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	<ul style="list-style-type: none"> ● Special Education Parent Survey ● Learning Styles Checklist (Data Obtained from all students (K-8)) ● Feedback from Parent meeting ● Data from accreditation ● Data from the needs assessment completed for the SCSC Corrective Action Plan (CAP) April 2022
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<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>The perception data informed Cirrus Academy stakeholders that:</p> <ul style="list-style-type: none"> ● A large number (80%) of Cirrus Academy Charter School students are scoring in the beginning or developing learners range on the 2020-2021, however in the 2021-2022 school year the beginning learners decreased by 20% and developing learner increased by 13% in ELA/Reading for grades 3-5 and on the GMS decreased in beginning learners from 88% to 47% and the developing learner increased from 12% to 48% in Math. In grades 6-8 the ELA/Reading on the GMS decreased in beginning learners from 64% to 45% and the developing learner increased from 27% to 37%. Cirrus Math scores on the GMS in grades 3-5 indicated a 41% decreased from beginning to developing and in grades 6-8 it showed a 15% decreased from beginning to developing and a 9% increased from developing to proficient in math. Georgia Milestones Assessment (3rd– 8thGrade) in ELA and Math. Their academic performance is well below grade level, however they are making the need progress toward proficiency. The preliminary data from FY22 showed gain although the gain moved from beginning to developing and marginal moved from developing to proficient and marginal from proficient to distinguished. ● Standards Based Classroom, literacy, guided reading, interactive reading, word study, differentiate instruction, math talk, number sense, common grade level assessment and content area development PL training is needed for all staff. ● Instructional Material have been purchased that are aligned to the Georgia Standards of Excellence in all ELA, Math, Science and Social Studies classrooms. Additional Instructional materials are needed in literacy to enhance phonics, phonemic awareness, guided reading, interactive reading, shared reading, word study, and writing. ● Additional Technology training is needed for all teachers to ensure technology materials are used effectively to enhance student learning.. ● The use of multiple data sources is needed to drive day to day instruction in each classroom at Cirrus Academy Charter School. ● More parent engagement is needed for families to support students' skill development through regular communication about academic progress as well as provide more at-home strategies and training for parents. <p>Wellness is another area of need for students, parents and staff.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Cirrus Academy used the "Levels of Fix" (<i>Cirrus used teams to make improvements depending on the scope and difficulty of problems with the process.</i>) approach to review the following processes:</p> <ul style="list-style-type: none"> ● Pre-Planning Schedule for all staff ● School Calendar(2022-2023) ● Master Scheduling (to include review of bell schedule and classroom assignments for teachers and students. ● Identifying Grade Level Teams ● Engagement of Community in School ● Communication Sources (How information is disseminated to all stakeholders through Face Book, Remind, Class Dojo, School Website.) ● Recruitment of Teachers who has PSC certification or teachers working toward PSC certificate ● Enrollment and Recruitment of Students ● School-Wide Behavior Management (Discipline Data) ● Promotion and Retention Processes ● Grading Practices ● common grade level assessments ● Continue update to the SCSC Corrective Action Plan ● Updating of Employee Handbook ● Updating of Parent and Student Handbook ● Identification of Curriculum and Instruction Materials ● Identification of students needing support services (EIP, REP, SWD, Ga-MTSS-(RTI) ● Methods used to Embed Professional Learning during the school day ● Data Collection Process and Use ● Student Dismissal (Silent Dismissal) ● Entering/Exiting the school building.(School Check-In Program)
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>The Process Data identified a number of processes that needed to be improved or redesigned. The following processes need to be redesigned or improved:</p> <ul style="list-style-type: none"> ● Faculty and staff need more time during pre-planning to prepare for and receive training for needed changes in the SCSC Corrective Action Plan for the 2022-2023 school year to support the student needs and implementation of the infusion of the mission and vision in the district. ● Establishing a strong instructionally focused curriculum in the Cirrus Academy Charter School through strategic planning. Establish measure that monitor an emphasize student achievement and stakeholder engagement. ● All teachers will be provided training on how to create the first nine weeks unit plan prior to the beginning of the school ● The 2022-2023 School Calendar was adjusted to include assessment dates, grading reporting schedules for parents and important activity dates. The PL
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	<p>calendar was added to increase PL for the staff.</p> <ul style="list-style-type: none"> ● The master schedule was altered to include different time-lines for different grade levels to increase time in ELA and Math as well as a time for character education, announcements, and increased learning time to improve student achievement and discipline. ● The communication sources for all stakeholders need to include technology based measures, user friendly apps, social media as well as paper based media to reach all stakeholders. ● The instructional materials used in each classroom is aligned with the Georgia Standards of Excellence and STEAM Curriculum to engage all learners in the instructional processes. To reach all learners the curriculum and instructional process should also include extensive training for all staff on how to use the materials to engage parents and students with at-home access for user friendly access and support for students. ● The school's silent dismissal check-in technology system is working to improve school safety and staff attendance accountability but the monitoring process by office staff needs some improvement. ● An update is needed in the faculty and student handbook to include updated state and local policies and procedure as needed. ● The Ga-MTSS (Multi-Tiered Student Support) approach to identify EIP, REP, SWD, 504, and other student needs need additional processes to support the training needs of all staff at Cirrus Academy with the focus being on identification and implementation of best practice that support the fidelity of the program. ● The academic performance of all students will be managed through the recruit and retaining of highly qualified teacher and paraprofessional. Manage leader and highly qualified teacher effectiveness.
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<p>What achievement data did you use?</p>	<ul style="list-style-type: none"> ● Georgia Milestones Assessment (2020-2021) and 2021-2022 (Trend Data) ● Georgia Milestones Assessment FY 22 Preliminary Data ● Data from Summer Remediation Program(Study Island, MAP, and BAS) ● GKIDS ● MAPS ● DCR Beacon ● Renaissance STAR Reading and Math ● Scientific Learning Fast Forward ● MyOn ● HMH Reading Inventory ● Renaissance Learning Accelerated Reader Test ● Reflex Math ● Study Island benchmark assessments ● Keensville Preliminary data ● Course Pass/Fail Data (2021-2022) ● Formative and Summative Classroom Assessment Data ● Fall Pre-Test Data (Instructional Programs-Holt Mifflin (Journeys(K-5)-Collections-(6th-8th)- Go Math-(K-8th)) ● Parent surveys ● Student surveys
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<p>What does your achievement data tell you?</p>	<ul style="list-style-type: none"> ● Over 80% of the students at Cirrus Academy is academically functioning well below grade level and are beginning or developing learners in Math and ELA per the 2020-2021 and the 2021-2022 Georgia Milestones Assessment. Although Cirrus Academy met their goals for the CCRPI data, Cirrus Academy still need to improve literacy across the curriculum do to an increase in student enrollment which fluctuates from year to year. ● There is a need for a deeper understanding of the use of data by school staff to drive instruction for all students. (EIP, REP, SWD, 504, Ga. MTSS) ● School staff need to collect data from multiple sources when identifying student strengths and weaknesses. ● Frequent progress monitoring is needed to impact overall school improvement and improve student achievement. (Walk-Throughs, Classroom Observations, TKES/LKES, Fast Forward, and Reflex Math) ● Teacher training is needed to identify and implement research based instructional strategies that lead to positive student achievement. ● The need to establish a clear vision for school wide data use. ● Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses. ● Collaboration among teachers in each step of the data-based inquiry process is needed to maximize the benefits of data use by helping teachers share effective practices, adopt collective expectations for students' performance. ● Formulate a professional learning where teachers and leaders do a book study on how to implement evidence-based reading strategies.

<p>What demographic data did you use?</p>	<p>The Demographic Data used:</p> <ul style="list-style-type: none"> ● Enrollment Data(2016-2022) ● Attendance Data (2016-2022) ● Class Size ● Gender ● Special Education status ● Lunch Status ● Staff Demographics(Number of staff by category-Certification-years of experience) ● Retention Rates ● Ethnicity ● Student/Teacher Ratio ● Discipline Data (PBIS) ● Crime Rate ● Data from Cognia Accreditation team ● Wellness data
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<p>What does the demographic data tell you?</p>	<p>The demographic data tells Cirrus Academy:</p> <ul style="list-style-type: none"> ● The Enrollment has been consistently increasing across all grade levels for the past 2 years. ● Students attendance has been consistent with a large number of students consistently tardy. ● Some students come from families where graduation or college is limited. ● The students are from families who live in high crime areas. ● The diversity of the students at Cirrus Academy. (93% African American, 2% Multi-Racial, 4% White, .5% in foster care, 4 the one large impact on a student is the family's income or socioeconomic status. Research has found that the socioeconomic status of the student is an important predictor of achievement, and that the percentage of students on the free and reduced lunch program can serve as a proxy for socioeconomic status. ● Both boys and girls are academically performing at about the same performance level. ● Although discipline events are not very high at all, 35% of the discipline referrals deal with respect for learning environment in the form of classroom disruptions.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The coherent instructional trends and patterns that will support the identification of student, stakeholders, staff, and leader needs are:</p> <ul style="list-style-type: none"> ● Use a Leadership Team Approach to address and Identify overall school needs for continuous school improvement ● A united approach including all leadership, staff and stakeholders is needed to improve student performance in ELA and Math performance in all grade levels (K-8th Grade) as it relates to literacy, content development, and direct instruction. ● Common grade level assessments. ● Team planning for instruction by grade level and course (K-8th grade) for consistency and alignment. ● Professional Learning needs embedded and monitored through-out the school year on literacy, differentiated instruction, and content base instruction using GSE. (Georgia Standards of Excellence) ● Professional Learning needed on using evidence based instructional strategies to be used to deliver quality instruction to all students. ● Updating and refining the instructional curriculum and materials with adjustments made as needed while using books, technology and project-based learning with the STEAM curriculum must be pervasive through-out the school in all grade levels. ● Increase Learning time (at the beginning of the school day and at the ended of the school day) and extended learning days supports an increase in student achievement by adding additional instructional opportunities for students with below level performance in ELA, Reading and Math and provide acceleration learning opportunities also. ● Data must drive instruction, processes, procedures and communication to all stakeholders on a consistent basis for continuous improvement. ● Offering instructional support for students with special needs in co-taught classroom settings. (SWD-students with disabilities-K-8th; REP-Remedial Enrichment Program- 6th - 8th; , EIP - Early Intervention Program - K-5th) ● PBIS - (Positive Behavior Intervention System) Cirrus provides continuous training with PBIS. PBIS will decrease the number of discipline referrals and improve classroom management. ● School Improvement Plan to address our comprehensive Support Improvement (CSI) to ensure coherent instruction, professional capacity, teacher clarity, supportive learning environment, family and community engagement and effective leadership.
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Strengths and Challenges Based on Trends and Patterns

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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● Teacher Mentoring to support new staff. ● Providing support for established Leadership Team. ● Professional Learning to share the Vision and Mission, school data, and school-wide expectations and student needs. ● Pre-Planning sessions that support literacy, content development, differentiated instruction and the understanding of being an effective educator for students at Cirrus Academy. ● School budgets are designed to reflect the needs of the students and staff at Cirrus Academy. ● The hiring and maintaining certified staff. Teaching staff will be required to work toward certification by passing the GACE, enrolling in TAPP, enrolling in GCU. Each non certified teaching staff will be provided Professional Learning Plan (PLP) or Professional Develop Plan (PDP) to ensure that they stay focused on completing certification with fidelity. SPED teachers will take GACE 87 and 88 and be provided a Professional Learning Plan to ensure that they have a better understanding of the general curriculum. ● Innovative PL training provided by Middle Georgia RESA to provide teachers, para professionals and support staff with the specified support they need to develop differentiated instruction, content based instruction, Math Talks, and literacy. ● School Leaders are purposeful in understanding the needs of the school by frequently viewing the data to drive decision making after each grading period, assessments (formal and informal), professional learning sessions, classroom walk-throughs, surveys submitted by stakeholders, feedback from parents after parent meetings and leadership team meeting. ● Following the strategic plan that will improve the whole child at Cirrus Academy, the Leadership team and the Governance Board are working together to complete the accreditation and continuous improvement. ● Make continuous improvement on the SCSC Corrective Action Plan.
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The important trends and patterns are providing teachers with the necessary training and professional development need to implement the Georgia Standards of Excellence need to have students meet their needs. All teachers and para professionals will be provided with instructional training needed to instruct the students.</p> <ul style="list-style-type: none"> ● Co-Teaching model ● Grade Levels involved with Master Schedule for their Grade Level ● Adding (SWD, EIP, REP, MTSS-RTI) <p>● Job embedded continuous training provided throughout the school year during teacher planning periods, after-school and Saturdays (as needed) by the</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>academic coach, school leadership and invited presenters to provide a standards based approach to:</p> <ul style="list-style-type: none"> ● Using Curriculum Materials ● literacy ● content development ● differentiated instruction ● Using multiple sources of data for instructional planning ● Unwrapping the standards of excellence ● Co-Teaching with Special Education staff, EIP and REP Teachers ● Creating Student Data Notebooks ● Implementing Research Based Instructional Activities during instruction ● Reading Across the Curriculum ● Creating a Standards Based Classroom ● Lesson Planning (Grade Level Planning- Planning by Courses- Vertical Team Planning) ● Understanding Assessment Data and How to use it ● Attend local and state conferences to stay abreast of the changes and needs to support Cirrus Academy Charter School ● Common grade level assessment ● teacher clarity <p>● Teachers who are not Ga Professional Standards Commission certified, will be provided the teacher training information needed to earn their certification through traditional and non traditional teacher preparation programs.</p> <p>Cirrus believes that capacity is often viewed as a quantity that is expansive and can be grown and does not happens overnight. And the capacity Cirrus will really be discussing is the capacity for self-reflection, planning, intentionality, and critical thought as it relates to literacy.</p> <p><i>Inbuilding Cirrus teachers' capacity for success</i>, Cirrus will unearthed a very real and very consistent connection between a teacher's reflective tendencies and teaching effectiveness: As teachers develop their self-reflective abilities, they are better equipped to strengthen their instructional skills, plan details, and meet the varied needs of their students.</p> <p>Then Cirrus will provide ongoing, job-embedded support to nurture teachers' growth along the continuum, through instructional coaching and timely feedback.</p> <p>The instructional coaching model (Academic Deans), which will be embraced by the school involves intentional relationship building, targeted coaching strategies, and meaningful support all based on each individual teacher's current reflective stage. This ensures that the approaches match the teacher's ability to reflect and analyze the coaching and teaching methods discussed. Instructional coaching models are implemented by instructional coach, curriculum specialists, and teacher leaders in the building.</p> <p>Administrators, meanwhile, embrace the notion of serving as instructional leaders by spending more time in classrooms, informally observing teachers and providing timely, meaningful feedback. The feedback is phrased and</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>delivered in a way that is best received by the teacher based on each individual teacher's current reflective stage. Whether it's a quick post-it note, a filled-out form, an e-mailed note, or a face-to-face conversation, the feedback ensures that teachers can reflect on and consider their teaching approaches consistently and intentionally.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Family and Community Engagement trends and patterns that will support the identification of student, teachers, and leaders are Cirrus was able to go out into the community and have teacher fairs where they interviewed teachers and provided the with the schools mission and vision for the students of Cirrus. Parents were provided with assessment information on how to help their child succeed on state assessment such as reading and communicating with one's child on a daily basis, checking for homework, and communicating with your child's teacher and administrator. Parents were provided with assessment such as reading and communicating with one's child on a daily basis, checking for homework, and communicating with your child's teacher and administrator. Parents will be provided a data night where they will be taught how to understand data sent home to them by the school. Parents will be provided AR nights, math nights, STEM nights, the Arts night and a night of technology fairs.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>1. Family and Community Engagement trends and patterns that will support the identification of student, teachers, para professionals, and leaders at Cirrus was able to go out into the community and have teacher/para professional fairs where they interviewed teachers/para professionals and provided them with the schools mission and vision for the students of Cirrus. Parents were provided with assessment information on how to help their child succeed on state assessment such as reading and math. Parents were provided with strategies on how to communicate with their child on a daily basis, checking for homework, and communicating with their child's teacher and administrator.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Demographic and financial trends and patterns that will support the identification of student, teacher, and leader needs by providing staff with curriculum needs across the content. Teachers and leaders are provided with professional development need to teach the students the curriculum being provided by Cirrus. Students need to be provided with free tutorial on a daily basis to assist with deficiency in reading and math as it relates to literacy. Parents are surveyed to see if they are interested in before and after school</p>

Strengths and Challenges Based on Trends and Patterns

	tutoring, Many of them were but did not have the financial needs to provide their students with the help they needed.
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Supportive learning environment trends and patterns will support the identification of student, teacher, para professionals, and leader needs by;</p> <ul style="list-style-type: none"> ● Collaborate with students, teachers and leaders to develop group agreement that sets the parameters for class discussions. ● Students and Teachers will reflect on their own role in discussions - acting as a facilitator of the conversation to help to generate many viewpoints. (Using Socratic Seminar- Gallery Walk- Fishbowl-Think-Pair-Share) ● Use a range of DOK (Depth of Knowledge) questioning techniques ● Recognize that some students may not feel comfortable sharing by understanding student Learning Styles. ● Increase learning time before school, first 30 minutes of school day and last 30 minutes of school day. ● Add extended learning hours as needed per the results of multiple sources of school data. (Attendance, Discipline, Assessment, etc.) ● Technology will be used to introduce various curriculum components as well as provide opportunities for independent learning at school and home. ● Literacy across the curriculum used to allow the frequency of reading while providing opportunities to expand student vocabulary in different genres. ● Establish a climate and culture in the school of high expectations and good character by implementing PBIS school wide. ● Incorporate literacy across all content areas.
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>Strengths</p>	<ul style="list-style-type: none"> ● Responding to needs expressed by various feedback sources. ● RTI -Ga MTSS Process <p>Middle Georgia RESA along with GLRS will present in-service programs to staff members and parents with information about:</p> <ul style="list-style-type: none"> ● Co-Teaching ● The Power of 2 ● Understanding the IEP Process
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	<ul style="list-style-type: none"> ● Using SWD accommodations in Lesson Planning ● Using Differentiation in the Co-Taught classroom ● What is Ferpa? ● Child Find ● Continuous implementation of research-based instructional materials and integrated technology into its inclusion classrooms. ● 30 Chromebook Cart ● Noise Reduction Headphones ● Ga Finish-line Workbooks ● Study Island Technology Program ● Holt Mifflin Harcourt Journeys and Collections Programs (Books and Technology Based Program)(K-8th Grade) ● Holt Mifflin Harcourt GO- Math Program (Books and Technology Based Program)(K-8th Grade) ● Holt Mifflin Harcourt Science-Health Program (Technology Based Edition for home and school)(K-8th Grade) ● Scholastic News (K-6th) (Paper Edition and Technology based Edition) ● Fountas and Pinnell Guided Reading program All Special Education staff for instruction and support services are certified.● Teachers ● Speech Therapist ● Psychologist ● Occupational Therapist ● Para-Professional The Special Education team at Cirrus Academy Charter School works collaboratively with all staff to improve the instructional opportunities as well as improve student achievement. All SPED Teachers and staff will be provided additional training on the general curriculum so they can plan proficiently in the inclusion classes. All SPED teachers need to obtain the Reading and Math Endorsements so they will be able to provide evidence based instructional strategies in literacy and math.
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Challenges	<ul style="list-style-type: none"> ● Using pre-post benchmark data to amend IEP goals as needed throughout the school year when progress or regression is observed. ● Study Island ● Georgia Milestones ● MAP data ● Reflex Math ● Fast Forward ● DRC Beacon ● STAR Reading and Math ● Teacher Made Formal and Informal Tests and Quiz Data ● Common grade level assessments <p>Improve parent communication by using school tools to share progress monitoring information.</p> <ul style="list-style-type: none"> ● Facebook ● Remind (phone based communication tool) ● Class Dojo ● Silent Dismissal App (Communication and Dismissal Tool for teachers and parents) ● Schedule Parent Conferences (Face to Face) ● Assist with signing up SWD Parents for Infinite Campus Parent Portal. ● TEAMS ● Google Classroom <p>Improve the co-taught relationships with school staff in classroom.</p> <ul style="list-style-type: none"> ● Schedule Collaboratively Planning with Regular Ed Teachers (Before School-After School-During Planning Period) ● Effective Planning with Regular Education Teachers ● Using Differentiated Activities to meet student accommodations
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<ol style="list-style-type: none"> 1. Cirrus an extensive knowledge of the content use has increased the number of certified teaching staff. 2. The leaders and teaching staff has a genuine concern and love for student achievement. 3. The staff has extensive knowledge of the content and the ability to explain complex task to the students.
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Challenges	<ol style="list-style-type: none"> 1. Improving literacy and differentiated instruction across the curriculum as demonstrated on the Georgia Milestone. 2. Improving relationship between all stakeholders. 3. Improving teaching and learning of diversified students. 4. Provide an effective mentoring program for teachers and staff. 5. Provide Common grade level assessments
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Title I, Part A - Foster Care

Strengths	Provides accommodation for all foster care students identified by our local DFACS office.
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Challenges	When foster care students are identified with needing multiple needs, it is difficult to provide for all of their needs when they are enrolled during mid year.
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Title I, Part A - Parent and Family Engagement

Strengths	<ol style="list-style-type: none"> 1. Back to School Bash 2. Community involvement within our school. 3. Numerous partners identified and participate on a regular basis. 4. Great relationship between partners and school. 5. Grandparents Day program 6. Thanksgiving luncheon 7. Parent EIP/REP meeting 8. Back to School Bash 9. Testing Training 10. Curriculum Night 11. Report card pickup 12. Math nights
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Title I, Part A - Parent and Family Engagement

	<ol style="list-style-type: none"> 13. Reading Nights/AR 14. Read a thon 15. Virtual training 16. Technology training 17. Technology fairs 18. STEM nights
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Challenges	<ol style="list-style-type: none"> 1. Recruiting parents to participate more on a daily basis. 2. Involving all parents in training held at Cirrus. 3. Proving morning and night training 4. Providing more virtual training 5. Providing students with early morning and after school tutorial 6. Extended day academic enrichment 7. Transportation to and from school
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	<p>Cirrus will follow the MEP state plan when addressing migratory students or the identification of migratory students. Cirrus Academy Charter School provides the current Title I Part C: Migrant Education Program Occupational Survey Forms as a part of the enrollment registration packet for new enrollee's, returning student and/or during the back-to-school registration process. If a positive entry is noted on the return form, the district will coordinate with the GaDOE MEP Consortium Specialists from Abraham Baldwin Agriculture College (ABAC) for further review of the occupational survey form. If the system receives notification from the MEP office that a family or a student has qualified, then the school social worker, school nutrition director, the school information specialist, and/or principal are informed. To download the FY19 MEP occupational survey form click on the link: https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Migrant%20Education%20Program/FY19%20%MEP%20Occupational%20Surveys%20DEC%202017.pdf</p>
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Challenges	Challenges will be being able to ensure that migratory students in Cirrus area are aware of Cirrus and will enroll in Cirrus.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	When neglected and delinquent children are identified policy will be followed. Students will be provided with all necessary materials. At this time Cirrus do not receive funds from Part D
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Challenges	none identified at this time.
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Title II, Part A - Supporting Effective Instruction

Strengths	<p>Cirrus has created learning environments where students are active participants.</p> <ul style="list-style-type: none"> ● PBIS ● Frequent Celebrations on Friday's for positive progress in each classroom ● Learning Centers ● Project Based Activities ● Instructional Materials include visual aides and hand on kits. (Ex. Pitsco-Robotics) <p>Students are provided a built in instructional learning time at the beginning of the school day and the ending of the school day.</p> <ul style="list-style-type: none"> ● Master Schedule changed to support additional learning opportunities (8:00 a.m. - 8:30 a.m. and 2:30 p.m - 3:00 p.m.) ● Extended Learning days - scheduled 4 times this school year for 4 days each session. ● Retest and reteaching to ensure that all students meet the standards. ● Curriculum materials to match the Georgia Performance Standards of Excellence. <p>ul</p> <ul style="list-style-type: none"> ● Holt Mifflin Harcourt ELA/Reading Curriculum - Journeys and Collections - (Books and Technology Based Program for Home and School)(K-8th)
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Title II, Part A - Supporting Effective Instruction

	<ul style="list-style-type: none"> ● Holt Mifflin Harcourt GO Math (Books and Technology Based Program for Home and School)(K-*th) ● Holt Mifflin Harcourt Science ● Claimont Press (Social Studies -textbook and Technology Based (6th -8th Grade) ● Gallopade Social Studies (K-5th) ● Pitsco - STEM Program ● Freckles K-8 ● Accelerated Readers ● MyOn ● Scientific Learning Fast forward ● Reflex Math ● Study Island ● Fountas and Pinnel Phonics, reading and writing program
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Challenges	<ol style="list-style-type: none"> 1. Providing students with before school and after school tutorial. 2. Providing extended day academic enrichment 3. Providing teachers with professional learning through out the school year 4. Providing students with transportation to and from school
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	<p>The Cirrus Academy Charter School provides for the ESOL students by providing them in the registration packet with the Title III law says under the ESSA requires uniform statewide entrance and exit procedures for ESOL programs. This necessitates the use of a universal, state-required Home Language Survey (HLS).</p>
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. • If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

• If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Challenges	Should the Cirrus Academy Charter School enroll or withdraw any ESOL students, it will coordinate with the GaDOE Title III law which says under the ESSA requires uniform statewide entrance and exit procedures for ESOL programs. This necessitates the use of a universal, state-required Home Language Survey (HLS). At the present time cirrus Academy does not have any ESOL students who has completed the enrollment packet, however if Cirrus should acquire any students who do meet this criteria.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Homeless children and youth are given first priority for enrollment when they come to Cirrus. Cirrus implement al homeless children and youth act.
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Challenges	Cirrus receive very few students who are homeless and when they do they are admitted with poper documentation.
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Title I,Part A - Equitable Access to Effective Educators

Strengths	85% of Cirrus teachers and staff are certificated and meet our school charter of being effective.
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Challenges	Ensuring 100% of Cirrus teachers are certified teachers according to GAPSC.
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Title IV, Part A - Student Support and Academic Enrichment

Strengths	We provide all students with the support they need through the content as well as enrichment programs of science math, arts, and music. We provide extracurricular activities such as Spanish, arts, music, dance, football, basketball, and other activities.
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Challenges	Providing transportation for the students to go home from the academic enrichment. Providing students with a free tutorial after school and before school in reading and math to ensure that all students achieve on grade level and above.
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Title V, Part B - Rural Education

Strengths	N/A
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Challenges	N/A
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	To improve literacy instruction in grade k-8.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	<p>Students will be provided with instructional materials which match the Georgia Standards of Excellence.</p> <ul style="list-style-type: none"> ● Fountas and Pinnell reading ● Reading/ELA Journeys/Collection Series (K-8th Grade) ● HMH Science Program - (textbook and Technology Based-K-8th Grade) ● Gallopade Social Studies (k-5th Grade) ● Clairmont Press (Social Studies- 6th -8th) ● Pitsco - STEM (K-8th) ● Freckles ● Edmentum Study Island ● Renaissance Learning ● Scientific Learning Fast Forward ● Reflex Math <p>Teachers are being provided training on how to use these materials to teach the Georgia Standard of Excellence from grades K-8.</p> <ul style="list-style-type: none"> ● Pitsco material to supplement with stem in the science text. ● Fountas and Pinnell training ● HMH Trainers for Journeys, Collection ● Stemsopes Science ● Clever ● Class Link ● Google Classroom <ul style="list-style-type: none"> ● Cirrus Academy Administrative Team(Pre-Planning sessions in July)ul ● Faculty Handbook ● Charter, Vision and Mission Review ● Standards Based Learning at Cirrus Academy Charter School Assistant
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Overarching Need # 1

Additional Considerations	<p>Principal/Academic coaches/ Literacy Coach</p> <ul style="list-style-type: none"> ● Coteaching training - Middle Georgia RESA/GLRS ● Using Assessment Data to Drive instructional Planning - Assessment Coordinator ● Grade level common assessments <p>Teachers will be provided training on literacy, content development, and differentiated instruction Administrators will be evaluating teachers use of the materials and will be assessing the students throughout the school year.</p> <ul style="list-style-type: none"> ● Ga TKES/LKES Observations ● Focus walks daily <p>Teachers will utilize this data to drive their instructions with their students.</p> <ul style="list-style-type: none"> ● Individual Data Notebooks Created ● Progress monitoring with fast forward and reflex math ● Create Unit plans and Weekly Lesson Plans (Review, Revise, Implement) <p>Students will be able to use the data to make goals for their learning.</p>
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Overarching Need # 2

Overarching Need	To increase teacher content knowledge for math instruction in grades K-8.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	No
Priority Order	2

Additional Considerations	<ul style="list-style-type: none"> ● Teachers/paraprofessionals will be provided ongoing training on Math standards by the Math Coach ● Teachers/paraprofessionals will be provided training on Math Talks ● Holt Mifflin Harcourt Go-Math ● Freckles ● STAR Math ● DRC Beacon ● Facilitate professional learning on the Georgia Numeracy Project for grades K-8 teachers and evaluate each professional learning session using the Kirkpatrick Model. ● ul ● Cirrus Academy Administrative Team (Pre-Planning sessions in July)ul ● Faculty Handbook ● Charter, Vision and Mission Review ● Standards Based Learning at Cirrus Academy Charter School Assistant <p>Principal/Academic coaches/ Literacy Coach</p>
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Overarching Need # 2

Additional Considerations	<ul style="list-style-type: none"> ● Coteaching training - Middle Georgia RESA/GLRS ● Using Assessment Data to Drive instructional Planning - Assessment Coordinator <p>Teachers will be provided training on Math talks, math standards, math remediation plans, and differentiated instruction Administrators will be evaluating teachers use of the materials and will be assessing the students throughout the school year.</p> <ul style="list-style-type: none"> ● Ga TKES/LKES Observations ● Focus walks daily <p>Teachers will utilize this data to drive their instructions with their students.</p> <ul style="list-style-type: none"> ● Individual Data Notebooks Created ● Progress monitoring with fast forward and reflex math ● Create Unit plans and Weekly Lesson Plans (Review, Revise, Implement) <p>Students will be able to use the data to make goals for their learning.</p>
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Overarching Need # 3

Overarching Need	Establish a school culture that is conducive for learning
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Facilitate professional learning on teacher clarity for K-8 teachers with a focus on content clarity and pedagogical practices and evaluate each professional learning session using the Kirkpatrick model.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - To improve literacy instruction in grade k-8.

Root Cause # 1

Root Causes to be Addressed	1. Lack of content development to meet the state standards of excellence. 2. Poverty Students coming to Cirrus behind in reading. 3. Students enrolling with instructional deficits.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	<ul style="list-style-type: none"> ● Teachers training is needed to work with the RTI- Ga MTSS process to identify specific skill deficits in each student after pre-benchmark assessments data has been received. ● Retention of Certified Staff previously trained to support student needs. ● PL needed on differentiated instruction, literacy, and content development. ● Receiving current student data during the enrollment process. ● Using the data from the benchmarks and classroom assessments for lesson planning to drive their instructions. ● Communication with parents and students about the meaning of pre-and post assessment data as well as progress monitoring for ownership of their learning. ● Before and after school tutoring to enhance literacy instruction. ● Paraprofessional to assist with small group instruction in literacy.
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Root Cause # 2

Root Causes to be Addressed	Establish an accountability for teachers, students, and administrators.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Reduce student's stress in reading and math.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	Students enter Cirrus below level in reading and math. Paraprofessionals will assist with small group instructions in reading and math.
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Overarching Need - To increase teacher content knowledge for math instruction in grades K-8.

Root Cause # 1

Root Causes to be Addressed	Provide student responsive environments
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 1

Additional Responses	<ul style="list-style-type: none"> ● Classroom space and arrangement will be assigned for the flexibility to create centers, technology labs, and projects. ● Comfortable seating, room temperature, and varied lighting will be added to enable comfortable work areas as needed. ● Differentiation of instructions that meet the needs of all students and their learning styles will be implemented in all classroom. ● Before/After School tutoring to meet the needs of the students in math. ● Paraprofessional assistance during math instruction to assist with small group instruction in math. ● PL in math instruction
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Root Cause # 2

Root Causes to be Addressed	Build strong relationships.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	<p>Teachers and administrators will get to know the students and families by attending</p> <ul style="list-style-type: none"> ● Performances ● Games ● Putting on Plays at school ● Having Grade Level Celebrations on Friday's ● Show and Tell Lessons ● Character Day at School ● Field Day Activities ● Community Fair on Campus for students and parents ● Parent Nights (Curriculum, Report Card Pick-up, Movie Night,) ● Breakfast with the Principal ● Parent/Student Thanksgiving Meal at school ● Grandparents ● Wellness <p>Teachers will conduct interest surveys so that students interest will impact their education in a positive way.</p>
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Overarching Need - Establish a school culture that is conducive for learning

Root Cause # 1

Root Causes to be Addressed	Increase the Star Rating from a score of 1 in 2019 to 4 in 2022 Increase Attendance, student engagement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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District Improvement Plan 2022 - 2023



Cirrus Charter Academy

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Cirrus Charter Academy
Team Lead	Diane Freeman
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve literacy instruction in grade k-8.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	1. Lack of content development to meet the state standards of excellence. 2. Poverty Students coming to Cirrus behind in reading. 3. Students enrolling with instructional deficits.
Root Cause # 2	Establish an accountability for teachers, students, and administrators.
Root Cause # 3	Reduce student's stress in reading and math.
Goal	100% of all students who enroll at Cirrus in Kindergarten and stay with Cirrus until the end of the 3rd grade will be reading at grade level as determined by the GMS.

Action Step # 1

Action Step	Build Teacher Capacity in all subject areas with a focus on literacy.
Funding Sources	Title I, Part A SIG
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets, agendas, and presentation
Method for Monitoring Effectiveness	MAP and STAR Reading data
Position/Role Responsible	Principals, Chief Academic officer, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Middle Georgia RESA/GLRS
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Action Step # 2

Action Step	Ensuring High Quality instruction in all classrooms
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES, walk through,
Method for Monitoring Effectiveness	weekly assessments MAP and STAR data
Position/Role Responsible	Principal, Chief Academic Officer, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Implement a reading program (Fontas and Pinnell) to assist in literacy and reading instruction. Monitor student progress.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	agendas, sign in sheets, presentation, lesson plans
Method for Monitoring Effectiveness	common weekly assessments, MAP and STAR data
Position/Role Responsible	Academic administrative team Academic Coach Professional learning coordinator
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implement the components of a standards-based classroom by providing teachers with professional development and monitoring the implementation in the classroom
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	weekly lesson plans Assessment notebooks
Method for Monitoring Effectiveness	weekly formative assessment
Position/Role Responsible	Academic administrative team Academic Coach
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Develop a student goal setting plan to monitor growth beyond learning the core
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	observation and goal setting sheet
Method for Monitoring Effectiveness	observations TKES
Position/Role Responsible	Principals, Chief Academic officer, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Moderate

Action Step # 5

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Implement support systems that provide targeted support (tutoring, use of para-pros, remediation, acceleration, special education) to enhance student learning in literacy.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	tutoring list and tutoring schedules
Method for Monitoring Effectiveness	MAP and STAR data
Position/Role Responsible	Principals, Chief Academic officer, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase teacher content knowledge for math instruction in grades K-8.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Provide student responsive environments
Root Cause # 2	Build strong relationships.
Goal	By the end of the 2023 school year, as measured by the GMS the percent of students classified as Developing learning will increase from 42% percent to at least 52% percent. The percent of students classified as proficient learner will increase from 10 percent to at least 20 percent. The percent of students classified as Distinguished learner will increase from 1 percent to at least 10 percent

Equity Gap

Equity Gap	TAPS Distribution
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Content Area(s)	Mathematics
Grade Level Span(s)	3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Implement and monitor number talks by providing professional learning for teachers.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets, agendas, PL presentation
Method for Monitoring Effectiveness	MAP data, STAR MATH data
Position/Role Responsible	Principals, Chief Academic officer, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Middle Georgia RESA
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Action Step # 2

Action Step	Provide continuous professional learning on evidence-based instructional strategies to build content knowledge of teachers
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets and agendas documentation
Method for Monitoring Effectiveness	MAP data, STAR MATH data
Position/Role Responsible	Principals, Chief Academic officer, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Middle Georgia RESA makes frequent visits to ensure that Cirrus is implementing Math with fidelity.
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Action Step # 3

Action Step	Implement the mathematical practices framework. Teachers will be provided Math Talk Professional Learning
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	sign n sheets, agendas, and PL presentation
Method for Monitoring Effectiveness	MAP data, STAR MATH data
Position/Role Responsible	Academic Deans, teachers, parent, para professional. Counselor and leadership team
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Teachers, Parents, paraprofessional, counselor, and leadership team.
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Action Step # 4

Action Step	Implement a math program to assist in supporting students and providing professional learning for teachers.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	agendas, sign in sheets, presentation
Method for Monitoring Effectiveness	STAR MATH and MAP data
Position/Role Responsible	Principals, Chief Academic officer, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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Action Step # 5

Action Step	Implement support systems that provide target support (tutoring, use of para-pros, remediation, acceleration, special education) to enhance student learning in mathematics
Funding Sources	Title I, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	lesson plans and observations
Method for Monitoring Effectiveness	weekly
Position/Role Responsible	Principals, Chief Academic officer, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Establish a school culture that is conducive for learning
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Increase the Star Rating from a score of 1 in 2019 to 4 in 2022 Increase Attendance, student engagement
Goal	By the end of the 2023 school year, Climate rating on the CCRPI will increase from one star to four stars.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans
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Content Area(s)	Other : discipline
Grade Level Span(s)	K 1 2 3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Create/implement and monitor a detailed school culture data plan that includes grade level discipline referrals, attendance, culture parent/student surveys.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting minutes to develop plan, agendas to develop plan, plan
Method for Monitoring Effectiveness	surveys from parents and students, comparison of the number of days absent from last year to this year/ Discipline referrals from last year to this year.
Position/Role Responsible	Principals, Chief Academic officer, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

Action Step # 2

Action Step	Implement and monitor PBIS
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS Observation/ charts in hallways/ PBIS agendas, sign in sheets and presentation
Method for Monitoring Effectiveness	discipline data/ survey from PBIS/ attendance from last year to this year.
Position/Role Responsible	PBIS team, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, and Intervention Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

Action Step # 3

Action Step	Provide professional learning to staff on PBIS
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	agendas, sign in sheet and presentation
Method for Monitoring Effectiveness	data from discipline and attendance
Position/Role Responsible	PBIS team Principals, Dean of Students, Academic Deans, STEM Committee, and Intervention Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Establish a criterion of high expectations for students and teachers to students that include the establishment of rituals and routines for all classrooms
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheet and agendas share high expectations with students (lesson plans)
Method for Monitoring Effectiveness	Monitoring school behavior data and measuring progress;
Position/Role Responsible	PBIS team
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

Action Step # 5

Action Step	Provide a description of conduct that meets the expectations for the behavior of students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheet and agendas share high expectations with students (lesson plans)
Method for Monitoring Effectiveness	Sharing school behavioral referral trends with school faculty and staff; and Reporting school behavioral trends and outcomes to the PBIS coach, who then reports to the district PBIS coordinator.
Position/Role Responsible	PBIS team
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step # 6

Action Step	Implement support systems to provide Social/ Emotional services.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Social emotional lessons/ plans/ observations
Method for Monitoring Effectiveness	behavioral and attendance data
Position/Role Responsible	PBIS team
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>Surveys were given to parents, teachers, paraprofessionals, leaders, school board, community and other stakeholders to tell how best to improve the district literacy, content development, math, and differentiation of instruction student performance from developing to proficiency. Curriculum team completed a curriculum audit from all grade level staff. Data collected from the audit indicated that research based curriculum was needed to provide all students with standards based instruction. Parents and community partners were a part of the adoption committee who reviewed and adopted the current curriculum materials. All stakeholders agreed to purchase the current identified curriculum materials. All teachers and staff were provided training on the currently adopted curriculum materials. New data indicate a need for additional literacy and math materials to enhance the current literacy and math curriculum materials. Guided reading, phonics, phonemic awareness, and vocabulary materials by Fountas and Pinnell has been purchased to assisted the literacy. Additional Math curriculum materials will be examine to enhance the current math materials. Continue Professional learning will be provided throughout the school year on literacy, differentiated instruction, use of data to improve student performance from developing to proficiency and above, literacy, math, and content base instruction. Technical assistance will be provided by the Technology staff, Success Coach, Parent and family engage coordinator, bridge academy coordinator..</p> <p>Parents are provided training on how to assist their child at home using the current curriculum materials along with other curriculum materials added with literacy and math through the three curriculum nights at the school</p> <p>Parents are surveyed annually to give feedback on the effectiveness of these materials.</p> <p>Title II A will provide ongoing training for professional development for phonics, phonemic awareness, vocabulary and math for teachers and staff.</p> <p>Title II will provide assistance for teachers and leaders requiring certification. Coaches, leaders, assistant principals, principals and other school leaders will be provided professional growth through college credits which will lead to additional certification</p> <p>Cirrus Academy Charter School will provide support to principals, assistant principals and other school leaders on literacy, math, college certification</p> <p>Cirrus Academy is identified as a CSI School. The school improvement team will provide teachers and staff on how to build unit and lesson plans to ensure that standards are being taught and mastered.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>The Superintendent, the Federal Program Director and the Human Resource personnel reviews the GAPSC reports. These reports are shared with the admin team in the spring prior to class assignments being made. Admin team are provided a list of years of experience for each teacher at Cirrus Academy. Admin Team and the Human Resource Director look at where inexperienced teachers are placed and efforts are made to ensure that these teachers are not placed in consecutive grade levels where avoidable. The CPI report worksheet is also used as a review tool to make sure that all classes are staffed based on the charter school definition of professionally qualified teachers. While Cirrus Academy Charter School District reserves the right to waive certification through the Strategic Charter Waiver the Human Resource Director and Federal Program reviews each proposed hire prior to submission to the Superintendent for Board approval. Certifications are reviewed by the Admin Team, Federal Program Director, and the Human Resource Director checks off on the online application whether the application can proceed as professionally qualified or if additional efforts are needed to meet these requirements. Any teacher hired without valid GA certification must begin the process to meet the requirements as soon as possible. Cirrus Academy Charter School seeks teachers with valid GA certification first before considering applicants who do not meet the criteria. The percentage of infield and out of field teachers is closely monitored by the Human Resource Director and discussed with the Superintendent and Admin team. All courses were taught by in field teachers during the school year just completed.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>Cirrus Academy Charter School used the data from 2021 school year to hire experienced GaPSC certified staff for the 2021-22 school year. Cirrus used 2021-22 Georgia Milestone data to provide teacher and students needs and professional development strategy on research based instructional materials. G-KIDS data and Georgia Milestone data was use to provide teachers with Professional Learning on instructional research based materials. cirrus will provide on going and job embedded training with curriculum throughout the school year. Cirrus will provide evidence based Professional Learning aligned with Georgia Milestone and ESSA's definition of Professional Learning. State test scores, TKES, and local Benchmarks data will show improvement in teaching and student outcomes.</p>
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PQ – Intent to Waive Certification

<p>For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>In the current fiscal year certificates are needed for all teachers except Special Education. This waiver is only utilized when necessary and applies to all applicable content fields and grade level bands.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>All charter waiver teachers hold a minimum Bachelor degree and hold a waiver certificate. Then Cirrus Academy looks at content assessment, course work, and field experience as a means for each teacher to have a plan to earn a GAPSC certificate. All SPED teachers must hold a GAPSC certificate in SPED, however SPED teachers will have a plan to get content certification as well.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Cirrus Academy Charter School District has one school and will focus on the strategies listed to address needs in the district improvement plan to provide support to individual teachers in need. Collaboration between the staff in need of support will provide a basis to provide support. At the monthly administration meeting Human Resource Director will meet to discuss progress and needs. Title II Part A Funds will be utilized to provide support to the areas of need in the district improvement plan through the prioritization of Title II Part A funds 1) Professional Development provided in reading and math. 2) stipends will be provided for professional development in reading and math 3) Factors that Impact the Learning and Work Environment as it relates to the reading and math performances of the students. Cirrus Academy Charter is identified as CSI.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>Cirrus Academy will have :</p> <ul style="list-style-type: none"> ● Career Fairs are held for students in K-8th grade ● Participate in Local High Schools Smooth-Move Transition Activities ● Create Transition Plans for 8th Grade SWD Students ● SWD(Students with Disabilities) Counselors, Case Managers, Students, Teachers and Parents hold Transition Meetings with High School Lead SWD Lead Teachers. ● Students in 6th -8th Grade Take a Career Assessment Survey during the school year. ● The counselor will lead career exploration with K-8 scholars.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<ul style="list-style-type: none"> ● Cirrus staff will continue to implement PBIS school-wide. ● PBIS will establish common behaviors and expectations, built in early warning systems and provide real time behavior management for all students.
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Cirrus Academy will have :</p> <ul style="list-style-type: none"> ● Career Fairs held for students in K-8th grade ● Participate in Local High Schools Smooth-Move Transition Activities through-out the year ● Students will shadow various professionals in the community ● Create Transition Plans for 8th Grade SWD Students ● SWD(Students with Disabilities) Counselors, Case Managers, Students, Teachers and Parents hold Transition Meetings with High School Lead SWD Lead Teachers. ● Students in 6th -8th Grade Take a Career Assessment Survey during the school year.
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Cirrus utilize the Child Find procedures to integrate services and support of any identified students with disability. Cirrus also works with the EEOC Head start to transition students from the four year old head start program into kindergarten. Head Start brings over the four year old to visit the school and shadows our kindergartners.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>N/A</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Standard-based instruction with built in accelerated and remediation to meet student needs. Extended learning summer remediation before/after school tutorial Increase Learning time coaching for teachers to re mediate at risk students Instructional technology specialist to increase students technology literacy to improve literacy across the curriculum.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>Cirrus Academy Charter School registrar will ensure that the Title I, Part C Parent Occupational Survey is completed for students enrolling in Cirrus Academy Charter School. The parent occupational survey is included in the student enrollment packets/student return packet to be completed by the parent of every returning student. Upon completion of the parent occupational survey, the federal programs director will immediately submit any forms check yes to having moved for work in the past three years who have also checked any item numbered 1-7 on the form to our state MEP consortium contact. Local school staff was trained in July 2019 on this procedure. In order to ensure the timely transfer of pertinent school records, including information on health, when children move from anywhere to Cirrus Academy Charter School will transfer those records upon proper request within 24 hours when possible. Currently Cirrus Academy Charter School has no students identified as migrant.</p> <p>Cirrus Academy Charter School Federal Programs Director will use the Migrant Student Information Exchange (MSIX) if and when they migratory students are enrolled to send move notifications by email when migrant students leave Cirrus Academy Charter School to ensure they are recruited in the receiving district; receive notification that a migrant student is arriving at Cirrus Academy Charter School; research a student's MSIX history to determine any special needs/circumstances, view a student's enrollment history to determine if immunization records exist, view a student's assessment and course history to ensure appropriate course enrollment and grade placement, communicate any special needs/circumstances that the receiving state should know, use designated graduation school information to align student coursework in receiving states, to determine Limited English Proficient (LEP) status, to determine Individualized Education Plan (IEP) status, to look for medical alerts, to ensure that high school students are in correct classes to meet graduation requirements.</p>
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Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>When migratory students are identified at Cirrus, Cirrus will follow the MEP state plan. Cirrus will contact ABAC consortium staff and collaborate with them to ensure that these vulnerable populations receive the appropriate instructional services. Cirrus will reach out to the 4H offices to ensure that unenrolled migratory students are enrolled. cirrus will reach out during the school year and summer.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>Cirrus Academy Charter School's enrollment is K-8 and the school is involved in improving scholar success and the scholar' graduation rate as they transition from grade to grade and move on to high school and beyond. At Cirrus Academy Charter School, a systemic approach includes simultaneous pursuit of a combination of targeted and school wide initiatives.</p> <p>The activities Cirrus Academy will implement is designed to improve students with disabilities attendance/tardiness rate, classroom behavior, achievement success and course completion. Goals for those areas are currently needed to successfully transition our students from grade to grade and course to course as well as lead to school success that increases the long-term graduation rate.</p> <p>Some of the additional activities that will be implemented are:</p> <ul style="list-style-type: none"> ● All scholars will be provided K-8thGrade inclusion classes throughout the Instructional day with support from certified Special Education staff that provides each special needs student with instructional support as they use ● the Georgia Standards of Excellence and goals from the scholar's IEP for instruction. ● Weekly progress monitoring data reports will be completed by school staff and results will be discussed in team and collaborative team meetings. Progress Monitoring data will be shared with parents each 4 ½ week grading period. ● Evidence based progress monitoring notebooks will be completed for each SWD student and data will be use for annual reviews, data reviews, instructional planning, parent/teacher meetings and student goal setting. ● Transition Plans will be created for 8thGrade students in a meeting with the support of the student, parents, Cirrus SPED staff, Cirrus Academy regular education teachers and the high school SPED lead teacher as well as the high school counselor from the student/parent selected high school that they will attend in the 9thgrade to discuss graduation pathways. The Director of Special Education will review all transition plans created by the transition team for accuracy and GADOE/ SPED compliance. ● The SWD students will complete a College and Career Readiness Survey. Survey Data will be reviewed and discussed by Director of Special Education and staff to update student needs and goal setting.
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IDEA Performance Goals:

	<ul style="list-style-type: none"> ● 8thgrade high school shadowing fieldtrip opportunities will be provided at the local high schools for students and parents to discuss student pathways. Students will complete surveys and small group sessions to discuss their shadowing experience with the Special Education Director, teachers(SWD and Regular ED teachers), and parents. ● A School-wide attendance policy will be implemented and discussed by school administration implemented with parents, students, and staff. ● All staff will be monitored by the Director of Special Education and other school administrators using walk-throughs, informal classroom observations and TKES evaluation system. <p>Professional Learning Opportunities will be provided to all staff during preplanning, grade band planning periods, after school and Professional Learning Days by the Director of Special Education, Dean of Students, Academic Deans, and Middle Ga RESA. These PL opportunities will include:</p> <ul style="list-style-type: none"> ● RTI (MTSS) Process (k-8thGrade) ● Classroom Management (k-8thGrade) ● Using Data to Guide Instruction Planning (k-8th) ● Regular Education Teacher Training SWD and 504 Students (k-8th) ● SPED teachers training on teacher clarity and literacy <p>All training will be held in grade bands. Evidence based documentation will be collected for evidence of use of information gained from training throughout the 2022 - 2023 school year. Teachers will complete post PL surveys.</p> <p>The Director of Special Education as well as other school administration will complete classroom walk-throughs and observations, attend collaborative grade level meetings, view student achievement and behavioral data for the 2021-2022 school year for overall PL effectiveness. Technical Assistance and immediate feedback will be provided after classroom walk-throughs and observations, by arranging individualize conferences for non-compliant staff.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures, Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population, Collaboration with outside agencies, including any trainings conducted by the LEA, Parent trainings</p>	<p>Cirrus Academy Charter School will improve services for young children ages (3-5) by:</p> <ul style="list-style-type: none"> ● Review and revise policies and procedures for Cirrus Academy Child Find Policies as needed, by the GADOE guidelines. ● Cirrus Academy Charter School will use the MAPS Assessment Screener for entering students to identify students needing additional supports or evaluations as they enroll in Cirrus Academy Charter School. ● Communicate with parents, community and staff concerning the Child Find process and procedures by displaying Child Find Policies on school website, social media (Remind, Class Dojo, Google Classroom, TEAMS, Facebook, Zoom), and Parent Meetings at the beginning, during and end of the school year. ● Cirrus Academy Charter School staff visits local Head Start Programs, daycare centers and nurseries to meet with parents and their staff to share Cirrus Academy Charter School and Child Find information. A SWD teacher is on the enrollment team to answer any questions parents may have concerning the Cirrus Academy Charter School's SWD programs after hearing and receiving the information. ● The Director of Special Education will use staff professional learning days during the 2022-2023 pre-planning to provide professional learning presentations for staff on the Child Find Process. ● The Director of Special Education and SPED staff will review student enrollment data, review students' cumulative records as they come into the school to identify those students needing additional supports and already have an IEP or have participated in Babies Can't Wait" program.
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices, How LRE is ensured, The continuum of service options for all SWDs, How IEP</p>	<p>Cirrus Academy will improve the implementation of FAPE to students with disabilities by the following methods:</p> <ul style="list-style-type: none"> ● Hire certified SPED staff ● Teachers ● Speech Therapist ● Paraprofessional ● Psychologist ● Director of SPED <p>Records Audit ● Review IEP</p> <ul style="list-style-type: none"> ● Review Goals with Parents for 2022-2023 School year ● Create Annual Review Calendars for Accountability
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IDEA Performance Goals:

<p>accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<ul style="list-style-type: none"> ● Communicate with parents about concerns <p>Use student data in developing IEP goals. Share student strengths, weakness, and accommodations as well as needed interventions with general education staff. Provide professional learning on the SPED processes and procedures, RTI process (4th Tier), 504, IDEA, FAPE, modifying instructional practices, differentiation, Co-Teaching and data analysis. Parental and Community meeting concerning FAPE, ESSA and Child Find. SPED staff will participate in Master Scheduling of grade level classes. Create Transition Plans for 16-year-old and 8th grade students moving from Cirrus Academy to secondary schools. Participated in administering MAPS assessment-Universal Screener, DCR Beacon, Progress Monitoring tools Fast Forward and Reflex Math, BAS, STAR Reading and Math</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Cirrus will improve compliance with state and local laws by:</p> <ul style="list-style-type: none"> ● Monitoring and sharing with school staff, parents community and school stakeholders the implementing of the Cirrus Academy Charter School Special Education and 504 Handbook along with the Cirrus Academy Charter School Federal Program Manual . ● Providing parental rights to all parents during each meeting. ● Auditing and updating student records as needed in a timely manner. ● The SPED Director and selected school staff will attend local and state meetings and conferences to stay abreast of state and federal updates. ● Use school website, letters, and school newsletters as well as parent meetings to keep the parents and community stakeholders updated on changes in laws and rules related to the Program for Exceptional Children. ● Make available to Faculty, Staff, Parents and Community Stakeholders the Program for Exceptional Children and Federal Programs handbooks. ● Hire and maintain certified SWD staff. ● Use SIS (Infinite Campus) program to maintain data and documentation of student grades, attendance, behavior, and access to state portals such as SLDS, Go-IEP, TKES, and the GaDOE portal. ● The Special Education Director will provide Due process checklist to SWD staff with monitored deadlines to ensure timely completion of reports, data, meetings, and the due processes of students. ● The Special Education Director will monitor Go-IEP data weekly to identify needed student data updates. Meetings will be held with case manager with
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IDEA Performance Goals:

	<p>annual reviews/re-evaluations/data reviews coming up within 2 months of their due dates.</p> <ul style="list-style-type: none"> • The Special Education Director will redeliver SPED updates during SPED staff monthly meetings and emails, along with Professional learning on the SPED rules and Federal Law Updates, Go-IEP Update, Email Blast (Fridays) and all Middle GA RESA course opportunities and GADOE led conferences as well as trainings.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students’ academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<p>After school and Before school tutoring and Saturday Academies in reading and math.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>Cirrus Academy Charter School will collect data from the MAP assessment and STAR Reading and Math Assessment to support Title IV, Part A funding. This data will show an increase in literacy and Math.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Adjusted activities and strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Our school focus on teacher content in math and targeted teacher development for equity gap 1. Cirrus looked at the MAP and STAR data in math and planned to continue to increase Math in all grade levels</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>TAPs and provided target teacher development to teachers</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------

<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>We focused on evaluating and monitoring the working environment in support of a positive school climate. Cirrus looked and the attendance,</p>
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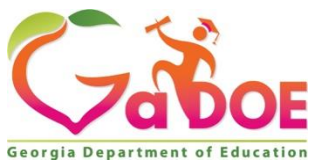
4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	N/A
Title II, Part A	N/A
Title III, Part A	N/A
Title IV, Part A	N/A
Title IV, Part B	N/A
Title I, Part C	N/A
IDEA 611 and 619	N/A

Early Intervention Program (EIP) Guidelines



May 2022



EARLY INTERVENTION PROGRAM GUIDELINES 2022-2023

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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 evidence-based, 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
Pull-out	<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
Class Augmentation	<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 • Students served in Reading Recovery may be counted for one segment of EIP instruction for the entire year
<p>Self-contained</p>	<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
<p>Innovative</p> <p>Innovative Model Assurance forms must be submitted annually to assure adherence to program requirements.</p>	<ul style="list-style-type: none"> • 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 • 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
Grades 4-5	23	30	50 minutes	2

**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

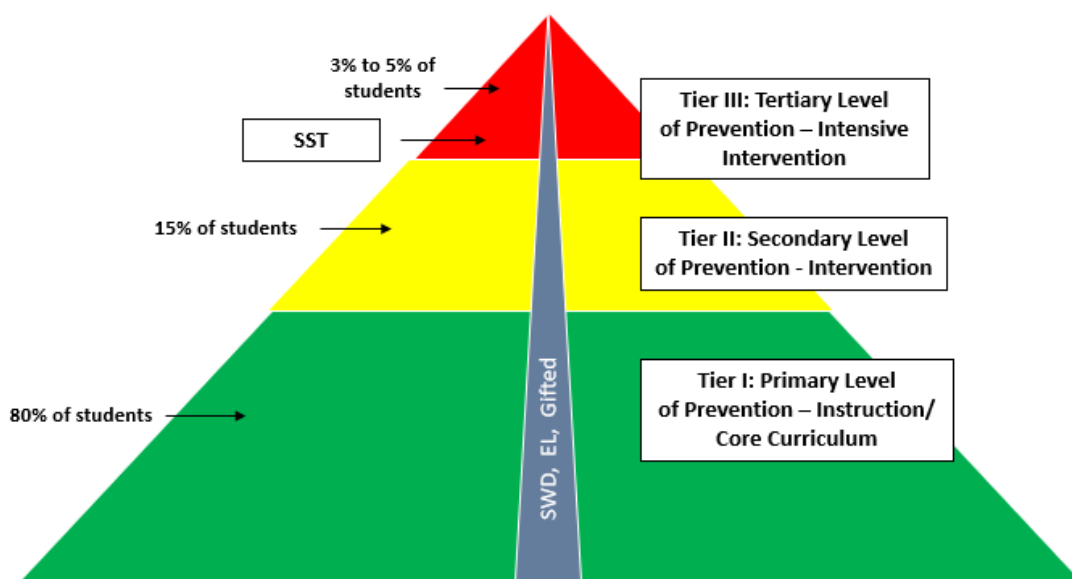
Grade Levels	Maximum Class Size	Minutes Served Per Day	Maximum Segments
Regular Kindergarten	18	45 minutes	6
Regular Kindergarten with full-time professional	20	45 minutes	6
Grades 1-3	21	45 minutes	6
Grades 4-5	28	50 minutes	6

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	
<p>Documented achievement must include <u>two or more</u> of the following:</p> <ul style="list-style-type: none"> • 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

- 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 norm-referenced tests

Exit Criteria

- Documented Achievement indicates “*on or above grade level*” 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

- 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 norm-referenced tests

Exit Criteria

- Documented Achievement indicates “*on or above grade level*” 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

- 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 norm-referenced tests

Exit Criteria

- 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

SE Atlanta, GA 30334

www.gadoe.org



@georgiadeptofed

Richard Woods, State School Superintendent

Educating Georgia's Future

Congratulations from Cognia!

Staci Kimmons <staci.kimmons@cognia.org>

Thu 2/10/2022 12:58 PM

To: Staci Kimmons <staci.kimmons@cognia.org>

Cc: Greg Arnsdorff <greg.arnsdorff@cognia.org>; Terri Johnson <Terri.Johnson@Cognia.org>



Greetings from Cognia!

We hope this email finds you and your family, your students, parents, and staff in good health. Based on the findings and recommendation of the Cognia Engagement Review Team and Cognia Accreditation Office, a five-year accreditation term was approved and conferred by the Cognia Global Commission at the January meeting. Congratulations!

Within 4–6 weeks, your official letter of accreditation and accreditation certificate will be mailed to your institution. Meanwhile, you are welcome to verify your accreditation status by visiting www.cognia.org. Please click on *Find an Accredited School*, bottom of the home page, under Resources, and enter the name of your institution as recorded with Cognia (if your institution's name does not populate immediately, please allow 24-hours). You are welcome to share this link with your stakeholders until the official letter has been received from our office.

To further support your celebration, we are providing you with a press release you may share with your local media. You may access the press release by visiting www.cognia.org/communicationskit. In the Communications Kit, you also will find Cognia accreditation and STEM Certification seals, usage guidelines, and other promotional items to display your pride in your institution's commitment to continuous improvement.

Once again, we extend congratulatory wishes to your community and look forward to celebrating your continuous improvement journey for many years to come.

Best,

Staci L. Kimmons, Ph.D.

Director, Accreditation Services

Staci Kimmons, Ph.D. | Director Accreditation Services

Cognia™

888.413.3669 ext. 9277

staci.kimmons@cognia.org



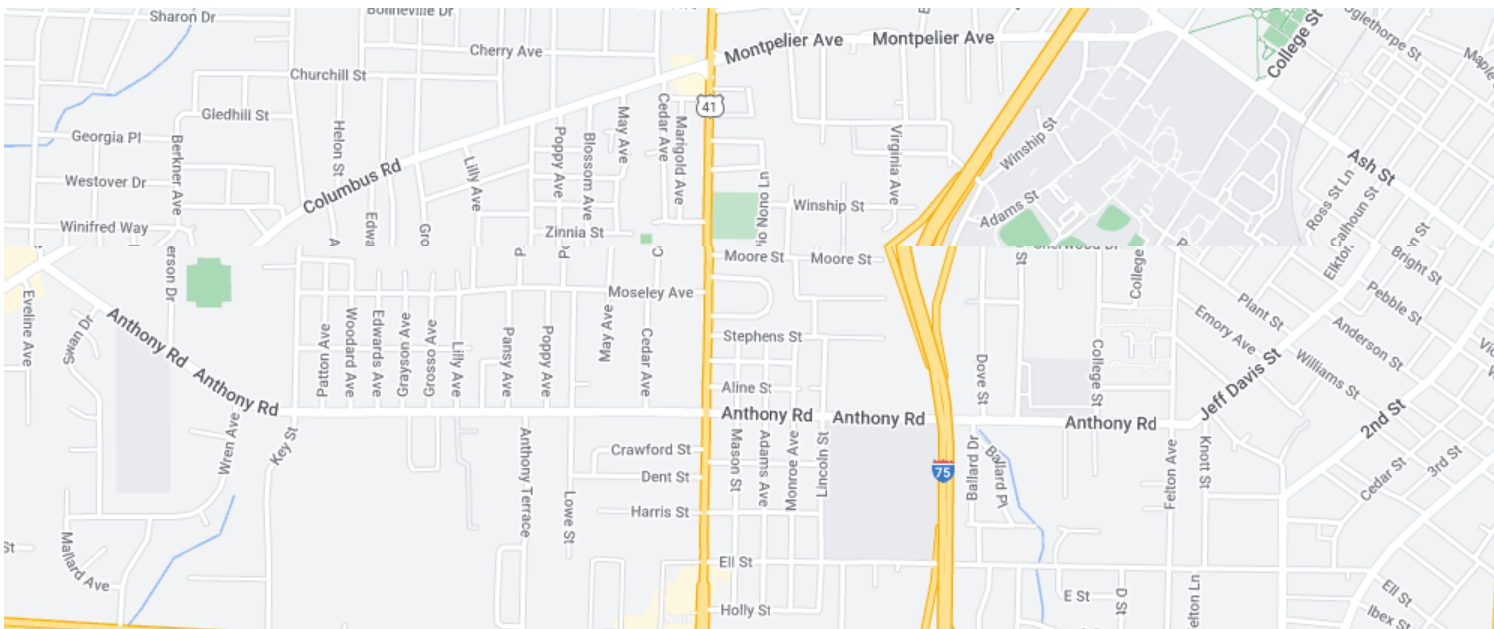
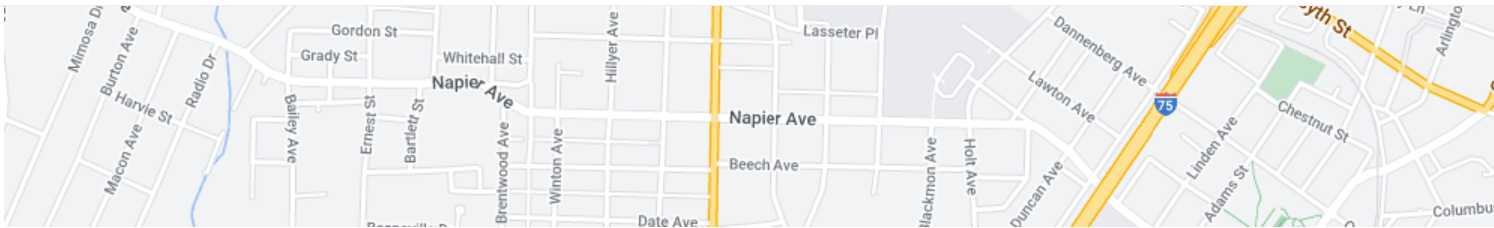
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If you have received this message in error, please notify the sender immediately by phone or reply to this email, and delete all copies of this message

Institution Summary Overview

Name:	Cirrus Academy Charter School
Institution Type:	School
Public/Non-public:	Public
District Name:	
Address:	1870 Pio Nono Avenue Macon, Georgia 31204 http://www.cirrusacademy.org
Head Of Institution:	Gail Fowler
Grades:	Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth
Enrollment:	514
Accredited:	Yes
Initial Accreditation Date:	2022-01-26







**Cirrus Academy Charter School
Finance Department
Purchase Order/ Requisition Request
FY 2023**



Ensure all information is completed and legible. Authorized signatures must be affixed to this form before a purchase order can be issued. Attach appropriate backup (e.g. original quotes, sole-source letter, etc.)

PO NUMBER: (To be provided by Federal Programs Mgr and Accounting)

1851

Procurement Type (i.e. Sole Source):

3 Quotes or Bids Attached YES / NO x

Vendor:

Ship To:

Name: Trafera
Address: online
Contact #: _____
Customer #: 84121

Name: Cirrus Academy Charter School
Address: 1870 Pio Nono Avenue, Macon, GA 31204
Contact # 478-250-1376
Special Instruction: Attn: Diane Freeman/LaShondra Fowler

PO Date	Requestor	Department	Fund (OBE, Title I etc)	Account Coding (Fund/Object Coding)	Delivery Date	Payment Method	Payment Term
8/15/2022	B. Edwards	SPED	IDEA	100/616	ASAP	Invoice	Net 30

QTY	UNIT COST	DESCRIPTION	SUBTOTAL
30	239	HP chromebook	\$ 7,170.00
30	32	Google chrome	960.00
30	5	white glove under 300 units	150.00
30	0	preconfigure	-
30	1	white glove	30.00
30	1	green packing	30.00
			-
			-
			-
			-
			-

REQUESTOR		Subtotal Before Tax	\$ 8,340.00
Print Name: <u>Brenda Edwards</u>	Date: <u>8/15/2022</u>	Tax (should be no tax)	
Signature:	Title: <u>Special Education Director</u>	Shipping & Handling	
PROGRAM MANAGER APPROVER:		TOTAL DUE	\$ 8,340.00
Print Name: <u>Diane Freeman</u>	Date: <u>8/15/2022</u>		
Signature:	Title: <u>Federal Programs Director</u>		
SCHOOL LEADER APPROVAL			
Print Name: <u>Dr. Gail Fowler</u>	Date: <u>8/15/2022</u>		
Signature:	Title: <u>Superintendent/CEO</u>		
FINAL APPROVAL			
Print Name: <u>Susie Davis</u>	Date: <u>8/15/2022</u>		
Signature:	Title: <u>Accountant</u>		



Packing List

FROM

TRAFERA - MAIN
 1271 RED FOX ROAD
 SAINT PAUL, MN 55112
 855-862-5120

DELIVERY NUM	30094	ORDER DATES (MM/dd/yyyy)	
CARRIER	UPS - Ground	ORDER	08/29/2022
FREIGHT TERMS	Prepaid	SHIPPED	08/29/2022
MSTR TRACKID	1Z2W402W0392323838		
SALES ORDER	PO		
S000128534	1851		

SHIP TO

CIRRUS ACADEMY CHARTER SCHOOL
 Attn: DIANE FREEMAN
 1870 PIO NONO AVENUE
 MACON, GA 31204
 478-250-1376

CONTAINER	SO	PRODUCT NUM	DESCRIPTION	QTY
#1 - 22x14x17 (45.0-LB)		Track ID: 1Z2W402W0392323838		
	S000128534	CBK-HP-436B7UT	HP 11MK G9 EE MT8183C 4G 32G	30 EA
	S000128534	SFW-GOOGLECHROMEMGT	Google Chrome Management Perpetual EDU	30 EA
	S000128534	SVC-ASSETTAG-WITHWG	Trafera Asset Tags with White Glove	30 EA
	S000128534	SVC-GREENPACK	Trafera Green Packing	30 EA
	S000128534	SVC-WG-<300	Trafera White Glove Under 300 Units	30 EA
	S000128534	SVC-WIFI-PRECONFIG	Trafera Preconfigure Customer WiFi	30 EA
#2 - 22x14x17 (45.0-LB)		Track ID: 1Z2W402W0392307445		
#3 - 22x14x17 (25.0-LB)		Track ID: 1Z2W402W0392867859		
3	<< CONTAINER COUNT	TOTAL	QTY SHIPPED >>	180 EA
115.0-LB	<< CONTAINER WEIGHT			



Bill to
Cirrus Academy Charter School
 Customer No: 84121
 1870 Pio Nono Avenue
 Macon GA 31204
 USA

Ship to
Cirrus Academy Charter School
 1870 Pio Nono Avenue
 Macon GA 31204
 USA

Quote Details
 Created: August 16, 2022
 Expiration: September 15, 2022
 Created by: Carlie Mathies
 carlie.mathies@trafera.com

Estimate No: E000078971

Contract
 None

Products & Services

Items and Descriptions	Overview	Notes	Qty	Unit Price	Totals
HP 11MK G9 EE MT8183C 4G 32G	HP Chromebook 11MK G9 EE - 11.6" HD Anti-glare Display (1366 x 768) - MediaTek MT8183C, Eight-Core, 2.0 GHz - 4GB LPDDR4x-4266 RAM - 32GB eMMC SSD - Chrome OS - WiFi + BT		30	\$239.00	\$7,170.00
Google Chrome Management Perpetual EDU	Google Chrome Management Perpetual EDU License		30	\$32.00	\$960.00
Trafera White Glove Under 300 Units	Trafera White Glove Under 300 Units - Pre-enrolled in Google Apps® domain - Custom themes and settings applied - Hardware functionality check - Google Console OU management		30	\$5.00	\$150.00
Trafera Preconfigure Customer WiFi			30	\$0.00	\$0.00
Trafera Asset Tags with White Glove			30	\$1.00	\$30.00
Trafera Green Packing			30	\$1.00	\$30.00
				Subtotal	\$8,340.00
				Tax	\$0.00
				Total	\$8,340.00
				Net Terms	N30

Terms and Conditions

This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date.

Questions? Contact me

Carlie Mathies

carlie.mathies@trafera.com



Trafera

2550 University Ave W, Suite 315 - S

St. Paul MN 55114

United States









PO #1815


Final Audit Report

2022-07-27

Created:	2022-07-26
By:	Diane Freeman (diane.freeman@cirrusacademy.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAXIMwt-NBYVcWOrk-_t-6QeWRtKS5IILU

"PO #1815" History

-  Document created by Diane Freeman (diane.freeman@cirrusacademy.org)
2022-07-26 - 10:11:13 PM GMT- IP address: 98.18.223.136
-  Document emailed to Wendy Brinson (wendy.brinson@cirrusacademy.org) for signature
2022-07-26 - 10:11:52 PM GMT
-  Email viewed by Wendy Brinson (wendy.brinson@cirrusacademy.org)
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-  Document emailed to Diane Freeman (diane.freeman@cirrusacademy.org) for signature
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-  Document e-signed by Diane Freeman (diane.freeman@cirrusacademy.org)
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Signature Date: 2022-07-26 - 10:16:23 PM GMT - Time Source: server- IP address: 98.18.223.136
-  Document emailed to Gail Fowler (gail.fowler@cirrusacademy.org) for signature
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-  Email viewed by Gail Fowler (gail.fowler@cirrusacademy.org)
2022-07-26 - 10:28:44 PM GMT- IP address: 174.209.196.32
-  Document e-signed by Gail Fowler (gail.fowler@cirrusacademy.org)
Signature Date: 2022-07-26 - 10:29:11 PM GMT - Time Source: server- IP address: 174.209.196.32
-  Document emailed to nathan.l.lewis@gmail.com for signature
2022-07-26 - 10:29:12 PM GMT
-  Email viewed by nathan.l.lewis@gmail.com
2022-07-27 - 6:54:01 PM GMT- IP address: 174.192.134.37

 Signer nathan.l.lewis@gmail.com entered name at signing as Nathan Lewis

2022-07-27 - 6:54:32 PM GMT- IP address: 174.192.134.37

 Document e-signed by Nathan Lewis (nathan.l.lewis@gmail.com)

Signature Date: 2022-07-27 - 6:54:34 PM GMT - Time Source: server- IP address: 174.192.134.37

 Agreement completed.

2022-07-27 - 6:54:34 PM GMT

GOODLIFE COMMUNICATIONS
SOLUTION PROPOSAL FOR

Cirrus Academy



Cirrus Academy
Systems Service Contract – 2022

Andrew Fritz – Account Executive
GoodLife Communications, LLC – Erate SPIN: 143044052
153 Acres Drive
Ladson, SC 29456
843-879-9022 x110
800-295-7202
Andrew@GoodLifeCommunications.com

**Cirrus Academy (Cirrus)
GoodLife Systems Service Contract 2022**

GoodLife Communications, LLC's (GoodLife) number one goal is customer satisfaction. Due to the nature and environment of its use, your technical systems and their associated equipment may require periodic maintenance, upgrades, and/or repair. GoodLife's Systems Service Contract helps keep your systems performing optimally while significantly minimizing downtime.

Service Contract Features:

- **Covered Systems Definition:** This Systems Service Contract specifically addresses the systems as detailed in the *Service Contract Inclusion sheet 4-22-2022.pdf* and support exclusively for the network systems listed below:
 - o Cabling (existing copper and fiber cabling plant)
 - o Firewall
 - o Switches
 - o WAP
 - o UPS/Battery Backup
 - o Wireless Controller (XMS)

- **Service and Support Provided:** GoodLife shall provide front-end service and support coverage for each system on the attached *Service Contract Inclusion sheet 4-22-2022.pdf*. This support specifically includes:
 - o Troubleshooting and best-effort resolution of component or service failure,
 - o Installation of major firmware and software upgrades provided from the manufacturer,
 - o Interfacing with system manufacturers and their respective technical support teams,
 - o Reinstallation of system software on appropriate components as necessary,
 - o Reinstallation of replacement system components,
 - o Periodic physical inspection of systems (minimum of two inspections per calendar year).

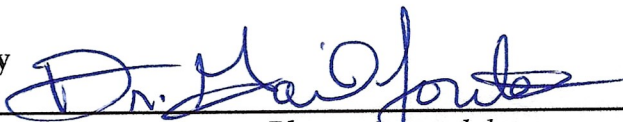
Please refer to Systems Service Contract Exclusions (below) for service limitations.

- **Service Points of Contact:** *Service Point of Contact* (SPOC) is a customer-designated representative that is empowered to access and direct GoodLife's Service and Support as detailed in this Service Contract. The customer shall designate at most two (2) individuals from Cirrus as SPOCs. Cirrus shall provide a SPOCs list and the SPOC's contact information to GoodLife prior to or soon after enactment of this contract. GoodLife reserves the right to reasonably remove SPOCs at any time and will provide notification to Cirrus in writing prior to any SPOC removal.

- **Service Level Agreements:** GoodLife shall provide access to the services detailed under this document's *Service and Support Provided* for one (1) calendar year from the date designated as the anniversary date listed below.
 - 24x7 Toll-free live phone access, 800-295-7202
 - 24x7 Email access, support@goodlifecommunications.com
 - 48 Hour response time from a GoodLife Technician via phone or email
 - 72 Hour response time from a GoodLife Technician for any necessary onsite resolution
 - Periodic electronic notifications (e-mail) detailing the type, date, location, and resolution of the support delivered.

- **Systems Service Contract Exclusions:** This Systems Service Contract specifically excludes service and support for the following points listed below. GoodLife shall not be held accountable to, nor responsible for:
 - Damages to the systems or their components, whether willfully, negligently, or accidentally caused, including security breaches, online attacks, and hacking,
 - Replacement nor replacement cost of any system, cabling, or their components, regardless of the reason for failure.
 - Additional cost for systems parts, cables, and services, necessary or requested, to resolve any services supported in this contract,
 - Relocation of systems or their components,
 - Any support, action, or resolution not supported under the systems components manufacturers' terms of warranty or recommended usage,
 - Support for any system component or components for which the components manufacturers' terms of warranty have expired (where applicable),
 - Moves, Adds, and Changes (MACs). MACs, relocations, removals, and deletions are not covered under this contract and may be available for purchase separately.
 - Any unreasonable requests for support not covered in the spirit of this contract's services,
 - Force Majeure; GoodLife, its technicians and representatives, and this contract herein shall be held harmless for Acts of God, weather, war, or other reasonably prohibitive events.

I have read and agree to this Systems Service Contract's provisions and exclusions contained herein for the systems listed on the *Service Contract Inclusion sheet 4-22-2022.pdf*:

Cirrus Academy
 Representative:  DATE: 6-30-2022
Please sign and date

Printed Name and Title: Dr. Gail Fowle

Anniversary Date: August 1, 2022



Making technology work for you

GoodLife Communications, LLC

153 Acres Drive

Ladson, SC 29456

Phone: 843-879-9021

FAX: 843-793-2903

Toll Free: 800-295-7202

support@goodlifecommunications.com

Cirrus Academy Service Contract Inclusion Sheet 4-22-2022.pdf

Please refer to [GoodLife Systems Service Contract - Cirrus Academy 2022.pdf](#)

Covered Systems	Systems Description
Cabling	Category 6 copper and OM3 fiber optic cabling plant currently installed at the 1870 Pio Nono Ave., Macon, GA campus. NOTE: Moves, Additions, Changes (MACs) are not covered under this contract.
Firewall	SonicWall NSa3700 and NSa3700HA
Switches	NETGEAR Switching Infrastructure: (1) XSM4312F, (3) x GSM4352, (4) x GS752TP, and (3) GS748T switches
WAP	Cambium High Density Wireless Overlay: (60) x XV3-8000 Access Points
UPS/Battery Backup	(2) x CyberPower UPS Systems, (6) APC UPS Systems
Wireless Controller	Cambium/Xirrus Wireless Controller: (1) x XMS Management System

NOTE: Customer is responsible for providing reasonable access to the facilities and all mains power (where applicable). Repair services are provided on a best-effort basis and GoodLife Communications, LLC is not responsible for facility and/or equipment damage. Replacement items are subject to availability and may be substituted for comparable equipment.



Making technology work for you

GoodLife Communications, LLC
 153 Acres Drive
 Ladson, SC 29456
 Phone: 843-879-9022
 FAX: 843-793-2903
 Toll Free: 800-295-7202
orders@goodlifecom munications.com
GA Vendor Number: 20216844737

Diane Freeman
 Cirrus Academy
 1870 Pio Nono Ave.
 Macon, GA 31204
 (478) 250-1376

June 23, 2022
Quote is valid until July 31, 2022

GoodLife Systems Service Contract - 1Yr
Cirrus Academy

Systems Service Contract - 1Yr - GoodLife Systems Service Contract - Cirrus Academy 2022					
Part Number	Product Description	QTY	List Price	Disc. Price	Extended Price
41200-SSC-1	GoodLife Communications, LLC Systems Service Contract - 1Yr. Provides coverage from August 1, 2022 through July 31, 2023. Please refer to <i>GoodLife Systems Service Contract - Cirrus Academy 2022.pdf</i>	1	\$ 14,999.00	\$ 14,999.00	\$ 14,999.00
					\$ -
SubTotal					\$ 14,999.00
Shipping					\$ -
9% TAX					see note
TOTAL					\$ 14,999.00

NOTE: *Customer is responsible for any and all applicable taxes. Customer is responsible for providing reasonable access to the facilities and **all mains power**. Installation and support services are provided on a best-effort basis and GoodLife Communications, LLC is not responsible for loss, facility, and/or equipment damage. GoodLife Communications, LLC cannot guarantee system performance and shall not be liable for lack of performance of systems and cabling, and/or lack thereof. Customer is responsible for obtaining appropriate permits (where applicable). Items are subject to availability and may be substituted for comparable equipment. All returns must be submitted and clearly marked with a valid RMA number. RMA's are subject to restock fees when applicable. By signing this document, customer agrees to the amounts in the TOTAL line above and the payment TERMS listed below. Prices are subject to change without notification. No refunds provided for service or custom created equipment. Customer is responsible for providing lifting equipment (where necessary). Equipment may take 4-6 weeks or more to arrive.

Terms NET 30 from date of service commencement. Payments received after 30 days will be subjected to a 3% late fee. Credit Card payments are subject to 3% Merchant Processing fee.

I authorize GoodLife Communications, LLC to provide the services selected above and at the rate per this quote:

Signed: Dr. Gail Fowler DATE: 6-30-2022
 Print Name: Dr. Gail Fowler

Alternatively, please fax signed Purchase Order (PO) to 843-793-2903.

Indicator 2: Financial Oversight

Cirrus Academy Charter School Equipment, Real Property, and Inventory Policy Federal Programs FY23

The Federal Program Director collaborate with the Media Specialists to ensure that all equipment and items (filing cabinets, hardware, digital cameras) purchased through **Federal Programs** are necessary and allowable according to identified needs and budget restrictions. These items purchased utilizing federal funds with a useful life of one or more years are tagged and maintained on the system inventory and/or disposition list. Use is strictly monitored to meet program requirements. An on-site property inventory by district and/or school personnel is conducted on an annual basis.

An inventory of items purchased with a useful life of one year or more is maintained at the school and district level. An excel database is used to keep the inventory for system inventory. When property/equipment is purchased and received, a tag is attached to the item or it is marked in some fashion as to the fund (**i.e. Title I, Part A, Title I-C, Title II-A, and IDEA**) from which it was purchased. This information is also recorded on the inventory records. A list of inventories that is "signed out" to each teacher is kept up to date by the media specialists.

A physical inventory is taken once annually. Results of the physical inventory are compared to purchase orders of equipment that was purchased and assigned to various sites in the school district.

Any discrepancies with the inventory are addressed by the program director and the individuals at the school level.

Cirrus Academy Charter School has implemented appropriate guidelines for the purchase, acquisition, disposal, surplus, maintenance and inventory of equipment. Any inventory discrepancies are addressed and resolved.

Methods of communication with principals, school improvement specialists, school personnel, and others include large and small group meetings, formal and informal meetings, e-mail, text memorandum, or telephone. Communication is two-way, and the Program Directors meet on an annually basis with the Leadership Team to ask and answer questions or discuss concerns about funding, procedures, allowable expenses, or other requirements and technical assistance.

A Districtwide Federal Programs inventory is maintained on a spreadsheet by school and district that identifies the program funds used and FAIN number, describes the item, serial number, vendor, date of purchase, unit cost, location, condition, use, and disposition. Equipment purchased with federal funds is permanently marked with the name of the program funds used to purchase the item. For example, "Title I" and the fiscal year in which the equipment was purchased.

Equipment with an acquisition cost of less than \$5,000 which is at least five years old and no longer effective has been purged or transferred to another location.

Physical inventories are conducted annually. Cirrus Academy Charter School on-site physical inventory takes place in the spring of each year. Federal Programs personnel or a designee performs the inventory. The person conducting the inventory signs and dates the inventory check list to provide verification that the inventory was conducted.

In the event Federal Programs equipment or technology is stolen, the following procedure will be followed: (1) File an incident report with the police or SRO, (2) Attach the incident report to the

Equipment Disposal Form and send to the Federal Programs office. (3) Make corrections to the Federal Programs Inventory and maintain notation of the incident for 3 years. (4) Send the updated inventory to the appropriate Federal Program Director, for example Title I, Part A.

In the event Federal Programs equipment or technology is lost, the following procedure will be followed:

- (1) Attach the incident report to the Equipment Disposal Form and send to the Federal Programs office.
- (2) Make corrections to the Federal Programs Inventory and maintain notation of the incident for 3 years.
- (3) Send the updated inventory to the appropriate Program Director, for example Title I, Part A.

Inventory

Inventory is maintained by the Technology Specialist on an annual basis. Inventory is documented in a database that is updated each time equipment is purchased. All federal programs property is identified by permanent markings on the equipment that signify the program and the fiscal year the equipment was purchased. The database identifies the program funds used and FAIN number, describes the item, serial number, vendor, date of purchase, unit cost, location, property tag owner, acquisition date, condition, use, and disposition. School personnel must annually conduct a physical inventory of the equipment. These records are kept for three years. Damaged and inoperable equipment will be reported to the federal program director. Damaged and inoperable equipment will be returned to the Federal Program Director's office to be removed from the inventory. Records for items identified for disposition are maintained on the inventory for three years before final removal. A police report will be required for stolen property. Lost equipment will be verified by the principal and noted in the inventory. Designated school personnel attest that the equipment is as identified on the inventory record submitted to the Program Director. Technology personnel help determine the condition of equipment. When a piece of equipment needs to be disposed of, disposal forms are completed and kept on file. Disposal occurs according to the Cirrus Academy Charter School disposal procedures. Hard and electronic copies of the inventories are filed with the Program Director.

Indicator 2: Financial Oversight

Cirrus Academy Charter School Purchase Order Policy (revised 7/21/2020)

Purchase Order Policy

To ensure fidelity, the Cirrus Charter Academy Board approves the Superintendent/CEO and Finance Department to oversee the operations of all purchasing. The Superintendent/CEO and Finance Department have direct authority and responsibility regarding the budget and expenses of the grant/revenue.

It is the responsibility of the Superintendent/CEO to notify the Chief Financial Officer and/or designee when an issue or discrepancy arises concerning purchase orders, payments, payroll, and/or journal entries to reduce and prevent errors, waste, and fraud. Unless stipulated otherwise by the federal award, the grant is governed by the policies and procedures adhered to by the Cirrus Charter Academy.

The Superintendent/CEO and the Finance Department are responsible for ensuring that the financial system accurately reflects the activities associated with the grant/revenues.

Segregation of Duties for Purchasing

- Requisitions will be approved at the school or department-level by the appropriate administrator authorized to make purchasing decisions prior to being purchased.
- The Superintendent/CEO will review the requisitions for appropriateness and for proper account use. Once determined appropriate, the requisition will be approved and will be forwarded to the CFO for final approval. After approval, the purchase order will be sent to the requestor for purchase.
- After the purchase has been made and all items received, the purchase order is marked as received by the purchase order creator (Federal Programs Director or designee) once items are verified. The invoice will be sent to the Chief Finance Officer or designee where the Accountant will make payment.

Transaction Limits & Approvals (with proper documentation)

- \$0-\$2500: CFO and Superintendent/CEO Signature PO Required
- \$2501-9999: CFO and Superintendent/CEO Signature with PO Required
- \$10,000-greater: Purchases greater than \$10,000 CFO Signature Required, Superintendent/CEO, and Board Treasurer Signature Required

Procurement

In addition to local requirements, procurement with federal funds is based on one of four levels:

- Micro-Purchase (\$0-\$10,000)
- Small Purchase (\$10,000-\$250,000)
- Sealed Bids (>\$250,000)
- Competitive Proposal (>\$250,000)
- Sole Source

Procurement levels are periodically adjusted for inflation.

Bid request process.

- a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brandname or equal descriptions that bidders are required to meet;
- b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises to the maximum extent practical and possible;
- c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
- d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;

- e. Procurement documents shall be made available, upon request, to appropriate government officials.

Micro-Purchase: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. TCSS uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. Cirrus Charter Academy calculates the aggregate dollar amount for each purchase order of products/supplies or services.

Small Purchase: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

Sealed Bids: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- 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 business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals: Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids.

For competitive proposals, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

Noncompetitive Proposals

Procurement by noncompetitive proposals (sole source) is conducted through solicitations of a proposal from only one source and may be used when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of several sources, competition is determined inadequate.
- Procurement by sole source should be limited.
- The grant administrator will obtain the price-rate quotes/bids.
- Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Responsibility. The CEO is responsible for ensuring that an employee with the right skills and background is assigned to implement the Purchasing Policy of Cirrus Academy in an efficient and cost-effective manner.

Policy Statement. Cirrus academy will implement practices and procedures that will facilitate the determination of needs for goods and services, such as inventory, equipment, office supplies, and professional services, ensuring that the determination is made by qualified individuals according to organizational guidelines that consider adequate quantities, reasonable prices, timely receipt, proper specifications, and desired quality, which will avoid the disruption of operational efficiency because of improper or untimely purchases and potential losses and use of cash caused by excessive purchases.

Order requisition. Requisitions initiate the purchasing process. Once an employee determines the need for a particular supply item or service, the employee should complete a requisition form that identifies the item or service required, the quantity requested, and how the item will be used, and who will use it, and the date that the item needs to be available for use. The completed requisition form will be routed for approval to the employee's supervisor, and then to the department or section leader. The approved requisition will be routed to the person responsible for purchasing for sourcing. Approvers must be aware of the available budget, and the impact of the purchase on remaining budget funds. It is important to balance the need/utility of the purchase versus the impact on the remaining budget.

Vendor selection. The person responsible for the purchasing function should evaluate the feasibility of purchasing the item or service from a previously qualified vendor, versus the need to source from new vendors. If sourcing from new vendors is required, bids must be solicited from at least three non-related sources. Vendor selection will be based on ability to furnish items meeting the requisitioned specifications, ability to furnish such items by the date and in the quantity needed, and most economical use of funds. Prior ability vendor performance may also be a consideration factor. Once vendor selection is decided, the purchase order is issued.

Receipts. The physical receipt of all purchased goods is the responsibility of the requesting department. The receiver inspects goods for conformity with specifications on purchase orders. Quantities are verified by counting, weighing, or measuring. Receipt (and acceptance) of items on an order is documented on the receiving section of the Purchase Order Request Form. The form is forwarded to the Accounts Payable office to be matched with the associated invoice(s) and processed for payment. All packing slips and/or shipping documents are sent to Accounts Payable either as is or with the receiving record depending upon the method used (online vs. form) to obtain the PO number.

Indicator 2: Financial Oversight

Cirrus Academy Charter School Federal Fiscal Compliance Policy (Revised 7/21/2020)

Segregation of Duties Federal Programs

Purpose. Segregation of duties helps prevent fraud, waste, and abuse in the internal control system. The LEA considers the need to separate control activities related to authority, custody, and accounting of operations to achieve adequate segregation of duties. Segregation of duties can address the risk of management override. Management override circumvents existing control activities and increases fraud risk. The district addresses this risk through segregation of duties.

To ensure fidelity among all federal programs, the Cirrus Charter Academy Board approves the Superintendent/CEO and Finance Department to oversee the operations of all federal programs. The Superintendent/CEO and Finance Department have direct authority and responsibility regarding the budget and expenses of the grant.

It is the responsibility of the Superintendent/CEO to notify the Chief Financial Officer and/or designee when an issue or discrepancy arises concerning purchase orders, payments, payroll, and/or journal entries to reduce and prevent errors, waste, and fraud. Unless stipulated otherwise by the federal award, the grant is governed by the policies and procedures adhered to by the Cirrus Charter Academy.

The Superintendent/CEO and the Finance Department are responsible for ensuring that the financial system accurately reflects the activities associated with the grant.

Responsibilities. The following are responsibilities of the Superintendent/CEO:

- Notify finance when the budget has been approved or amended
- Monitor the budget and initiate budget transfers
- Make amendments and transfers in the financial system
- Verify accurate account numbers and availability of funding for payments
- Communicate with Human Resources (HR)/Finance any changes as to who should be paid or removed from the grant
- Respect and protect the confidentiality of information that is personally identifiable

The following are responsibilities of the Chief Finance Officer or designee:

- Establish the budget in the financial system
- Provide financial reports for review to assist in capturing and reducing errors
- Authorize and withdraw access to accounts
- Make corrections to financial records when discrepancies are discovered
- Provide financial reports for review to internal and external stakeholders
- Respect and protect the confidentiality of information that is personally identifiable

Federal Program Directors have responsibility for their respective grant budgets to ensure the efficient and effective administration of the federal award through the application of sound management practices. Grant administrators determine Allowability in accordance with Subpart E—Cost Principles and the terms and conditions of the federal award.

Any purchases made with federal funds must follow the guidelines for allowable costs. Cirrus Academy Charter School will follow guidelines as detailed in EDGAR, OMB Circulars, and applicable memos, letters, handbooks, and/or communication regarding allowable/unallowable purchases provided by the Georgia Department of Education. The appropriate grant administrator will direct any questionable expense to the GADoe Area Program Specialist for that program for further clarification.

The following are responsibilities of the Grant Administrator/Federal Programs Director:

- That fund requests are necessary and reasonable for the performance of the federal award.
 - The cost will be considered reasonable if it
 - Does not exceed an amount that a prudent person under the circumstances would incur at the same time
 - Is considered ordinary and necessary for the operation and effectiveness of the federal award
 - Is comparable to market prices for the geographic area
 - Follows sound business practices
 - Is between two parties that are independent
- That the funds conform to any limitations of exclusions set forth in the 2 CFR Sec. 200 as to types or amounts of costs.
- That the funds are consistent with policies and procedures (GAAP).
- That funds are allocable to the federal program (law and non-regulatory guidance)
 - The cost will be considered allocable if
 - Goods or services involved are chargeable to the federal award.
 - It is necessary for the overall operation of the federal award.
 - The grant administrator will charge proportional costs to the appropriate grant award if applicable.
- That the funds adhere to the period of performance.
 - Each grant administrator will ensure that new obligations incurred to carry out the work authorized by the federal grant are during the time frame which the grant may incur new charges.
 - The period of performance will be July-June (12 months) with an interim time frame of July – September (additional 3 months).
- That the funds avoid conflict of interest
- That the funds are adequately documented through the collection of artifacts (agendas, sign-in sheets, handouts, forms)
- That the funds are subject to allowability described in the General Provisions for Selected Items of Cost.

Fiscal Requirements under Title I, Title II and TitleIV of NCLB and other Federal Funds under the Elementary and Secondary Education Act.

Supplement not supplant. Cirrus Academy shall ensure that federal funds will be used to supplement, not supplant regular non-federal funds.

Documentation. Documentation shall be maintained, or caused to be maintained, by the CEO. The documentation must clearly demonstrate the supplementary nature of federal funds.

Federal grant allowable expenditures. Prior to expending funds, the CEO or designee shall review the appropriate OMB Circular or other federal guidance to determine what costs are allowable under the grant. The CEO shall ensure that all grant funds are expended in accordance with the Circular or other applicable federal law or rule.

Charter Schools Program (CSP), NCLB Title V, Part B

Compliance. If Cirrus Academy receives CSP grants, the CEO will ensure that Cirrus Academy is in compliance with and will use the federal funds in accordance with all statutes, regulations, and approved applications.

Fiscal control. The CEO or designee shall directly administer or supervise the administration of any project funding through CSP funds, and shall use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds.

Procurement When using CSP funds to enter into a contract for equipment or services the CEO will ensure compliance with the applicable federal procurement standards.

Use of Federal and State Grant Funds for Procurement

Open and free competition. The CEO and CFO will ensure that all procurement transactions are conducted in a manner that provides open and free competition. Awards must be made to the bidder/offeror whose bid/offer is responsive to the solicitation and is most advantageous to Cirrus Academy considering price, quality, and other relevant factors deemed appropriate by Cirrus Academy. If the lowest bid is not accepted, a note describing the reasons for non-selection must be included in the file.

Conflicts of interest. Pursuant to the Conflict of Interest Board Policy, no employee, officer, or agent of Cirrus Academy, who has a real or apparent conflict of interest, will participate in the selection, award, or administration of a contract supported by federal funds. Employees, officers, and agents may also not solicit or accept favors, gratuities, or anything of monetary value from contractors or their agents, either for themselves or for family members or associates.

Bid request process.

- a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brand name or equal descriptions that bidders are required to meet;
- b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises to the maximum extent practical and possible;
- c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;

- d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;
- e. Procurement documents shall be made available, upon request, to appropriate government officials.

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- Sole Source

Procurement levels are periodically adjusted for inflation.

Micro-Purchase: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. TCSS uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. Cirrus Charter Academy calculates the aggregate dollar amount for each purchase order of products/supplies or services.

Small Purchase: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

Sealed Bids: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- 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 business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals: Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids.

For competitive proposals, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

Noncompetitive Proposals

Procurement by noncompetitive proposals (sole source) is conducted through solicitations of a proposal from only one source and may be used when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.

- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of several sources, competition is determined inadequate.
- Procurement by sole source should be limited.
- The grant administrator will obtain the price-rate quotes/bids.
- Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Technical Evaluations of Competitive Proposals and Selecting Recipients (CFR 200.320 (d)(3))

The Superintendent shall be responsible for developing and administering the purchasing program of the school system. The purchasing procedure for each individual school shall be the same as that of the Central Office. Cirrus Academy Charter School will ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

- **Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured.**
 - A. The description must not, in competitive procurements, contain features which unduly restrict competition.
 - B. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
- **Avoid providing detailed product specifications.**
- **When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description will be used to define the performance or other salient requirements of procurement.**
 - A. The specific features of the named brand which must be met by offers will be clearly stated.
- **Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.**
- **Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition.**
 - A. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

The following are responsibilities of the Board of Governance:

- Can approve, reject any or all bids.
- The Board may in its judgement consider such factors as service, location, and timeliness of delivery; therefore, they may accept the bid that appears to be in the best interest of the school system even if it is not the lowest bid.
- The Board reserves the right to waive any formalities in or reject any or all bids or any part of any bid.
- Any bid may be withdrawn prior to the scheduled time for the opening of bids.
- Contracts binding the school district can be made only by the Board or the Superintendent or approved agent.

All purchasing procedures employed pursuant to this procedure shall be in accordance with the policies of the Cirrus Academy Board of Governance, State Board of Education, State Charter School Commission and in compliance with state and federal laws. Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Record documentation. The CEO or designee will ensure there is a cost or price analysis made and documented with every procurement action as well as appropriate documentation for the basis for contractor selection. The CEO will also be responsible for the evaluation of the contractor's performance and will document whenever the contractor has failed to meet the terms, conditions, and specifications of the contract.

Indicator 2: Financial Oversight

Cirrus Academy Charter School Revenue and Cash Management Policy (revised 2/2021)

Revenue Recognition

Under the accrual basis of accounting, revenue recognition occurs in the accounting period in which the revenue becomes objectively measurable and earned. "Objectively measurable" means the amount can be determined accurately.

CACS's revenue is derived from various sources including state QBE revenue, local revenue, federal and state grants, local grants and contracts, private gifts, investment income, and miscellaneous income. School related revenue is generated through such sources as miscellaneous sales (fundraising), athletic ticket sales, concessions, student dues and fees, etc.

Cash Receipts

Cash is the most liquid asset of an organization. Therefore, it is the objective of CACS to establish the strongest possible internal controls in this area. Internal controls related to cash are policies and procedures that serve to safeguard cash. Because of the risks inherent in cash collections, these controls are essential. Internal controls related to cash receipts are proper authorization of transactions, segregation of duties, and security of records. As cash, checks and electronic transfers (ACH) are received, the staff has two responsibilities:

1. Accountability must be established.
2. Receipts must be deposited as quickly as possible.

CACS has two main cash collection areas. These are Main Office and School Nutrition.

Main Office Cash Receipts

Cash receipting is centralized at the office. All monies collected and/or received daily in the postal mail are immediately delivered to the Financial Department for receipting. As monies are received, a Check Log is completed to include the check/cash receipt date, check/cash receipt number, payer source, amount, a brief description. The recording of the receipts is prepared in an open area, in the presence of other employees, and under the supervision of the Chief Financial Officer. Checks are endorsed with **"FOR DEPOSIT ONLY"**

A pre-numbered cash receipt is written to the individual delivering the cash to the Finance Department. A two-part cash receipt book is used. The white (top) copy of the receipt is given to the person delivering the cash. The second (yellow) copy is attached with the deposit backup and is maintained in sequential number in the receipt book for audit purposes. Cash Receipt Forms and pre-numbered receipts should be completed in **pen**. Under no circumstance should the receipt amount or signature be altered. If either of these occurs in the preparation of a receipt, mark the form as **"VOID"** and complete a new form. All voided forms should be retained for audit purposes. ***Cash collected should never be used to cash checks, make change (unless noted), or purchases.***

Main Office Deposits

All funds must be always kept secure in the Finance Department safe. Safe access is limited to the Chief Financial Officer and department staff. Deposits must be made at a minimum of every 3 **business days**.

The Front Office Clerk will tally and initial the Check Log, run a tape of checks and cash, and reconcile to the cash and checks on hand on the day of deposit. The Check Log and receipts are then passed over to the Accountant to prepare the deposit and enter it into the Financial Accounting System (QuickBooks). The Accountant will run a separate tape with the deposit preparation and reconcile to the totals on the Check Log. ***Copies are made of all checks, cash receipts, and deposit receipt prior to delivering to the bank. All backup documentation is maintained with the Journal Entry documentation for audit records.***

With the approval of the CEO, the CFO will designate someone not associated with the receipt or recording of cash to physically deliver the deposit to the bank and obtains a confirmation receipt. The deposit receipt is returned to the Accountant for filing. A folder is prepared for each deposit which includes the deposit receipt, backup, and hard copy of the journal entry. The journal entry is signed off by the preparer and reviewed and approved by the Chief Financial Officer.

The District also receives the majority of federal and state funds electronically from the Georgia Department of Education. The Accountant checks the on-line banking system for the general operating account for electronic deposits received. As funds are received, a confirmation page is printed. This page is noted with the account number, description of source, initialed and processed. The same procedures noted above for entering and maintaining the deposit information are completed with these receipts.

School Student Activity Fund Cash Receipts

All funds received by the school should be documented by a cash receipt. Monies received (donations, fundraisers, field trips, coke/snack commissions, etc.) by school personnel, with the exception of the Accountant, should be recorded on a Cash Receipt Form. All monies received directly by the Accountant should be recorded using a system generated, pre-numbered receipt. Cash Receipt Forms should be completed electronically and signed in **pen**. Pre-numbered receipts must be generated by the Accountant using the school activity account accounting software. Under no circumstance should the receipt amount or signature be altered. If either of these occurs in the preparation of a receipt, **"VOID"** the receipt and complete a new form. All voided forms should be retained for audit purposes.

All monies received should be recorded and turned into the Accountant intact. ***Cash collected should never be used to cash checks, make change (unless noted), or purchases.*** School volunteers are not authorized to make collections and issue receipts. Cash collected for miscellaneous sales (ice cream, athletic gates, dances, etc.) should be counted with a second person present and the Cash Receipt Form signed by both parties.

Collections by Staff

Teachers/Advisors should complete and sign a Cash Receipt Form daily for any funds received from students and forwarded to the Accountant with the funds. After verifying the funds, the Accountant should record the receipt in the school activity account accounting software and print a three-part, system generated, pre-numbered receipt. The first part of the receipt should be given to the teacher/advisor. The second part of the receipt should be attached to the Cash Receipt Form. The final receipt copy should be maintained by the Accountant, along with any voided receipts for review. ***The bottom of the Cash Receipt Form should be completed with the account information. Checks, pre-numbered cash receipt copies, deposit receipt, Cash Receipt Form, and other backup is copied and maintained prior to delivering the checks to the bank.***

Ticketed Events

Pre-numbered admission tickets are to be used at any school activity or athletic event where an admission fee is charged, or donation accepted for admittance. CACS will be held accountable for the number of tickets used. Since large amounts of money are collected at ticketed events, the following procedures should be followed:

- Assign two people to each gate. One person to sell tickets and collect money; the other person to collect the tickets at the gate. If it is necessary to sell tickets at more than one location (such as two or more gates at a football game), separate cash boxes and reconciliations should be completed. Also, ticket sales and collections for each individual event should be accounted for and kept separate. For example, proceeds for a dance that is held after a football game should be collected and accounted for separately.
- Appropriate security measures should be established for the collection of cash and followed by the ticket sellers.
- A Ticket Sales Cash Reconciliation Report must be completed for all ticket sales from ticketed events. The gate collections should be reconciled to the number of tickets sold. The money should be counted and verified under dual control at the end of the event. A Cash Receipt Form should also be completed for the total amount of the ticketed event collections. Both verifying parties should also sign the Cash Receipt Form.
- Collections from an afternoon/night activity should be dropped in the school vault or night depository at the bank and retrieved by the Accountant for regular deposit the following working or banking day. It is a good idea to have a security person accompany the deposit, if possible. Collections that are kept in the school overnight should be in the school safe or vault. ***Gate receipts should never be taken home for safekeeping.***
- The Accountant should verify the collections, sign the Cash Receipt Form, and generate a pre-numbered receipt. The Ticket Cash Reconciliation Form should be verified and signed by the Accountant and attached to the original Cash Receipt Form. A form received unsigned by the ticket seller and gatekeeper should be copied and retained and the original sent back for signature. A follow-up log should be maintained to ensure receipt of the original signed form. ***Checks, pre-numbered cash receipt copies, deposit receipt, Cash Receipt Form, and other backup is copied and maintained prior to delivering the checks to the bank. The bottom of the Cash Receipt Form should be completed with the account information.***
- All monies collected for ticketed events should be receipted and deposited intact and no payments should be made in cash to officials, security personnel, workers, or other employees. Checks should not be cashed from gate receipts. ***All employees must be paid through payroll.***
- It is recognized that errors may occur in making change and that the actual cash collected may not agree with the number of tickets sold. For this reason, any difference in the potential cash and the actual cash in the cash box should be shown on the Ticket Cash Reconciliation Form with an explanation. All forms with this difference ***must be signed by the Superintendent.***

Miscellaneous Receipts

The Accountant should complete a pre-numbered receipt for any miscellaneous receipts received by the school such as vending commission checks or donations. The Accountant should not complete Cash Receipt Forms or pre-numbered receipt for monies that were initially received by another individual.

School Pupil Activity Fund Deposits

The Superintendent or designee is responsible for the timely deposit of money into the bank. This responsibility may be delegated to the school Accountant. In order to safeguard our financial resources, it is recommended that bank deposits be made on a daily basis. A bank deposit **must** be made at a minimum of every **3 business days**, regardless of the amount of the collections. Bank deposits **must** be made whenever total collections on hand exceed **\$250**, or before any weekend or extended school holiday. The Accountant should endorse all checks received immediately **"FOR DEPOSIT ONLY"** with school name and bank account number. All money or checks on hand **must** be kept in a safe or locked file cabinet inside a locked room/office at all times. Non-deposited receipts are the responsibility of the Superintendent and the Accountant. Other school personnel should **not** have access to the collected funds.

The Accountant will prepare a bank deposit ticket for each bank deposit. Multiple cash receipts can make up one deposit and can be detailed on the bank deposit ticket. Cash Receipt forms, pre-numbered cash receipt copy # 2, and the Deposit backup, which includes a copy of the bank deposit ticket, bank deposit record receipt, and check stubs, should be attached to the applicable system generated revenue report.

Deposits should never be left with a bank teller at the bank to process later. The Accountant should always wait on a deposit ticket receipt from the bank teller. After hour deposits may be made in a night depository. School deposits should be entered into the Financial Accounting System on a **daily** basis. It is extremely important to always keep all accounting records current.

School Nutrition Receipts

The primary cash collectors at CACS are the School Nutrition Program employees at the cafeteria lines. The greatest risk of loss is through negligence. All efforts should be made to ensure that each location that is collecting cash provides adequate physical security and that proper cash handling procedures are followed. All money is to be placed in the cash drawer at the time it is received and tendered in the correct category. Under no circumstances is money to be kept any place other than the cash drawer. If it becomes necessary to leave the register during serving time, the cash drawer must be closed, locked, and the key removed.

Under no circumstances are payments of any kind to be made out of daily receipts. If a refund of prepaid meals is necessary, the student's parent/guardian will notify the School Nutrition Department in writing to request a refund. With authorization from the School Nutrition Program Director, the Accountant will process a refund check to the parent.

Checks received should be immediately endorsed **"FOR DEPOSIT ONLY"** with School Nutrition Program and bank account number included in the endorsement. The monies received each day should be counted by two people, each in the presence of the other. The total money is compared to the cash register total less the money used daily to make change. ***Under no circumstances should personal money be placed in the cash drawer to force a balance.***

A Weekly Cash Income Report is used to record the monies received by category (student breakfast sales, student lunch sales, adult sales, etc.). At the end of each week the report is signed by the cafeteria manager and corresponding deposit slips and bank receipts are forwarded to the Accountant. The Accountant checks the reports for accuracy, initials for any corrections, and enters the receipts into the Financial Accounting System.

School Nutrition Deposits

Deposits are prepared and physically delivered to the bank by the cafeteria manager daily. Bank deposits for the School Nutrition Program receipts collected at the school level shall be made on a **daily** basis. ***Deposits should not be held overnight for deposit the next morning.***

Accounts Receivable

Accounts Receivable is booked at year-end for all funds except School Nutrition Program funds. Those funds are booked on a monthly basis as required by GADOE. An Accounts Receivable notebook is prepared at year-end with backup to support the receivable entry for audit purposes. A detail Trial Balance Report is also used to reconcile the balance sheet receivable totals. During the subsequent fiscal year, the receivables are monitored to ensure the receipt of all funds. Accounts Receivable balances are tracked in the following object categories:

1. 10121 – Taxes Receivable
2. 10141 – Inter-governmental Accounts Receivable – State
3. 10142 – Inter-governmental Accounts Receivable – Federal

4. 10143 – Inter-governmental Accounts Receivable – Local
5. 10153 – Accounts Receivable – Individuals, Firms, Corporations

Accounts Receivable Credits and Write-off Procedures

From time to time, credits against Accounts Receivable from transactions other than payments and bad debts occur. Examples of these credits include returned products and adjustments for errors. All credits are processed by the Accountant, who is separate from the cash receipt function.

It is the policy of CACS to ensure that all available means of collecting accounts receivable have been exhausted before write-off procedures are initiated. Write-offs are processed by the Lead Accountant, with approval from the Chief Financial Officer.

Wire Transfers

The Superintendent/ CEO & Chief Financial Officer shall be the only individuals authorized to process wire transfers from CACS bank accounts. As an added level of security, security tokens are used with the bank online system to process wire transfers. The security tokens provide an additional passcode used during login on the bank system. The security tokens are provided by the bank. Wire transfers are set up with dual control for the entry and release of files.

Cash Flow Management

The Chief Financial Officer monitors cash flow needs and bank account balances on a daily basis. The online banking websites are utilized for ongoing balance monitoring. Cash transfers between accounts are processed on an as needed basis to cover cash flow needs and to maximize investment earnings by the Chief Financial Officer.

Stale Dated Checks

Outstanding checks that are more than 6 months old are considered stale. Outstanding checks should be reviewed by the Accountants and reconciliation preparers monthly for security purposes and to eliminate potential fraud. Stale checks should be researched, voided, and replacement check issued as necessary.

Gift Cards

Gift cards may be purchased for students with student generated funds as a means of recognition of scholastic, attendance or money raising achievement. Student generated funds may **not** be used to purchase gift cards for faculty/staff or other adults. Gift cards may be purchased for faculty/staff or other adults with adult generated funds with applicable approval.

All gift card purchases (student and adult) must be documented with a signed receipt form. Each recipient of a gift card must sign to acknowledge receipt of the gift card. The signed receipt form should be maintained with the paid invoice file.

Gift cards may not be purchased in advance and held for future use. Holding cards presents a security issue with the chance of unused cards being stolen or used for unauthorized purposes. It also creates an accounting posting issue because Accounts Payable must maintain a tickler file to monitor the use of the cards to ensure the acceptance of appropriate receipt documentation.

Segregation of duties

The Treasurer and the CFO are jointly responsible for ensuring that appropriate segregation of duties exists with regard to all cash activities, including recording receipts, making deposits, recording journal entries to the general ledger, and reconciling bank accounts.

Petty Cash

The school is authorized to have a petty cash fund not to exceed \$500, if needed. With the approval of the CEO, the CFO will designate a non-accounting employee trusted to maintain the school's petty cash fund.

The petty cash funds should be kept in a secured locked box under the control of the designated employee. All disbursements from petty cash must be documented in writing, indicating the date, amount disbursed, the identity of the individual receiving the funds, and the business reason for the disbursement. Petty cash must not be used to cash checks. The original copy of the disbursement documentation should be attached to the periodic check request to replenish the petty cash fund.

The CFO's designee (other than the petty cash custodian) should audit the petty cash fund to ensure that the total of cash on hand plus documented disbursements total the authorized fund balance, prior to approving and processing the replenishment request.



Cirrus Academy Charter School

Financial Policies

2022-2023

Dr. Gail Fowler, CEO/Superintendent
Revised: April 22,2022

The Board of **Cirrus Academy** has reviewed the following Financial Policies, which shall be effective commencing on the date that the policies are adopted by the Board.

Annual Operating Budget Policy

The Budget Process

Responsibility. The Chief Executive Officer (CEO) will ensure that Cirrus Academy follows a budgeting process that is consistent with the requirements of Federal and Georgia statutes, State Board of Education Rules and Regulations, and all other laws, regulations, and rules that may apply.

Preparation. The Chief Financial Officer (CFO) is responsible for the preparation of the annual budget, and timely presentation to the Finance Committee and to the Board.

Needs analysis. Each year, prior to the drafting of the annual Operating Budget, the CEO shall ensure that a needs assessment of Cirrus Academy is drafted and finalized by a budget committee consisting of the CEO, the CFO, and other individuals designated by the Board. The needs assessment shall be the basis for the drafting of the annual budget.

Public hearings. Georgia HB 65 requires **at least** two public hearings, which cannot be held within the same week, before final adoption of the budget. Public hearings can be held before or after adoption of a tentative budget, as long as it is before adoption of the final budget. If a final budget is adopted before the local final tax millage rate is set, three additional public hearings are required after the final budget is adopted.

Adoption. The Board shall formally adopt the budget in an open meeting held in accordance with the Board's bylaws no later than June 30th of each year. No spending can occur (for salaries, rent, maintenance, or any other category) prior to the formal budget adoption of a budget by the Board.

Minutes. The Board Secretary will record the adoption of the budget and any amendments in the Board meeting minutes for the meeting where the adoption occurs.

Post-adoption. Following the adoption of the budget, the CEO and the Board shall review the actual fund disbursements compared to the final adopted or amended budget and make adjustments to future budget periods as needed. This process will be facilitated by the CFO and the Finance Committee.

Fiscal Compliance

Regulations. The CFO, under the direction of the CEO, shall ensure that Cirrus Academy complies with all state and federal laws, rules, and regulations concerning the budget and all activities and procedures of the school.

Annual Audit and Financial Statements

Annual Audit. Annually, the Treasurer of the Board shall ensure the engagement of a certified public accountant (CPA) or the Georgia Department of Audits to audit the financial operations and internal control procedures of Cirrus Academy. The Board shall select and contract only with auditors approved by the Georgia Department of Education, or the Georgia Department of Audits. The Board shall ensure that the school provides timely

assistance to the auditors to provide them with the necessary information to ensure that the audit can be submitted to the necessary authorities within the required timeframe.

Board Action. Once the Board of Cirrus Academy receives the final report, it must vote to accept the contents of the audit at either its next regularly called meeting or at a special meeting called in accordance with the Board's bylaws.

Annual Financial Statement. The CEO and CFO shall prepare, or cause to be prepared, an annual financial statement for each fund subject to the authority of the Board during the fiscal year showing:

- a. the total receipts of the fund, itemized by source of revenue, including taxes, assessments, service charges, grants of state money, gifts, or other general sources from which funds are derived.
- b. the total disbursements of the fund, itemized by the nature of the expenditure; and
- c. the balance in the fund at the close of the fiscal year.

Submission to Authorizers. The CEO shall ensure that a copy of the annual audit report is timely

filed with the State Board of Education. The audit report should include a certificate signed by the Chair of the Board that the Board voted to accept the contents of the audit. If the Board did not accept the contents of the audit report, that and comments related to the reason for the exception, should be noted with the submission.

Accounting System Policy

Fiscal Year. Cirrus Academy adopts a fiscal year that begins on July 1 and ends on July 30 of the following year.

Financial Accounting Policy. Cirrus Academy will fully comply with generally accepted accounting practices (GAAP), and any other applicable federal, state, or local standards for financial management systems. The school will comply with all federal, state, and local laws, regulations, policies, and requirements.

Responsibility. The CFO will ensure that all accounting systems, software, processes, and procedures comply with this policy, and that appropriate school staff are knowledgeable and receive sufficient training to be able to implement this policy.

Accounting records. The school will maintain records that will adequately identify the source and application of funds. These records must contain information pertaining to grants or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income.

Internal controls. The school shall maintain effective control and accountability of all state and local funds, federal grant and sub-grant cash, real and personal property, and other assets obtained with local, state, or federal funds. The school shall adequately safeguard all such property and assure that it is used solely for authorized purposes.

Source documentation. Accounting records must be supported by such source documentation as cancelled checks, paid bills, payroll reports, time and attendance records, contract, and sub-grant award documents, etc., and be filed in a consistent and timely fashion, and be easily and readily retrievable if requested for audit or other inquiry.

Budget control. The CFO will provide a report that compares actual expenditures or outlays of state or federal funds with budget amounts for each fund, grant or sub-grant. Financial information may be related to performance or productivity data, including the development of unit cost information whenever appropriate or specifically required in the grant or sub-grant agreement. Applicable federal cost principles, agency program regulations, and the terms of grant and sub-grant agreements will be followed in determining the reasonableness, allowability, and allocation of costs.

Account Code Structure. All charter schools must use the account code structure as described in the Georgia Department of Education's Chart of Accounts.

Fund Balance Reporting Policy

Purpose. The Board recognizes that the maintenance of a fund balance is essential to the preservation of the financial integrity of the school district and is fiscally advantageous for both the district and the taxpayer. This policy establishes guidance concerning the desired level of year-end fund balance to be maintained by the district and the management of fund balance levels and is applicable only to the General Fund of the School District.

Definition and policy. Fund balance is a measurement of available financial resources defined as the difference between total assets and total liabilities in each fund.

The Governmental Accounting Standards Board (GASB) Statement 54 distinguishes fund balance classified based on the relative strength of the constraints that control the purposes for which specific amounts can be spent. Beginning with the most binding constraints, fund balance amounts will be reported in the following classifications:

1. Non-spendable Fund Balance – Fund balance reported as “non-spendable” represents fund balance associated with inventory, prepaid items, long-term amounts of loans and notes

receivable, property held for resale (however, if the use of the proceeds from the collection of receivables or sale of the property is restricted, committed, or assigned, then the receivables or property should be reported in those categories), and corpus of a permanent fund (legally/contractually required to be maintained).

2. Restricted Fund Balance – Fund balance reported as “restricted” represents amounts that can be spent only on the specific purposes stipulated by law or by the external providers of those resources (such as bond resolutions and covenants and SPLOST referendums).
3. Committed Fund Balance – Fund balance reported as “committed” includes amounts that can be used only for the specific purposes determined by a formal action of the Board. The Board as the highest level of decision-making authority will have the sole authority to commit fund balance. Constraints can be removed or changed only by the Board. Actions to constrain resources should occur prior to the end of the fiscal year, though the exact amount may be determined subsequently.
4. Assigned Fund Balance – Fund balance reported as “assigned” represents amounts intended to be used for specific purposes, but not meeting the criteria to be reported as committed or restricted fund balance. The intent is expressed either by the Board or individual authorized by the Board. Assigned fund balance also includes residual fund balance amounts in the special revenue funds, capital projects funds, and debt service funds. If these funds should have a deficit fund balance, those deficits are required to be reported as unassigned fund balance. The Superintendent or other authorized school leader will have the authority under this policy to assign funds for a particular purpose.
5. Unassigned Fund Balance – Fund balance reported as “unassigned” represents the residual classification of fund balance and includes all spendable amounts not contained within the other classifications. The Board will strive to maintain an unassigned fund balance in the General Fund of between 5% - 15% based upon annual budgeted expenditures. The balance may be drawn down in the event of an unexpected decrease in the property tax digest or a reduction to state funding.

Unassigned fund balance is reported only in the General Fund except in cases of negative fund balances in other governmental funds. If expenditures incurred exceed the amounts that have been restricted, committed, and assigned to a specific purpose and results in a negative residual amount for that specific purpose, amounts assigned to other purposes in that governmental fund are reduced to eliminate the deficit.

When an expenditure is incurred that would qualify as an expenditure of either Restricted or Unrestricted fund balance those expenditures will first be applied to the Restricted Fund Balance category. When expenditures are incurred that would qualify as a use of any of the Unrestricted Fund Balance categories (Committed, Assigned, Unassigned), those expenditures will be applied in the order of Assigned first, then Unassigned, and then Committed.

Banking Policy (revised 3/27/2020)

Bank Accounts

- I. **Authority.** The Board Treasurer and Superintendent/CEO is hereby given the authority to enter into an agreement with a bank or other federally insured financial institution once the Board has adopted a formal resolution at a Board meeting held in accordance with its bylaws designating the financial institution as the preferred provider for the school to use for its financial transactions.
- II. **Selection.** The Board Treasurer and Superintendent/CEO shall present a list of banks or other financial institutions providing financial services needed by the school in the relevant geographical vicinity. The list will compare differentiating attributes of the various institutions so that the Board may make an informed selection from the list presented. The CFO shall make his/her selection recommendation to the Board for consideration.
- III. **Accounts.** The Board Treasurer and Superintendent/CEO of the Board of Cirrus Academy is given the authority to open a business checking account and a business operating account on behalf of Cirrus Academy to be used to transact the school's business. Additional bank accounts (such as Fundraising or School Lunch Program) may also be opened once specifically authorized, approved, and recorded in the official minutes of the Board meetings.
- IV. **Banking Transactions:** The Board Treasurer and Superintendent/CEO of the Board of Cirrus Academy is given the authority to authorize ALL banking transactions in excess of \$10,000. This also includes opening a line of credit on behalf of Cirrus Education Group.

Checks

Checks written. Any authorized check for \$10,000 or more drafted on any of the school's designated bank accounts will require the approval of two or more Board members. Only the CEO, CFO, Board Treasurer, and Board President are authorized to approve checks above the restricted amount. Each check must be accompanied by appropriate documentation (requisition/purchase order, invoice/check request, vendor information and general ledger charge information) signed off as to accuracy by the CFO or designee prior to approval. The CFO is responsible for the proper filing and ready retrieval of such information as required.

Check requests. Check requests will be required when a vendor invoice or other such documentation is unavailable. The check request shall contain the name and address of the payee, the purpose of the expenditure, the date that the check is needed, and the funding source that the expenditure will be drawn from.

Accounting will add the additional account code information required to properly record in the general ledger. Check requests must be signed as approved by the requestor's supervisor, and then presented to the appropriate person in the finance/accounting department. Each check must be accompanied by appropriate documentation (requisition/purchase order, invoice/check request, vendor information and general ledger charge information) signed off as to accuracy by the CFO or designee prior to approval. The CFO is responsible for the proper filing and ready retrieval of such information as required.

Checks received. Checks received (see mail procedures) shall be restrictively endorsed "for deposit only." Deposits must be made daily by someone other than the one preparing the deposit, and independent of those recording the deposit in the ledger or preparing the bank reconciliation.

Checks payable to Cash. Checks payable to cash for any reason whatsoever are expressly forbidden. Any check request payable to cash must immediately be reported to the CEO and CFO.

Credit Card Policy (revised 4/2022)

Credit Cards/Debit Cards

Issuance. Cirrus Academy Charter School credit cards/debit cards should only be issued with the formal approval of the Board of Directors and with proper justification. The Chief Financial Officer is the administrator of the school credit card and must approve the issuance of the credit card to an authorized user. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards/debit cards are issued, they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.

- A. A credit card/debit card will be assigned to the authorized users to make purchases for the school only. Authorized users must sign and accept the Credit Card User Agreement (Appendix A). For standard purchases up to \$1,500, the credit card/debit card may be used without a Purchase order (PO) and will not require the signature of the CFO. For purchases that exceed \$1500, a purchase order must be executed and the signature of the CFO must be provided on the purchase order as approval.
- B. For a user to exceed a purchase of \$1500, an emergency need must be demonstrated and approved by the CFO. An emergency purchase exceeding \$1500 is defined as a purchase that will immediately impede or halt school operations.

Card use. School credit card/debit cards may only be used for school business expenditures. No single, non-emergency credit card transaction can exceed \$1500 without the prior approval of the CFO. Processing of multiple smaller transactions to circumvent this limitation is forbidden. Travel arrangements are to be approved prior to making reservations and must be approved by an employee's supervisor or next higher level of authority. Credit card transactions in excess of \$10,000 must receive prior Board review and approval.

Transaction Limits & Approvals (with proper documentation)

- \$0 - \$1,500: No purchase order or prior approval needed
- \$1,501 - \$9,999: CFO Signature with PO Required
- \$10,000 or greater: Purchases greater than \$10,000 must go through the prior limits and approval. In addition, Superintendent/CEO, and Board of Directors (or the Board's designee) must review and approve the transaction.

Personal transactions. Credit card/Debit cards may not be used for personal purchases and/or cash transactions. Personal use of a credit card/debit cards, if found to be accidental, will require the cardholder to refund the cost of the purchase to the school. More than one accidental use may lead to card termination. If the offense were found to be fraudulent, the cardholder could face termination and possible criminal charges.

Transaction reporting. In any month that there is activity on a user's credit card account, the cardholder must submit a list of all such transactions showing the vendor's name and address, transaction amount, and business purpose of the transaction. The reports must be submitted by the 15th of the month following the credit card transaction. Failure to reconcile the account by the monthly due date will result in suspension of Credit card/Debit cards privileges until the reconciliation is submitted for the first two offenses, and permanent Credit card/Debit cards termination for the third offense.

- A. Monthly credit card statements shall be reconciled to invoices and travel reports and are approved by the Charter School Superintendent/CEO, unless not deemed independent; then the approval would be performed by the CFO. An authorized user cannot approve reconciliation of his/her own charges. Those approvals must be done by the Business Manager/CFO.

Transaction documentation. Each transaction must be accompanied by the original receipts documenting the transaction. Missing receipts for purchases will result in Credit card/Debit cards suspension until they are provided. If a copy of a PC Credit card/Debit cards receipt

cannot be obtained from the vendor, a Missing Receipt Form, signed by the employee's supervisor, must be completed for each missing receipt. Multiple violations will result in account termination.

- A. Authorized purchases: Purchases from only known source or sole distributor will be made within approval limits provided a reasonable and diligent search has been made for other possible supplies or other appropriate information has been obtained to document the matter with written proper approvals.
- B. Unauthorized purchases: It shall be prohibited for any vendor/contractor or employee to purchase equipment, material, supplies, services, rents, or leases in any form not prescribed herein without prior written authorization from the Superintendent (or Business Manager/CFO acting on behalf of the Superintendent). Any purchase contrary to this procedure shall be considered null and void and neither the Academy nor the Board shall be bound thereby.

Restricted or fraudulent transactions. Restricted purchases will be reviewed by the CEO and CFO and may result in Credit card/Debit cards termination depending upon circumstances and the severity. Fraudulent use of the Credit card/Debit cards on any level will not be tolerated. Should it occur, all privileges will be immediately terminated, and the cardholder will be required to reimburse the school for all fraudulent purchases. Further disciplinary action will be taken according to Board Policy.

Bank Reconciliations

Separation of duties. To the extent possible, there should be separation of duties between individuals responsible for handling cash receipts and disbursements, and the individual(s) responsible for bank reconciliations. Bank statements should be delivered unopened to the Director of Operations, who will open and review prior to passing on to the CFO.

Frequency. The CFO is responsible for ensuring that all bank accounts are reconciled at least monthly. The bank statement will be reconciled to both the checkbook and the general ledger. The reconciliation will highlight any items older than 30 calendar days, which then should be investigated and resolved. Any item on the reconciliation older than 60 days should be reviewed with the Finance Committee.

Transfer of Information

Policy. Any individual serving in a position with access to school financial systems, bank accounts, payroll records, school TRS accounts, or any similar or related systems who ends their relationship with the school through resignation or termination from Cirrus Academy shall immediately give school management all necessary login information including usernames, passwords, and other related information. The school will change the passwords and other security information once the individual ends their employment or other association with the school.

Mail Procedures

Separation of duties. A non-accounting staff member should receive the mail, open it, restrictively endorse checks received, and list all checks on a collection report or pre-numbered receipt book. This report or receipt should list the date the check was received, name of the organization, company, or individual submitting payment, and a brief description of what the payment is for, and the amount of the check. The collection report or receipt book should then show the total of the daily receipts.

Verification. An accounting staff member should receive the checks and the daily collection report or receipt book from the person who has opened the mail, and then verify that all checks have been accounted for and properly recorded. The accounting staff member should then initial the collection report or receipt book and make a copy of the initialed report and complete a deposit ticket for the appropriate account or accounts. The checks and deposit tickets should then be passed on to the non-accounting person responsible for making the actual bank deposit. If the bank deposit cannot be made on the day of receipt, the deposit must be locked in a file cabinet or other secure place. The checks should only leave the office to be taken directly to the bank for actual deposit.

Payroll Policy (revised 7/21/2020)

Accurate & timely payroll. The CEO shall ensure that school employees are paid accurately and timely in accordance with applicable laws and rules.

Employee time sheet. Each employee will maintain a weekly time sheet on which he or she records the time spent during the workday along with a description of the service he or she performed during that time. The time sheets must be approved by the department head or other appropriate supervisor authorized to approve time sheets.

Payroll policy. School employees shall be paid:

- a. In United States currency.
- b. By a written instrument (e.g., check) issued by the employer that is negotiable on demand at full face value for United States currency; or
- c. By the electronic transfer of funds to the employee's bank pursuant to a direct deposit agreement signed by the employee.

Pay dates. Pay dates for employees and contract employees will be according to the following schedule:

- a. Full and part-time employees will be paid once a month with funds available on the 1st of the month. If either payday occurs during a weekend or on a bank holiday, payday will be the nearest banking day preceding or following the normal date, i.e., Saturday pay

- dates would switch to the preceding Friday, and Sunday pay dates would switch to the following Monday.
- b. Contract employees will be paid with funds available on the first banking day of the calendar month.

Withholding of wages. The CEO or designee shall ensure that the wages of school employees are not withheld except in the following situations as permitted by applicable laws and rules.

- a. The school is ordered to do so by a court of competent jurisdiction, (i.e., garnishments).
- b. The school is authorized to do so by state or federal law, (i.e., taxes and TRS contributions); or
- c. The school has written authorization from the employee to deduct part of the wages for a lawful purpose, (i.e., discretionary deductions).

Teachers Retirement System. Unless otherwise allowable by law, all teachers at Cirrus Academy shall be members of the Georgia Teachers Retirement System and subject to its requirements. Cirrus Academy will ensure that the school complies with all requirements of the Georgia Teachers Retirement System, including making any required payroll deductions and employer contributions. The school will report such deductions and contributions to the state on a timely and accurate basis. The school will print and retain copies of the TRS input reports or screens supporting entered data. Reporting mistakes or other problems will be resolved with the appropriate authorities promptly.

Segregation of Duties (GAO-14-704G)

The Cirrus Charter Academy follows processes for segregation of duties including:

Time and Effort

The Cirrus Charter Academy maintains time and effort records for all employees whose salaries or other compensation are paid in whole or in part with federal funds (not to exceed 100%). The following is implemented to ensure federal grant compliance:

- Professional qualifications are checked prior to hire and are maintained by the Human Resources Department
- All federally funded positions have job descriptions that are provided to all applicable employees
- Federal grant administrators/designees monitor the duties and responsibilities of federally funded staff along with the designated supervisor
- Monthly general ledgers are reviewed to ensure that payments are aligned with approved federal positions and the work performed
- Professional learning is documented to ensure compliance
- Federal grant administrators work with the Human Resources Department to ensure that staff are coded correctly on Certified/Classified Personnel Information (CPI) based on the work performed

Periodic Certifications

Periodic certifications are completed for staff working solely on a single cost objective and account for the total activity for the period covered by the certification. Charges for their salaries and wages are supported by periodic certifications. Periodic certifications must be:

- Completed after the fact
- Account for the total activity
- Signed by the supervisory official having first-hand knowledge of the work performed by the employee (printed name and signature)

The Semi-Annual Certification group form is used to certify that the employees listed worked 100% of their time solely on activities in the specified positions as authorized by the designated federal program(s) listed. The form must be signed by a supervisory official having first-hand knowledge of the work performed by the employees listed on the form. The form is completed every six months for any employee who is paid solely with federal funds for the specified position(s). The time periods are as follows:

- Time Period: July-December
 - o Certification completed in January/February.
- Time Period: January-June
 - o Certification completed in July/August.

After expenditure verification, the federal grant administrator or designee creates the Semi- Annual Certification group form based on the current form listed on the GADoe website. This form is sent to the appropriate supervisor who has first-hand knowledge of the work performed by the employees listed on the form.

The supervisor then reviews the list to ensure staff performed the appropriate duties. Any corrections are made as needed by the federal grant administrator or designee. Since the form is an after-the-fact certification of time worked, the supervisor will sign and date verifying the work of the listed employees after the period listed and upon receipt from the federal grant administrator. This form is then collected and reviewed by the applicable federal grant administrator.

Personnel Activity Reports (Time Logs)

Personnel Activity Reports (PAR) or time logs are completed for staff working on multiple cost objectives and account for the total activity of the staff. Split-funded personnel are required to maintain a monthly time log delineating the specific federal grant and non-federal grant duties or other federal program duties performed.

Split-funded staff are provided the current time log listed on the GADoe website by the federal grant administrator or designee by the first day of work for the applicable school year. The time log used will depend on the number of funding sources.

Detailed monthly time logs must:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Coincide with one or more pay periods
- Be signed and dated by the employee
- Be signed and dated by the supervisor having first-hand knowledge of the work performed by the employee

Additionally, the fixed schedule must identify the cost objective/fund source for each time. Employee schedules identifying the time funded by all fund sources may be used if the personnel have a fixed daily schedule.

The following procedures for time logs must be followed:

- Time logs must be electronically completed in the excel workbook provided to ensure that the hours for month and year to date calculate correctly
- Completed time logs are submitted to the immediate supervisor for review and approval (signature and date)
- Completed time logs must be submitted to the federal grant administrator by the date provided (completed and submitted monthly). The federal grant administrator is responsible for collecting the forms.
- The duties on the time log must be specific regarding the grant activities and responsibilities provided by the split-funded personnel
- Supporting documentation is maintained by the staff member completing the time log. Artifacts should be relevant to the position funded and may include but are not limited to agendas, calendar of work, schedules, and routes.
- Teacher class schedules may be turned in at least biannually (August and January) instead of time logs if the employee has a fixed daily schedule

The applicable federal grant administrator(s) will review the split-funded log for allowability and monthly percent/time breakdown. The federal grant administrator will work with the Chief Financial Officer or designee quarterly to reconcile payroll charged based on the actual percent of time charged to the listed funding sources. A final reconciliation/adjustment is completed at the end of the year if needed to ensure that the final amount charged to the federal award is accurate, allowable, and properly allocated.

Federal Substitute Procedures

Substitutes paid with federal funds may be available for approved professional learning activities that are above and beyond general requirements. Each of the following procedures must be correctly followed for professional learning participants to receive a stipend payment.

Substitute Allowability and Purpose:

- For a federally funded professional learning activity to be approved by the grant administrator, it must align with allowable initiatives identified in the

district's or school's Comprehensive Needs Assessment (CNA) and action steps listed in the Continuous System Improvement Plan (CSIP) or School Improvement Plan (SIP) that result in increased student achievement.

- Substitutes are provided for the following activities:
 - o Instructional strategies
 - o Professional learning in core subjects (ELA, math, science, social studies)
 - o Non-academic items listed in CNA, CSIP and SIP
- All professional learning must be in a professional setting such as the school or Central Office.

Substitute Compensation:

Substitute pay is based on the educational background of the substitute.

- o Full day compensation is as follows (Daily Rates):
 - § Possession of a GED certificate: \$60.00
 - § Possession of a High School Diploma: \$75.00
 - § Completion of an Associate's Degree (transcripts required): \$85.00
 - § Completion of a 4-year degree or higher (transcripts required): \$95.00
 - § Possession of a valid or expired Georgia or out-of-state teaching certificate based on a 4-year degree: \$110.00
 - § Retired Certified Teacher: \$130.00
- o Long-term substitute compensation is as follows (Daily Rates):
 - § Long Term Sub Valid Out-of-Field Certificate, Expired In/Out-of-Field Certificate: \$150.00
 - § Long Term Sub/Valid "In-Field" Certificate: \$115.00

- Extended Learning:

- o Certified Staff:
 - § Certified staff holding a valid teaching certificate will be paid for work in an approved extended learning program at their current hourly rate.
- o Classified Instructional Staff:

§ For work in an approved extended learning program, classified instructional staff will be paid at their current hourly rate.

Stipends

Stipends may be awarded only if the following conditions exist:

- (i) There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and
- (ii) There is evidence that the knowledge, skills, practices, and dispositions developed through participation in or facilitation of professional learning have been implemented/demonstrated in the classroom/work setting; and
- (iii) Participation occurs beyond regular contract hours, days, or school year.
 - 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 business.
 - The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

REVENUE AND CASH MANAGEMENT POLICY (revised 2/25/2021)

Revenue Recognition

Under the accrual basis of accounting, revenue recognition occurs in the accounting period in which the revenue becomes objectively measurable and earned. "Objectively measurable" means the amount can be determined accurately.

CACS's revenue is derived from various sources including state QBE revenue, local revenue, federal and state grants, local grants and contracts, private gifts, investment income, and miscellaneous income. School

related revenue is generated through such sources as miscellaneous sales (fundraising), athletic ticket sales, concessions, student dues and fees, etc.

Cash Receipts

Cash is the most liquid asset of an organization. Therefore, it is the objective of CACS to establish the strongest possible internal controls in this area. Internal controls related to cash are policies and procedures that serve to safeguard cash. Because of the risks inherent in cash collections, these controls are essential. Internal controls related to cash receipts are proper authorization of transactions, segregation of duties, and security of records. As cash, checks and electronic transfers (ACH) are received, the staff has two responsibilities:

1. Accountability must be established.
2. Receipts must be deposited as quickly as possible.

CACS has two main cash collection areas. These are Main Office and School Nutrition.

Main Office Cash Receipts

Cash receipting is centralized at the office. All monies collected and/or received daily in the postal mail are immediately delivered to the Financial Department for receipting. As monies are received, a Check Log is completed to include the check/cash receipt date, check/cash receipt number, payer source, amount, a brief description. The recording of the receipts is prepared in an open area, in the presence of other employees, and under the supervision of the Chief Financial Officer. Checks are endorsed with **"FOR DEPOSIT ONLY"**

A pre-numbered cash receipt is written to the individual delivering the cash to the Finance Department. A two-part cash receipt book is used. The white (top) copy of the receipt is given to the person delivering the cash. The second (yellow) copy is attached with the deposit backup and is maintained in sequential number in the receipt book for audit purposes. Cash Receipt Forms and pre-numbered receipts should be completed in **pen**. Under no circumstance should the receipt amount or signature be altered. If either of these occurs in the preparation of a receipt, mark the form as **"VOID"** and complete a new form. All voided forms should be retained for audit purposes. *Cash collected should never be used to cash checks, make change (unless noted), or purchases.*

Main Office Deposits

All funds must be always kept secure in the Finance Department safe. Safe access is limited to the Chief Financial Officer and department staff. Deposits must be made at a minimum of every 3 **business days**.

The Front Office Clerk will tally and initial the Check Log, run a tape of checks and cash, and reconcile to the cash and checks on hand on the day of deposit. The Check Log and receipts are then passed over to the Accountant to prepare the deposit and enter it into the Financial Accounting System (QuickBooks). The Accountant will run a separate tape with the deposit preparation and reconcile to the totals on the Check Log. *Copies are made of all checks, cash receipts, and deposit receipt prior to delivering to the bank. All backup documentation is maintained with the Journal Entry documentation for audit records.*

With the approval of the CEO, the CFO will designate someone not associated with the receipt or recording of cash to physically deliver the deposit to the bank and obtains a confirmation receipt. The deposit receipt is returned to the Accountant for filing. A folder is prepared for each deposit which includes the deposit receipt, backup, and hard copy of the journal entry. The journal entry is signed off by the preparer and reviewed and approved by the Chief Financial Officer.

The District also receives the majority of federal and state funds electronically from the Georgia Department of Education. The Accountant checks the on-line banking system for the general operating account for electronic deposits received. As funds are received, a confirmation page is printed. This page is noted with the account number, description of source, initialed and processed. The same procedures noted above for entering and maintaining the deposit information are completed with these receipts.

School Student Activity Fund Cash Receipts

All funds received by the school should be documented by a cash receipt. Monies received (donations, fundraisers, field trips, coke/snack commissions, etc.) by school personnel, with the exception of the Accountant, should be recorded on a Cash Receipt Form. All monies received directly by the Accountant should be recorded using a system generated, pre-numbered receipt. Cash Receipt Forms should be completed electronically and signed in **pen**. Pre-numbered receipts must be generated by the Accountant using the school activity account accounting software. Under no circumstance should the receipt amount or signature be altered. If either of these occurs in the preparation of a receipt, **"VOID"** the receipt and complete a new form. All voided forms should be retained for audit purposes.

All monies received should be recorded and turned into the Accountant intact. *Cash collected should never be used to cash checks, make change (unless noted), or purchases.* School volunteers are not authorized to make collections and issue receipts. Cash collected for miscellaneous sales (ice cream, athletic gates, dances,

etc.) should be counted with a second person present and the Cash Receipt Form signed by both parties.

Collections by Staff

Teachers/Advisors should complete and sign a Cash Receipt Form daily for any funds received from students and forwarded to the Accountant with the funds. After verifying the funds, the Accountant should record the receipt in the school activity account accounting software and print a three-part, system generated, pre-numbered receipt. The first part of the receipt should be given to the teacher/advisor. The second part of the receipt should be attached to the Cash Receipt Form. The final receipt copy should be maintained by the Accountant, along with any voided receipts for review. ***The bottom of the Cash Receipt Form should be completed with the account information. Checks, pre-numbered cash receipt copies, deposit receipt, Cash Receipt Form, and other backup is copied and maintained prior to delivering the checks to the bank.***

Ticketed Events

Pre-numbered admission tickets are to be used at any school activity or athletic event where an admission fee is charged, or donation accepted for admittance. CACS will be held accountable for the number of tickets used.

Since large amounts of money are collected at ticketed events, the following procedures should be followed:

- Assign two people to each gate. One person to sell tickets and collect money; the other person to collect the tickets at the gate. If it is necessary to sell tickets at more than one location (such as two or more gates at a football game), separate cash boxes and reconciliations should be completed. Also, ticket sales and collections for each individual event should be accounted for and kept separate. For example, proceeds for a dance that is held after a football game should be collected and accounted for separately.
- Appropriate security measures should be established for the collection of cash and followed by the ticket sellers.
- A Ticket Sales Cash Reconciliation Report must be completed for all ticket sales from ticketed events. The gate collections should be reconciled to the number of tickets sold. The money should be counted and verified under dual control at the end of the event. A Cash Receipt Form should also be completed for the total amount of the ticketed event collections. Both verifying parties should also sign the Cash Receipt Form.
- Collections from an afternoon/night activity should be dropped in the school vault or night depository at the bank and retrieved by the Accountant for regular deposit the following working or banking day. It is a good idea to have a security person accompany the deposit, if possible. Collections that are kept in the school overnight should be in the school safe or vault. ***Gate receipts should never be taken home for safekeeping.***
- The Accountant should verify the collections, sign the Cash Receipt Form, and generate a pre-numbered receipt. The Ticket Cash Reconciliation Form should be verified and signed by the Accountant and attached to the original Cash Receipt Form. A form received unsigned by the ticket seller and gatekeeper should be copied and retained and the original sent back for signature. A follow-up log should be maintained to ensure receipt of the original signed form. ***Checks, pre-numbered cash receipt copies, deposit receipt, Cash Receipt Form, and other backup is copied and maintained prior to delivering the checks to the bank. The bottom of the Cash Receipt Form should be completed with the account information.***
- All monies collected for ticketed events should be receipted and deposited intact and no payments should be made in cash to officials, security personnel, workers, or other employees. Checks should not be cashed from gate receipts. ***All employees must be paid through payroll.***
- It is recognized that errors may occur in making change and that the actual cash collected may not agree with the number of tickets sold. For this reason, any difference in the potential cash and the actual cash in the cash box should be shown on the Ticket Cash Reconciliation Form with an explanation. All forms with this difference ***must be signed by the Superintendent.***

Miscellaneous Receipts

The Accountant should complete a pre-numbered receipt for any miscellaneous receipts received by the school such as vending commission checks or donations. The Accountant should not complete Cash Receipt Forms or pre-numbered receipt for monies that were initially received by another individual.

School Pupil Activity Fund Deposits

The Superintendent or designee is responsible for the timely deposit of money into the bank. This responsibility may be delegated to the school Accountant. In order to safeguard our financial resources, it is recommended that bank deposits be made on a daily basis. A bank deposit ***must*** be made at a minimum of every ***3 business days***, regardless of the amount of the collections. Bank deposits ***must*** be made whenever total collections on hand exceed ***\$250***, or before any weekend or extended school holiday. The Accountant should endorse all checks received immediately ***“FOR DEPOSIT ONLY”*** with school name and bank

account number. All money or checks on hand **must** be kept in a safe or locked file cabinet inside a locked room/office at all times. Non-deposited receipts are the responsibility of the Superintendent and the Accountant. Other school personnel should **not** have access to the collected funds.

The Accountant will prepare a bank deposit ticket for each bank deposit. Multiple cash receipts can make up one deposit and can be detailed on the bank deposit ticket. Cash Receipt forms, pre- numbered cash receipt copy # 2, and the Deposit backup, which includes a copy of the bank deposit ticket, bank deposit record receipt, and check stubs, should be attached to the applicable system generated revenue report.

Deposits should never be left with a bank teller at the bank to process later. The Accountant should always wait on a deposit ticket receipt from the bank teller. After hour deposits may be made in a night depository. School deposits should be entered into the Financial Accounting System on a **daily** basis. It is extremely important to always keep all accounting records current.

School Nutrition Receipts

The primary cash collectors at CACS are the School Nutrition Program employees at the cafeteria lines. The greatest risk of loss is through negligence. All efforts should be made to ensure that each location that is collecting cash provides adequate physical security and that proper cash handling procedures are followed. All money is to be placed in the cash drawer at the time it is received and tendered in the correct category. Under no circumstances is money to be kept any place other than the cash drawer. If it becomes necessary to leave the register during serving time, the cash drawer must be closed, locked, and the key removed.

Under no circumstances are payments of any kind to be made out of daily receipts. If a refund of prepaid meals is necessary, the student's parent/guardian will notify the School Nutrition Department in writing to request a refund. With authorization from the School Nutrition Program Director, the Accountant will process a refund check to the parent.

Checks received should be immediately endorsed "**FOR DEPOSIT ONLY**" with School Nutrition Program and bank account number included in the endorsement. The monies received each day should be counted by two people, each in the presence of the other. The total money is compared to the cash register total less the money used daily to make change. ***Under no circumstances should personal money be placed in the cash drawer to force a balance.***

A Weekly Cash Income Report is used to record the monies received by category (student breakfast sales, student lunch sales, adult sales, etc.). At the end of each week the report is signed by the cafeteria manager and corresponding deposit slips and bank receipts are forwarded to the Accountant. The Accountant checks the reports for accuracy, initials for any corrections, and enters the receipts into the Financial Accounting System.

School Nutrition Deposits

Deposits are prepared and physically delivered to the bank by the cafeteria manager daily. Bank deposits for the School Nutrition Program receipts collected at the school level shall be made on a **daily** basis. ***Deposits should not be held overnight for deposit the next morning.***

Accounts Receivable

Accounts Receivable is booked at year-end for all funds except School Nutrition Program funds. Those funds are booked on a monthly basis as required by GADOE. An Accounts Receivable notebook is prepared at year-end with backup to support the receivable entry for audit purposes. A detail Trial Balance Report is also used to reconcile the balance sheet receivable totals. During the subsequent fiscal year, the receivables are monitored to ensure the receipt of all funds. Accounts Receivable balances are tracked in the following object categories:

1. 10121 – Taxes Receivable
2. 10141 – Inter-governmental Accounts Receivable – State
3. 10142 – Inter-governmental Accounts Receivable – Federal
4. 10143 – Inter-governmental Accounts Receivable – Local
5. 10153 – Accounts Receivable – Individuals, Firms, Corporations

Accounts Receivable Credits and Write-off Procedures

From time to time, credits against Accounts Receivable from transactions other than payments and bad debts occur. Examples of these credits include returned products and adjustments for errors. All credits are processed by the Accountant, who is separate from the cash receipt function.

It is the policy of CACS to ensure that all available means of collecting accounts receivable have been exhausted before write-off procedures are initiated. Write-offs are processed by the Lead Accountant, with approval from the Chief Financial Officer.

Wire Transfers

The Superintendent/ CEO & Chief Financial Officer shall be the only individuals authorized to process wire transfers from CACS bank accounts. As an added level of security, security tokens are used with the bank online system to process wire transfers. The security tokens provide an additional passcode used during login on the bank system. The security tokens are provided by the bank. Wire transfers are set up with dual control for the entry and release of files.

Cash Flow Management

The Chief Financial Officer monitors cash flow needs and bank account balances on a daily basis. The online banking websites are utilized for ongoing balance monitoring. Cash transfers between accounts are processed on an as needed basis to cover cash flow needs and to maximize investment earnings by the Chief Financial Officer.

Stale Dated Checks

Outstanding checks that are more than 6 months old are considered stale. Outstanding checks should be reviewed by the Accountants and reconciliation preparers monthly for security purposes and to eliminate potential fraud. Stale checks should be researched, voided, and replacement check issued as necessary.

Gift Cards

Gift cards may be purchased for students with student generated funds as a means of recognition of scholastic, attendance or money raising achievement. Student generated funds may **not** be used to purchase gift cards for faculty/staff or other adults. Gift cards may be purchased for faculty/staff or other adults with adult generated funds with applicable approval.

All gift card purchases (student and adult) must be documented with a signed receipt form. Each recipient of a gift card must sign to acknowledge receipt of the gift card. The signed receipt form should be maintained with the paid invoice file.

Gift cards may not be purchased in advance and held for future use. Holding cards presents a security issue with the chance of unused cards being stolen or used for unauthorized purposes. It also creates an accounting posting issue because Accounts Payable must maintain a tickler file to monitor the use of the cards to ensure the acceptance of appropriate receipt documentation.

Segregation of duties

The Treasurer and the CFO are jointly responsible for ensuring that appropriate segregation of duties exists with regard to all cash activities, including recording receipts, making deposits, recording journal entries to the general ledger, and reconciling bank accounts.

Petty Cash

The school is authorized to have a petty cash fund not to exceed \$500, if needed. With the approval of the CEO, the CFO will designate a non-accounting employee trusted to maintain the school's petty cash fund.

The petty cash funds should be kept in a secured locked box under the control of the designated employee. All disbursements from petty cash must be documented in writing, indicating the date, amount disbursed, the identity of the individual receiving the funds, and the business reason for the disbursement. Petty cash must not be used to cash checks. The original copy of the disbursement documentation should be attached to the periodic check request to replenish the petty cash fund.

The CFO's designee (other than the petty cash custodian) should audit the petty cash fund to ensure that the total of cash on hand plus documented disbursements total the authorized fund balance, prior to approving and processing the replenishment request.

Employee Reimbursements

1. Employees will be reimbursed for expenditures within ten (10) days of presentation of appropriate documentation including signatures
2. Any expenditures greater than \$50.00 will require an expense sheet, receipts and other appropriate documentation.
3. Any grant related expenses/reimbursements will require the signature of Federal Grants Director.
4. Once all signatures have been obtained, Superintendent/CEO will signoff as Final Approver.
5. Expenses and Reimbursements for Superintendent/CEO, CFO, and Board Members will require signature of Board Treasurer as final approver.
6. Expenses for Board Treasurer will require signature of Superintendent/CEO, CFO, and Board Member designee as final approver.

7. Reimbursements will be processed for payment through the current accounting platform bill.com.

Employee Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The Federal Grants Program Manager and Superintendent/CEO must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the Superintendent/CEO, CFO
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report, mileage report, and travel authorization and submit it to the Superintendent/CEO, CFO for approval and then on to Accounting for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.
9. Once all signatures have been obtained, Superintendent/CEO will signoff as Final Approver.
10. Expenses and Reimbursements for Superintendent/CEO, CFO, and Board Members will require signature of Board Treasurer as final approver.
11. Expenses for Board Treasurer will require signature of Superintendent/CEO, CFO, and Board Member designee as final approver.
12. Reimbursements will be processed for payment through the current accounting platform bill.com.

Meals

Meals are reimbursed on a per diem basis (not actual expenses) for overnight official business travel outside of the school system.

- Day travel in Georgia:
 - Meals for day travel to trainings, conferences, school related events, etc. are not reimbursable.
- Overnight travel:
- Employees traveling overnight are eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status including the day of departure and day of return.
 - a. **In-State:** Employees traveling overnight 'in state' are eligible for 100 percent (100%) of the total per diem rate on the first and last day of travel. For example, if the per diem rate allows a \$28 total reimbursement, the traveler would receive a full daily reimbursement amount less any provided meals.
 - b. **Out of State:** Employees traveling overnight 'out of state' are generally eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status other than the day of departure and the day of return. Travelers are eligible for 75% of the total per diem rate on the first and last day of travel. For example, if the per diem rate allows a \$54 total reimbursement, \$41 would be allowable on a travel departure or return day less any provided meals. As a result, time of departure and time of return are not considerations for calculating the meal per diem when associated with overnight travel.

General meal requirements:

- Meal are reimbursable on a per diem basis (not actual expenses) for overnight official business travel based on the number of meals per day for which the traveler is eligible. Meal per diem rates include applicable tax and tip.
- Employees who are provided meals during travel as part of a conference fee must deduct the corresponding, applicable meal rate from their per diem reimbursement claim for each meal provided. Meal adjustments include those provided by hotels, meetings, conferences, or any other

source. If a continental breakfast, lunch, dinner, or reception is offered as part of the travel and the food/timing is sufficient to serve as a meal, the traveler must reduce the per diem by the appropriate allowance amount. If a traveler has medical restrictions and cannot eat a meal provided by any source while traveling, the traveler should make every effort to have the source facilitate his/her needs. If the source does not or cannot honor the request, the traveler is not required to deduct the applicable meal allowance from the per diem. However, the traveler must include a note or other documentation with the travel expense reimbursement form documenting this information.

Meal Limits:

- Maximum per diem meal amounts are found on the Georgia State Accounting Office Travel Policy at <https://sao.georgia.gov/travel/state-travel-policy>

Travel Reimbursement

Employees should submit all expenses and accompanying documentation for reimbursement and reconciliation within 10 days of the completion of the event or trip but no later than 45 calendar days. However, a reimbursement request will preferably be held until an amount of at least \$10 is due. IRS regulations state the traveler must adequately account to the employer and submit travel expense reimbursement requests within 60 days of the end of the trip. Such expenses if submitted after 60 days become taxable income to the traveler.

Expense reimbursement requests must be submitted as soon as possible. For travel completed in June, employee travel reimbursement forms must be submitted to the accounting office no later than June 30th to meet fiscal year requirements. Reimbursement documents and/or requested corrections not received by established due dates may not be approved.

When submitting a travel reimbursement form, the following items are to be completed to avoid delays in the reimbursement process:

- Employee signature and date
- Documentation that must be maintained and attached (if applicable)
- Conference Agenda
- Receipts for lodging
- Receipts for other expenses (parking, etc.)
- Pre-approval for professional leave (should be on file with the Human Resources Specialist)

- If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
- If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.
- Expenses and Reimbursements for Superintendent/CEO, CFO, and Board Members will require signature of Board Treasurer as final approver.
- Expenses for Board Treasurer will require signature of Superintendent/CEO, CFO, and Board Member designee as final approver.
- Reimbursements will be processed for payment through the current accounting platform bill.com.

The submitted travel reimbursement form and supporting documentation requires the approval of the Superintendent. Once approved, the form will be returned to the Director of Finance for inclusion in a normal check run. Grant administrators will approve all travel prior to payment. Documentation will be maintained by the Director of Finance and accounting office.

Purchase Order Policy (revised 7/21/2020)

Purchase Order Policy

To ensure fidelity, the Cirrus Charter Academy Board approves the Superintendent/CEO and Finance Department to oversee the operations of all purchasing. The Superintendent/CEO and Finance Department have direct authority and responsibility regarding the budget and expenses of the grant/revenue.

It is the responsibility of the Superintendent/CEO to notify the Chief Financial Officer and/or designee when an issue or discrepancy arises concerning purchase orders, payments, payroll, and/or journal entries to reduce and prevent errors, waste, and fraud. Unless stipulated otherwise by the federal award, the grant is governed by the policies and procedures adhered to by the Cirrus Charter Academy.

The Superintendent/CEO and the Finance Department are responsible for ensuring that the financial system accurately reflects the activities associated with the grant/revenues.

Segregation of Duties for Purchasing

- Requisitions will be approved at the school or department-level by the appropriate administrator authorized to make purchasing decisions prior to being purchased.
- The Superintendent/CEO will review the requisitions for appropriateness and for proper account use. Once determined appropriate, the requisition will be approved and will be forwarded to the CFO for final approval. After approval, the purchase order will be sent to the requestor for purchase.
- After the purchase has been made and all items received, the purchase order is marked as received by the purchase order creator (Federal Programs Director or designee) once items are verified. The invoice will be sent to the Chief Finance Officer or designee where the Accountant will make payment.

Transaction Limits & Approvals (with proper documentation)

- \$0-\$2500: CFO and Superintendent/CEO Signature PO Required
- \$2501-9999: CFO and Superintendent/CEO Signature with PO Required
- \$10,000-greater: Purchases greater than \$10,000 CFO Signature Required, Superintendent/CEO, and Board Treasurer Signature Required

Procurement

In addition to local requirements, procurement with federal funds is based on one of four levels:

- Micro-Purchase (\$0-\$10,000)
- Small Purchase (\$10,000-\$250,000)
- Sealed Bids (>\$250,000)
- Competitive Proposal (>\$250,000)
- Sole Source

Procurement levels are periodically adjusted for inflation.

Bid request process.

- a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brandname or equal descriptions that bidders are required to meet;
- b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises to the maximum extent practical and possible;
- c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
- d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;
- e. Procurement documents shall be made available, upon request, to appropriate government officials.

Micro-Purchase: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. TCSS uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. Cirrus Charter Academy calculates the aggregate dollar amount for each purchase order of products/supplies or services.

Small Purchase: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

Sealed Bids: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- 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 business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals: Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids.

For competitive proposals, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

Noncompetitive Proposals

Procurement by noncompetitive proposals (sole source) is conducted through solicitations of a proposal from only one source and may be used when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of several sources, competition is determined inadequate.
- Procurement by sole source should be limited.
- The grant administrator will obtain the price-rate quotes/bids.
- Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Responsibility. The CEO is responsible for ensuring that an employee with the right skills and background is assigned to implement the Purchasing Policy of Cirrus Academy in an efficient and

cost-effective manner.

Policy Statement. Cirrus academy will implement practices and procedures that will facilitate the determination of needs for goods and services, such as inventory, equipment, office supplies, and professional services, ensuring that the determination is made by qualified individuals according to organizational guidelines that consider adequate quantities, reasonable prices, timely receipt, proper specifications, and desired quality, which will avoid the disruption of operational efficiency because of improper or untimely purchases and potential losses and use of cash caused by excessive purchases.

Order requisition. Requisitions initiate the purchasing process. Once an employee determines the need for a particular supply item or service, the employee should complete a requisition form that identifies the item or service required, the quantity requested, and how the item will be used, and who will use it, and the date that the item needs to be available for use. The completed requisition form will be routed for approval to the employee's supervisor, and then to the department or section leader. The approved requisition will be routed to the person responsible for purchasing for sourcing. Approvers must be aware of the available budget, and the impact of the purchase on remaining budget funds. It is important to balance the need/utility of the purchase versus the impact on the remaining budget.

Vendor selection. The person responsible for the purchasing function should evaluate the feasibility of purchasing the item or service from a previously qualified vendor, versus the need to source from new vendors. If sourcing from new vendors is required, bids must be solicited from at least three non-related sources. Vendor selection will be based on ability to furnish items meeting the requisitioned specifications, ability to furnish such items by the date and in the quantity needed, and most economical use of funds. Prior ability vendor performance may also be a consideration factor. Once vendor selection is decided, the purchase order is issued.

Receipts. The physical receipt of all purchased goods is the responsibility of the requesting department. The receiver inspects goods for conformity with specifications on purchase orders. Quantities are verified by counting, weighing, or measuring. Receipt (and acceptance) of items on an order is documented on the receiving section of the Purchase Order Request Form. The form is forwarded to the Accounts Payable office to be matched with the associated invoice(s) and processed for payment. All packing slips and/or shipping documents are sent to Accounts Payable either as is or with the receiving record depending upon the method used (online vs. form) to obtain the PO number.

Federal Fiscal Compliance Policy (Revised 7/21/2020)

Segregation of Duties Federal Programs

Purpose. Segregation of duties helps prevent fraud, waste, and abuse in the internal control system. The LEA considers the need to separate control activities related to authority, custody, and accounting of operations to achieve adequate segregation of duties. Segregation of duties can address the risk of management override. Management override circumvents existing control activities and increases fraud risk. The district addresses this risk through segregation of duties.

To ensure fidelity among all federal programs, the Cirrus Charter Academy Board approves the Superintendent/CEO and Finance Department to oversee the operations of all federal programs. The Superintendent/CEO and Finance Department have direct authority and responsibility regarding the budget and expenses of the grant.

It is the responsibility of the Superintendent/CEO to notify the Chief Financial Officer and/or designee when an issue or discrepancy arises concerning purchase orders, payments, payroll, and/or journal entries to reduce and prevent errors, waste, and fraud. Unless stipulated otherwise by the federal award, the grant is governed by the policies and procedures adhered to by the Cirrus Charter Academy.

The Superintendent/CEO and the Finance Department are responsible for ensuring that the financial system accurately reflects the activities associated with the grant.

Responsibilities. The following are responsibilities of the Superintendent/CEO:

- Notify finance when the budget has been approved or amended
- Monitor the budget and initiate budget transfers
- Make amendments and transfers in the financial system
- Verify accurate account numbers and availability of funding for payments
- Communicate with Human Resources (HR)/Finance any changes as to who should be paid or removed from the grant
- Respect and protect the confidentiality of information that is personally identifiable

The following are responsibilities of the Chief Finance Officer or designee:

- Establish the budget in the financial system
- Provide financial reports for review to assist in capturing and reducing errors
- Authorize and withdraw access to accounts
- Make corrections to financial records when discrepancies are discovered
- Provide financial reports for review to internal and external stakeholders
- Respect and protect the confidentiality of information that is personally identifiable

Federal Program Directors have responsibility for their respective grant budgets to ensure the efficient and effective administration of the federal award through the application of sound management practices. Grant administrators determine Allowability in accordance with Subpart E—Cost Principles and the terms and conditions of the federal award.

Any purchases made with federal funds must follow the guidelines for allowable costs. Cirrus Academy Charter School will follow guidelines as detailed in EDGAR, OMB Circulars, and applicable memos, letters, handbooks, and/or communication regarding allowable/unallowable purchases provided by the Georgia Department of Education. The appropriate grant administrator will direct any questionable expense to the GADoe Area Program Specialist for that program for further clarification.

The following are responsibilities of the Grant Administrator/Federal Programs Director:

- That fund requests are necessary and reasonable for the performance of the federal award.
 - o The cost will be considered reasonable if it
 - Does not exceed an amount that a prudent person under the circumstances would incur at the same time
 - Is considered ordinary and necessary for the operation and effectiveness of the federal award
 - Is comparable to market prices for the geographic area
 - Follows sound business practices
 - Is between two parties that are independent
- That the funds conform to any limitations of exclusions set forth in the 2 CFR Sec. 200 as to types or amounts of costs.
- That the funds are consistent with policies and procedures (GAAP).
- That funds are allocable to the federal program (law and non-regulatory guidance)
 - o The cost will be considered allocable if
 - Goods or services involved are chargeable to the federal award.
 - It is necessary for the overall operation of the federal award.
 - o The grant administrator will charge proportional costs to the appropriate grant award if applicable.
- That the funds adhere to the period of performance.
 - o Each grant administrator will ensure that new obligations incurred to carry out the work authorized by the federal grant are during the time frame which the grant may incur new charges.
 - o The period of performance will be July-June (12 months) with an interim time frame of July – September (additional 3 months).
- That the funds avoid conflict of interest
- That the funds are adequately documented through the collection of artifacts (agendas, sign-in sheets, handouts, forms)
- That the funds are subject to allowability described in the General Provisions for Selected Items of Cost.

Fiscal Requirements under Title I, Title II and Title IV of NCLB and other Federal Funds under the Elementary and Secondary Education Act.

Supplement not supplant. Cirrus Academy shall ensure that federal funds will be used to supplement, not supplant regular non-federal funds.

Documentation. Documentation shall be maintained, or caused to be maintained, by the CEO. The documentation must clearly demonstrate the supplementary nature of federal funds.

Federal grant allowable expenditures. Prior to expending funds, the CEO or designee shall review the appropriate OMB Circular or other federal guidance to determine what costs are allowable under the grant. The CEO shall ensure that all grant funds are expended in accordance with the Circular or other applicable federal law or rule.

Charter Schools Program (CSP), NCLB Title V, Part B

Compliance. If Cirrus Academy receives CSP grants, the CEO will ensure that Cirrus Academy is in compliance with and will use the federal funds in accordance with all statutes, regulations, and approved applications.

Fiscal control. The CEO or designee shall directly administer or supervise the administration of any project funding through CSP funds, and shall use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds.

Procurement When using CSP funds to enter into a contract for equipment or services the CEO will ensure compliance with the applicable federal procurement standards.

Use of Federal and State Grant Funds for Procurement

Open and free competition. The CEO and CFO will ensure that all procurement transactions are conducted in a manner that provides open and free competition. Awards must be made to the bidder/offeror whose bid/offer is responsive to the solicitation and is most advantageous to Cirrus Academy considering price, quality, and other relevant factors deemed appropriate by Cirrus Academy. If the lowest bid is not accepted, a note describing the reasons for non-selection must be included in the file.

Conflicts of interest. Pursuant to the Conflict of Interest Board Policy, no employee, officer, or agent of Cirrus Academy, who has a real or apparent conflict of interest, will participate in the selection, award, or administration of a contract supported by federal funds. Employees, officers, and agents may also not solicit or accept favors, gratuities, or anything of monetary value from contractors or their agents, either for themselves or for family members or associates.

Bid request process.

- f. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brand name or equal descriptions that bidders are required to meet;
- g. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises to the maximum extent practical and possible;
- h. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
- i. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;
- j. Procurement documents shall be made available, upon request, to appropriate government officials.

Segregation of Duties for Purchasing

- Requisitions will be approved at the school or department-level by the appropriate administrator authorized to make purchasing decisions prior to being purchased.
- The Superintendent/CEO will review the requisitions for appropriateness and for proper account use. Once determined appropriate, the requisition will be approved

and will be forwarded to the CFO for final approval. After approval, the purchase order will be sent to the requestor for purchase.

- After the purchase has been made and all items received, the purchase order is marked as received by the purchase order creator (Federal Programs Director or designee) once items are verified. The invoice will be sent to the Chief Finance Officer or designee where the Accountant will make payment.

Procurement

In addition to local requirements, procurement with federal funds is based on one of four levels:

- Micro-Purchase (\$0-\$10,000)
- Small Purchase (\$10,000-\$250,000)
- Sealed Bids (>\$250,000)
- Competitive Proposal (>\$250,000)
- Sole Source

Procurement levels are periodically adjusted for inflation.

Micro-Purchase: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. TCSS uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. Cirrus Charter Academy calculates the aggregate dollar amount for each purchase order of products/supplies or services.

Small Purchase: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

Sealed Bids: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- 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 business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals: Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids.

For competitive proposals, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

Noncompetitive Proposals

Procurement by noncompetitive proposals (sole source) is conducted through solicitations of a proposal from only one source and may be used when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of several sources, competition is determined inadequate.
- Procurement by sole source should be limited.
- The grant administrator will obtain the price-rate quotes/bids.
- Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Technical Evaluations of Competitive Proposals and Selecting Recipients (CFR 200.320 (d)(3))

The Superintendent shall be responsible for developing and administering the purchasing program of the school system. The purchasing procedure for each individual school shall be the same as that of the Central Office. Cirrus Academy Charter School will ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

- **Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured.**
 - A. The description must not, in competitive procurements, contain features which unduly restrict competition.
 - B. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
- **Avoid providing detailed product specifications.**
- **When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description will be used to define the performance or other salient requirements of procurement.**
 - A. The specific features of the named brand which must be met by offers will be clearly stated.
- **Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.**
- **Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition.**
 - A. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

The following are responsibilities of the Board of Governance:

- Can approve, reject any or all bids.
- The Board may in its judgement consider such factors as service, location, and timeliness of delivery; therefore, they may accept the bid that appears to be in the best interest of the school system even if it is not the lowest bid.

- The Board reserves the right to waive any formalities in or reject any or all bids or any part of any bid.
- Any bid may be withdrawn prior to the scheduled time for the opening of bids.
- Contracts binding the school district can be made only by the Board or the Superintendent or approved agent.

All purchasing procedures employed pursuant to this procedure shall be in accordance with the policies of the Cirrus Academy Board of Governance, State Board of Education, State Charter School Commission and in compliance with state and federal laws. Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Record documentation. The CEO or designee will ensure there is a cost or price analysis made and documented with every procurement action as well as appropriate documentation for the basis for contractor selection. The CEO will also be responsible for the evaluation of the contractor's performance and will document whenever the contractor has failed to meet the terms, conditions, and specifications of the contract.

Cash Management and Drawdowns

Internal Controls. The LEA must establish procedures that provide internal controls to:

- Segregate duties associated with cash management,
- Monitor cash management activities (including reconciliations), and
- Ensure reimbursements are made only after costs have been incurred or cash advances are made as close as is administratively possible to actual cash outlays.

The Cirrus Charter Academy must minimize the time elapsing between the transfer of funds from the GADoe and the disbursement by the district. The Cirrus Charter Academy will drawdown federal funds on a reimbursement basis for all allowable expenditures incurred in their respective participating federal programs.

Cirrus Charter Academy follows drawdown procedures to ensure that:

- Reimbursements are only made after costs have been incurred,
- Drawdown requests are only for immediate need,
- The Superintendent/CEO ensures reconciliation of the budget to expenditures,
- The Superintendent/CEO authorizes the drawdown request, and
- Funds are not drawn down before actual need.

Monthly Drawdowns

The Federal Program Director will request monthly drawdowns (DE0147) in the GAORS system electronically. The Cirrus Charter Academy will request the amount to be reimbursed and upon approval from Grants Accounting, Cirrus will receive their money. The cut off for monthly drawdowns is the 10th working day of each month. The district is limited to one drawdown per month (15 payments for federal grants) during the grant period.

On the DE0147 drawdown forms, the Chief Financial Officer or Accounting Designee agrees to the following:

- By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Sec. 1001 and Title 31, Secs. 3729-3730 and 3801-3812).

Expenditure Requirements

The following chart defines the specific actions taken by each federal program to monitor the appropriate and timely drawdown of funds throughout the fiscal year.

Grant	Expenditure Guidelines	Expenditure Requirement
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Title I, Part A – Improving the Academic Achievement of the Disadvantaged	<ul style="list-style-type: none"> · October 31 = 27% · November 30 = 33% · December 31 = 40% · January 31 = 47% · February 28 = 53% · March 31 = 60% · April 30 = 67% · May 31 = 73% · June 30 = 80% · July 31 = 87% · August 31 = 93% · September 30 = 100% 	85% of Allocation and 100% of Carryover
Title II, Part A – Improving Teacher Quality	NA	85% of Allocation and 100% of Carryover
Title IV, Part A – Student Support and Academic Enrichment (SSAE)	NA	85% of Allocation and 100% of Carryover
School Improvement Grant 1003 (a)	<ul style="list-style-type: none"> · December 31 = 35% · March 31 = 50% · May 31 = 70% · September 30 = 100% 	100% of Allocation
IDEA	<ul style="list-style-type: none"> · December 31 = 25% · April 30 = 50% · September 30 = 75% or more 	75% of Allocation

Additionally, the GADoe monitors the drawdown of funds to ensure that the district is fully and appropriately drawing down available federal grant funds throughout the period of availability.

Grant Drawdown Procedures

- Grant drawdowns will be done each month to reimburse grant expenses incurred during the month the drawdown is being claimed.
- These drawdowns will occur once funds are made available in the GAORS system. Until funds are available, the Cirrus Charter Academy will forward the funds for the grants to be reimbursed later.
- The Chief Financial Officer or designee will use the accounting software to submit to the Federal Program Director then to the Superintendent/CEO the detail and total of the month's expenses in the grant to obtain approval to make the drawdown.
- Upon approval, the drawdown will be submitted into the GAORS system by the Chief Financial Officer or designee.
- Federal expenses will be reimbursed based on actual expenses charged to the funds' respective fund codes until a budget is approved by GADoe and appropriate percentages are obtained. The total drawdowns of federal funds will be the same as if split using a percentage. Throughout this process, total cash drawn down between all federal funds will be what was spent during the month of the drawdown.
- If software or account coding errors are found and need a reclassification by the Chief Financial Officer, the appropriate journal entry will be reflected in the latest month with the effect captured in the subsequent drawdown.
- In the event of a personnel reclassification that goes back to prior month payroll checks, the total difference in expense will be subtracted or added to the latest month's drawdown.

Monthly Grant Review/Reconciliation Procedure

Every month, the Federal Program Director, and the Superintendent/CEO reviews expenditures for any needed corrections. This process is as follows:

- The Chief Financial Officer pulls a general ledger report for the month and budget analysis report and sends to the grant departments.
- The Superintendent/CEO review the report expenditures for accuracy and alignment with the approved federal grant budget (reconciliation). The Superintendent/CEO notate any discrepancies.
- The Superintendent/CEO and Chief Financial Officer meet to discuss corrections that are needed.
- The Superintendent/CEO signs and dates the reports.
- The Chief Financial Officer or designee will make any corrections prior to completing the drawdown.

Maintenance of Documentation

The Chief Financial Officer or designee maintains the following documentation:

- Supporting operations reports
- General ledgers and budget analysis reports reviewed by the Federal Program Director indicating any corrections needed

General Travel Procedures Federal Programs

Cirrus Academy Charter School follows the travel procedures listed in the Statewide Travel Policy (<https://sao.georgia.gov/travel/state-travel-policy>) for all travel. Additional procedures for allowability are implemented for federal grants.

Transportation (Mileage)

- Cirrus Academy will reimburse employees the mileage rate as determined by the State Accounting Office when a personal vehicle is used.
- For out of state travel, receipts for commercial transportation must be attached to the reimbursement request. The employee is responsible for ensuring that the lowest possible fare is obtained (airfare, taxi/shuttle, and rental car).
- Employees will be reimbursed for mileage when pre-approved by an administrator.
- Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.
- For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
- The Federal Grants Program Manager and Superintendent/CEO must pre-approve all out of town travel.
- Travel advances require receipts for all advanced funds and written approval from the Superintendent/CEO and CFO.

Employees may be reimbursed for travel expenses incurred while performing job duties. Allowable expenses may include transportation, subsistence, lodging, or other related items subject to certain limitations and proper documentation if incurred by an employee who is in travel status on official business of the district.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the district in its regular operations as a result of the Georgia Statewide Accounting written travel policy (GSA 48 CFR 31.205-46a).

In addition if these costs are charged directly to the federal award documentation must justify that:

- Participation of the individual is necessary to the federal award; and
- The costs are reasonable and consistent with the district's established travel policy.
- Travel may be covered with federal grant funds under the following conditions:
 - a. Travel costs for the workshops and conferences that are instructionally focused
 - b. Travel costs that are necessary to manage the program
 - c. Travel costs must be reasonable and consistent with the written travel and reimbursement policies outlined below
 - d. Participation in an individual conference is necessary for the project as determined by the agenda

Travel costs are pre-approved by the applicable grant administrator

- a. IDEA—Director of Special Education
- b. Title I, Part A—Director of Federal Programs
- c. Title II, Part A—Director of Federal Programs
- d. Title IV, Part A—Director of Federal Programs

Meals

Meals are reimbursed on a per diem basis (not actual expenses) for overnight official business travel outside of the school system.

- Day travel in Georgia:
 - Meals for day travel to trainings, conferences, school related events, etc. are not reimbursable.
- Overnight travel:
- Employees traveling overnight are eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status including the day of departure and day of return.
 - c. **In-State:** Employees traveling overnight ‘in state’ are eligible for 100 percent (100%) of the total per diem rate on the first and last day of travel. For example, if the per diem rate allows a \$28 total reimbursement, the traveler would receive a full daily reimbursement amount less any provided meals.
 - d. **Out of State:** Employees traveling overnight ‘out of state’ are generally eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status other than the day of departure and the day of return. Travelers are eligible for 75% of the total per diem rate on the first and last day of travel. For example, if the per diem rate allows a \$54 total reimbursement, \$41 would be allowable on a travel departure or return day less any provided meals. As a result, time of departure and time of return are not considerations for calculating the meal per diem when associated with overnight travel.

General meal requirements:

- Meal are reimbursable on a per diem basis (not actual expenses) for overnight official business travel based on the number of meals per day for which the traveler is eligible. Meal per diem rates include applicable tax and tip.
- Employees who are provided meals during travel as part of a conference fee must deduct the corresponding, applicable meal rate from their per diem reimbursement claim for each meal provided. Meal adjustments include those provided by hotels, meetings, conferences, or any other source. If a continental breakfast, lunch, dinner, or reception is offered as part of the travel and the food/timing is sufficient to serve as a meal, the traveler must reduce the per diem by the appropriate allowance amount. If a traveler has medical restrictions and cannot eat a meal provided by any source while traveling, the traveler should make every effort to have the source facilitate his/her needs. If the source does not or cannot honor the request, the traveler is not required to deduct the applicable meal allowance from the per diem. However, the traveler must include a note or other documentation with the travel expense reimbursement form documenting this information.

Meal Limits:

- Maximum per diem meal amounts are found on the Georgia State Accounting Office Travel Policy at <https://sao.georgia.gov/travel/state-travel-policy>

Lodging

Reimbursement will be made for actual lodging expenses, provided the expenses are reasonable and are necessary to provide travel time to reach the start of the event. Employees will be provided a Hotel/Motel Excise Tax Exemption form and Sales Tax Certificate of Exemption form with travel packets from the central office secretary prior to travel within Georgia. Employees are required to submit receipts documenting lodging expenses.

Expenses which exceed “reasonable rates” must be explained in writing and approved prior to travel by the Director of Finance. Any tax paid must have an explanation of why it was not waived, for example, paid with personal credit card, \$5 State Hotel Motel Fee, no exemption allowed. Employees must travel more than 50 miles from the school system and their residence to be eligible for lodging reimbursement. For out of state travel, local and hotel taxes may be reimbursed. Employees will be required to submit documentation of lodging expenses upon their return.

The travel arranger or designee is responsible for making hotel reservations. The travel arranger should select the least expensive option available taking into consideration proximity to the business destination and personal safety. The travel arranger must inquire about the government rate availability or the conference lodging rate and select the lowest available rate if available.

Travel Reimbursement

Employees should submit all expenses and accompanying documentation for reimbursement and reconciliation within 10 days of the completion of the event or trip but no later than 45 calendar days. However, a reimbursement request will preferably be held until an amount of at least \$10 is due. IRS regulations state the traveler must adequately account to the employer and submit travel expense reimbursement requests within 60 days of the end of the trip. Such expenses if submitted after 60 days become taxable income to the traveler.

Expense reimbursement requests must be submitted as soon as possible. For travel completed in June, employee travel reimbursement forms must be submitted to the accounting office no later than June 30th to meet fiscal year requirements. Reimbursement documents and/or requested corrections not received by established due dates may not be approved.

When submitting a travel reimbursement form, the following items are to be completed to avoid delays in the reimbursement process:

- Employee signature and date
- Documentation that must be maintained and attached (if applicable)
- Conference Agenda
- Receipts for lodging
- Receipts for other expenses (parking, etc.)
- Pre-approval for professional leave (should be on file with the Human Resources Specialist)

- If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
- If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.
- Expenses and Reimbursements for Superintendent/CEO, CFO, and Board Members will require signature of Board Treasurer as final approver.
- Expenses for Board President will require signature of Superintendent/CEO, CFO, and Board Treasurer designee as final approver.
- Reimbursements will be processed for payment through the current accounting platform bill.com.

The submitted travel reimbursement form and supporting documentation requires the approval of the Superintendent. Once approved, the form will be returned to the Director of Finance for inclusion in a normal check run. Grant administrators will approve all travel prior to payment. Documentation will be maintained by the Director of Finance and accounting office.

Capital Asset Accounting Policy

Accounting for Capital Assets

Definition of Capital Assets. A capital asset is an asset that is tangible in nature; has a life that exceeds one year; has significant value (\$5,000 per unit or a lower amount if so designated by the Board of Directors); and can be reasonably identified and controlled through a physical inventory system. Examples include: land, land improvements, buildings, machinery and equipment, and furniture.

Documentation. The CEO or designee will ensure that Cirrus Academy maintains accurate records of capital assets in accordance with applicable rules.

Inventory. The CEO or designee will ensure that a physical inventory of capital assets has been completed no less frequently than once every two years.

Annual Audit. The annual financial audit required by O.C.G.A. 20-2-2065 (b)(7), shall include an exhibit in the audit report identifying all capital assets and the ownership interest of local, state, and federal parties.

Governmental Funds Investment Policy

Investment Policy

Policy Statement. The CEO and the Treasurer of the Board shall ensure that any investment of governmental funds is done in accordance with all federal and state applicable laws and rules, including the Financial Manual for Local Units of Administration. The investment of

governmental funds shall be made with judgment and care; not for speculation, but for investment, considering the probable safety of capital, liquidity, and the probable derived income.

Investment objectives. Investment of governmental funds shall be governed by the following objectives, in order of priority:

- a. Preservation and safety of principal;
- b. Liquidity; and
- c. Yield history.

Investment management firm and/or officer. The Board may determine that it is necessary to contract with an investment management firm that is registered with the appropriate governmental entities to provide for the investment and management of the funds. Such a contract shall not exceed twenty-four months, and must be approved by the Board prior to the investment of funds.

Discrete maintenance of records. The CEO will ensure that all investments are maintained in a discrete, charter investment account, separate from any other accounts.

Investments. A report describing invested funds and their yields will be prepared and presented to the Board at least quarterly. The report will show at least all of the following information:

- a. Investment Firm or Officer managing the investment
- b. Date of Board approval
- c. Date of initial investment
- d. Amount of initial investment
- e. Amount of current investment
- f. Amount of fiscal year return
- g. Amount of investment to date return
- h. Fiscal year yield percent
- i. Investment to date yield percent

Conflict of Interest Policy and Procedure

Conflict of Interest Policy

Definitions.

- a. "Board Members" means individuals serving on the governing Board of Directors of Cirrus Academy;
- b. "Board Chair" means the individual serving on the governing Board of Directors of Cirrus Academy who has been appointed to serve as the Chair; and
- c. "Key Personnel" means individuals serving in a management capacity.

Policy Statement. Board Members must demonstrate unconflicted loyalty to the interests of Cirrus Academy. All Board Members and Key Personnel shall conduct their personal business and private affairs to avoid any potential or actual conflict of interest between themselves and Cirrus Academy and shall take immediate and appropriate action to resolve any conflict of interest which actually arises. All Board Members and Key Personnel shall report to the Board Chair any facts or circumstances which they know, or suspect to have resulted, or will result in a potential or actual conflict of interest on the Annual Conflict of Interest Questionnaire, as soon as possible after the facts become known. The Board Chair shall have ultimate and final responsibility for determining whether a potential or actual conflict of interest exists and for enforcement of this policy.

Avoiding potential or actual conflicts. In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of Cirrus Academy's Board of Directors following full disclosure by the affected Board Member or Key Personnel:

2. No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of Cirrus Academy, any money or valuable thing because of any purchase, sale, investment or loan made by or for Cirrus Academy nor shall any person have any pecuniary (financial, fiscal, monetary, commercial) interest in any such purchase, sale, investment or loan.
3. No Board Member or Key Personnel or member of his/her family shall obtain any loan

from Cirrus Academy nor, without the consent of the Board, hold or acquire a financial interest in any enterprise which is in competition with Cirrus Academy or which, to the knowledge of the individual, has any business relationship with Cirrus Academy as a vendor, or which, to the knowledge of the individual, has any outstanding loan from Cirrus Academy or is negotiating any such loan.

4. No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with Cirrus Academy, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.
5. However, a gift may be accepted under the following circumstances:
 - a. The gift has no more than a token value; and
 - b. It is in the normal exchange of hospitality or a customary gesture of courtesy between persons doing business together.
6. No Board Member or Key Personnel or any member of his/her family, shall divulge to others confidential Cirrus Academy information, or use such information for personal profit.
7. No Board Member or Key Personnel or any member of his/her family shall accept or maintain any position with any other business which position would conflict or might reasonably conflict with the individual's performance of Cirrus Academy duties or responsibilities, without full disclosure thereof to all of the other Board Members.
8. Board Members must not use their positions to obtain employment or Cirrus Academy formal contracts, for themselves, family members or close associates. If a Board Member desires employment at Cirrus Academy he or she must first resign from his or her duties as Board Member.
9. There will be no self-dealing or any conduct of private business or personal services between any Board Member and Cirrus Academy. The Board may resolve to allow for business arrangements which meet established procedures for openness, competitive opportunity, and equal access to inside information.
10. No Board Member or Key Personnel or any member of his/her family shall engage in any other activity or take any other action not enumerated herein where the interests of the Board Member or Key Personnel may compete or conflict with the interests of Cirrus Academy.

Knowledge of, solicitation for, or participation in any activity described above must be reported to the Board Chair as prescribed in Section 13.2 above.

Conflict of Interest Annual Questionnaire. Each Board Member and Key Personnel, as applicable, shall submit a fully executed copy of the Annual Conflict of Interest Questionnaire to the Board Chair or his or her designee within thirty (30) days of receipt. The Board Chair will note receipt of the Questionnaire in the minutes of the Board meeting, and will take whatever action he or she deems appropriate to resolve such potential or actual conflicts of interest as disclosed on the Questionnaire.

Effective date. This policy shall become effective upon its adoption to all Board Members and Key Personnel. All new Board Members and Key Personnel shall complete the Questionnaire prior to assumption of their responsibilities.

Confidentiality. Any information disclosed in the Questionnaire shall be confidential and used only for purposes of enforcing this Policy.

Cirrus Academy Conflicts of Interest Questionnaire

This questionnaire has been prepared in accordance with Cirrus Academy's Policy Statement on Conflicts of Interest, and is to be completed by Cirrus Academy's Board Members and Key Personnel of Cirrus Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will immediately disclose it to the Board Chair and refrain from participating, discussing, and/or voting on affected issues.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

No area of potential or actual conflicts of interest.

No area of potential or actual conflicts of interest except as follows:

Signed:

(Print or type title) Date:

APPENDIX A
CIRRUS ACADEMY CHARTER SCHOOL
USER AGREEMENT FOR DISTRICT-ISSUED CREDIT CARD

The following user agreement must be signed by all authorized employees of Cirrus Academy Charter School with access to a credit card.

I understand that Cirrus Academy Charter School has authorized my use of a district credit card for authorized business expenditures on its behalf. In accepting and/or using the card, I agree to be bound by the terms and conditions which follow.

- I will use the card issued to me only for the payment of authorized expenses consistent with my organizational responsibilities and to satisfy by building/department needs.
- I understand the purchases are limited to \$1500 per transaction.
- I will not use the card to obtain cash advances.
- I understand that I am the only authorized card user.
- I will not use the card for personal use or for any other non-district purposes.
- I understand the card shall be used for only the types of merchants approved by the school district.
- I understand that all purchases shall be made in accordance with applicable purchasing and credit card procedures adopted by the board of education.
- I understand that I will be responsible for the timely reconciliation of all credit card transactions charged to my card.
- I understand that I am responsible to provide appropriate documentation for credit card transactions charged to be card.
- I will surrender the card to the administrator in the event of my transfer within or separation from the school district.
- I understand that any charges against the credit card that are not properly identified or not allowed by the district shall be paid by me by check, United States currency or salary deduction. I further understand that any employee who has been issued a card shall not use the card if any disallowed charges are outstanding and shall surrender the card upon demand of the administrator/business department or designee.
- I will immediately report any stolen or lost card to the business office at *_478-250-1376 ext. 809*
- I will immediately report a stolen or lost card to the Bank at the following number.

(Bank Telephone Number)

Please identify card as a *(Visa, Discover etc.)*

I understand that any variance and/or violation of the above conditions will result in cancellation of my credit card. Misuse of the card could result in disciplinary action up to and including termination and/or personal liability for unapproved charges.

All district credit cards are subject to examination by external auditors.

The district shall have unlimited authority to revoke use of any credit card issued and upon such revocation shall not be liable for any cost subsequently charged to the credit card.

I HAVE READ AND I UNDERSTAND THE ABOVE CONDITIONS.

Name _____ Building/Department _____

Last 4 Digits of SSN _____ Credit Card # _____

Signature _____ Date _____

Indicator 2: Financial Oversight

Cirrus Academy Charter School Purchase Order Policy (revised 7/21/2020)

Purchase Order Policy

To ensure fidelity, the Cirrus Charter Academy Board approves the Superintendent/CEO and Finance Department to oversee the operations of all purchasing. The Superintendent/CEO and Finance Department have direct authority and responsibility regarding the budget and expenses of the grant/revenue.

It is the responsibility of the Superintendent/CEO to notify the Chief Financial Officer and/or designee when an issue or discrepancy arises concerning purchase orders, payments, payroll, and/or journal entries to reduce and prevent errors, waste, and fraud. Unless stipulated otherwise by the federal award, the grant is governed by the policies and procedures adhered to by the Cirrus Charter Academy.

The Superintendent/CEO and the Finance Department are responsible for ensuring that the financial system accurately reflects the activities associated with the grant/revenues.

Segregation of Duties for Purchasing

- Requisitions will be approved at the school or department-level by the appropriate administrator authorized to make purchasing decisions prior to being purchased.
- The Superintendent/CEO will review the requisitions for appropriateness and for proper account use. Once determined appropriate, the requisition will be approved and will be forwarded to the CFO for final approval. After approval, the purchase order will be sent to the requestor for purchase.
- After the purchase has been made and all items received, the purchase order is marked as received by the purchase order creator (Federal Programs Director or designee) once items are verified. The invoice will be sent to the Chief Finance Officer or designee where the Accountant will make payment.

Transaction Limits & Approvals (with proper documentation)

- \$0-\$2500: CFO and Superintendent/CEO Signature PO Required
- \$2501-9999: CFO and Superintendent/CEO Signature with PO Required
- \$10,000-greater: Purchases greater than \$10,000 CFO Signature Required, Superintendent/CEO, and Board Treasurer Signature Required

Procurement

In addition to local requirements, procurement with federal funds is based on one of four levels:

- Micro-Purchase (\$0-\$10,000)
- Small Purchase (\$10,000-\$250,000)
- Sealed Bids (>\$250,000)
- Competitive Proposal (>\$250,000)
- Sole Source

Procurement levels are periodically adjusted for inflation.

Bid request process.

- a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brandname or equal descriptions that bidders are required to meet;
- b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises to the maximum extent practical and possible;
- c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
- d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;

- e. Procurement documents shall be made available, upon request, to appropriate government officials.

Micro-Purchase: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. TCSS uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. Cirrus Charter Academy calculates the aggregate dollar amount for each purchase order of products/supplies or services.

Small Purchase: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

Sealed Bids: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- 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 business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals: Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids.

For competitive proposals, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

Noncompetitive Proposals

Procurement by noncompetitive proposals (sole source) is conducted through solicitations of a proposal from only one source and may be used when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of several sources, competition is determined inadequate.
- Procurement by sole source should be limited.
- The grant administrator will obtain the price-rate quotes/bids.
- Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Responsibility. The CEO is responsible for ensuring that an employee with the right skills and background is assigned to implement the Purchasing Policy of Cirrus Academy in an efficient and cost-effective manner.

Policy Statement. Cirrus academy will implement practices and procedures that will facilitate the determination of needs for goods and services, such as inventory, equipment, office supplies, and professional services, ensuring that the determination is made by qualified individuals according to organizational guidelines that consider adequate quantities, reasonable prices, timely receipt, proper specifications, and desired quality, which will avoid the disruption of operational efficiency because of improper or untimely purchases and potential losses and use of cash caused by excessive purchases.

Order requisition. Requisitions initiate the purchasing process. Once an employee determines the need for a particular supply item or service, the employee should complete a requisition form that identifies the item or service required, the quantity requested, and how the item will be used, and who will use it, and the date that the item needs to be available for use. The completed requisition form will be routed for approval to the employee's supervisor, and then to the department or section leader. The approved requisition will be routed to the person responsible for purchasing for sourcing. Approvers must be aware of the available budget, and the impact of the purchase on remaining budget funds. It is important to balance the need/utility of the purchase versus the impact on the remaining budget.

Vendor selection. The person responsible for the purchasing function should evaluate the feasibility of purchasing the item or service from a previously qualified vendor, versus the need to source from new vendors. If sourcing from new vendors is required, bids must be solicited from at least three non-related sources. Vendor selection will be based on ability to furnish items meeting the requisitioned specifications, ability to furnish such items by the date and in the quantity needed, and most economical use of funds. Prior ability vendor performance may also be a consideration factor. Once vendor selection is decided, the purchase order is issued.

Receipts. The physical receipt of all purchased goods is the responsibility of the requesting department. The receiver inspects goods for conformity with specifications on purchase orders. Quantities are verified by counting, weighing, or measuring. Receipt (and acceptance) of items on an order is documented on the receiving section of the Purchase Order Request Form. The form is forwarded to the Accounts Payable office to be matched with the associated invoice(s) and processed for payment. All packing slips and/or shipping documents are sent to Accounts Payable either as is or with the receiving record depending upon the method used (online vs. form) to obtain the PO number.

Indicator 2: Financial Oversight

Cirrus Academy Charter School Use of Federal and State Grant Funds for Procurement

Open and free competition. The CEO and CFO will ensure that all procurement transactions are conducted in a manner that provides open and free competition. Awards must be made to the bidder/offeror whose bid/offer is responsive to the solicitation and is most advantageous to Cirrus Academy considering price, quality, and other relevant factors deemed appropriate by Cirrus Academy. If the lowest bid is not accepted, a note describing the reasons for non-selection must be included in the file.

Conflicts of interest. Pursuant to the Conflict of Interest Board Policy, no employee, officer, or agent of Cirrus Academy, who has a real or apparent conflict of interest, will participate in the selection, award, or administration of a contract supported by federal funds. Employees, officers, and agents may also not solicit or accept favors, gratuities, or anything of monetary value from contractors or their agents, either for themselves or for family members or associates.

Bid request process.

- a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brandname or equal descriptions that bidders are required to meet;
- b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises to the maximum extent practical and possible;
- c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
- d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;
- e. Procurement documents shall be made available, upon request, to appropriate government officials.

Segregation of Duties for Purchasing

- Requisitions will be approved at the school or department-level by the appropriate administrator authorized to make purchasing decisions prior to being purchased.
- The Superintendent/CEO will review the requisitions for appropriateness and for proper account use. Once determined appropriate, the requisition will be approved and will be forwarded to the CFO for final approval. After approval, the purchase order will be sent to the requestor for purchase.
- After the purchase has been made and all items received, the purchase order is marked as received by the purchase order creator (Federal Programs Director or designee) once items are verified. The invoice will be sent to the Chief Finance Officer or designee where the Accountant will make payment.

Procurement

In addition to local requirements, procurement with federal funds is based on one of four levels:

- Micro-Purchase (\$0-\$10,000)
- Small Purchase (\$10,000-\$250,000)
- Sealed Bids (>\$250,000)
- Competitive Proposal (>\$250,000)
- Sole Source

Procurement levels are periodically adjusted for inflation.

Micro-Purchase: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. TCSS uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. Cirrus Charter Academy calculates the aggregate dollar amount for each purchase order of products/supplies or services.

Small Purchase: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

Sealed Bids: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- 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 business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals: Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids.

For competitive proposals, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

Noncompetitive Proposals

Procurement by noncompetitive proposals (sole source) is conducted through solicitations of a proposal from only one source and may be used when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of several sources, competition is determined inadequate.
- Procurement by sole source should be limited.
- The grant administrator will obtain the price-rate quotes/bids.

- Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Technical Evaluations of Competitive Proposals and Selecting Recipients (CFR 200.320 (d)(3))

The Superintendent shall be responsible for developing and administering the purchasing program of the school system. The purchasing procedure for each individual school shall be the same as that of the Central Office. Cirrus Academy Charter School will ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

- **Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured.**
 - A. The description must not, in competitive procurements, contain features which unduly restrict competition.
 - B. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
- **Avoid providing detailed product specifications.**
- **When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description will be used to define the performance or other salient requirements of procurement.**
 - A. The specific features of the named brand which must be met by offers will be clearly stated.
- **Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.**
- **Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition.**
 - A. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

The following are responsibilities of the Board of Governance:

- Can approve, reject any or all bids.
- The Board may in its judgement consider such factors as service, location, and timeliness of delivery; therefore, they may accept the bid that appears to be in the best interest of the school system even if it is not the lowest bid.
- The Board reserves the right to waive any formalities in or reject any or all bids or any part of any bid.
- Any bid may be withdrawn prior to the scheduled time for the opening of bids.
- Contracts binding the school district can be made only by the Board or the Superintendent or approved agent.

All purchasing procedures employed pursuant to this procedure shall be in accordance with the policies of the Cirrus Academy Board of Governance, State Board of Education, State Charter School Commission and in compliance with state and federal laws. Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Record documentation. The CEO or designee will ensure there is a cost or price analysis made and documented with every procurement action as well as appropriate documentation for the basis for contractor selection. The CEO will also be responsible for the evaluation of the contractor's performance and will document whenever the contractor has failed to meet the terms, conditions, and specifications of the contract.

Indicator 2: Financial Oversight

Measure 2(c); Adherence to Local Units of Administration Manual

Credit Card Policy (revised 4/2022)

**Upon board approval, training will be conducted with relevant staff/faculty on or before May 1, 2022*

Credit Cards/Debit Cards

Issuance. Cirrus Academy Charter School credit cards/debit cards should only be issued with the formal approval of the Board of Directors and with proper justification. **The Chief Financial Officer is the administrator of the school credit card and must approve the issuance of the credit card to an authorized user.** The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards/debit cards are issued, they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.

- A.** A credit card/debit card will be assigned to the **authorized users** to make purchases for the school only. **Authorized users must sign and accept the Credit Card User Agreement (Appendix A). For standard purchases up to \$1,500, the credit card/debit card may be used without a Purchase order (PO) and will not require the signature of the CFO. For purchases that exceed \$1500, a purchase order must be executed and the signature of the CFO must be provided on the purchase order as approval.**
- B.** For a user to exceed a purchase of \$1500, **an emergency need must be demonstrated and approved by the CFO. An emergency purchase exceeding \$1500 is defined as a purchase that will immediately impede or halt school operations.**

Card use. School credit card/debit cards may only be used for school business expenditures. **No single, non-emergency credit card transaction can exceed \$1500 without the prior approval of the CFO.** Processing of multiple smaller transactions to circumvent this limitation is forbidden. Travel arrangements are to be approved prior to making reservations and must be approved by an employee's supervisor or next higher level of authority. Credit card transactions in excess of \$10,000 must receive prior Board review and approval.

Transaction Limits & Approvals (with proper documentation)

- \$0 - \$1,500: No purchase order or prior approval needed
- \$1,501 - \$9,999: CFO Signature with PO Required
- \$10,000 or greater: Purchases greater than \$10,000 **must go through the prior limits and approval. In addition, Superintendent/CEO, and Board of Directors (or the Board's designee) must review and approve the transaction.**

Personal transactions. Credit card/Debit cards may not be used for personal purchases and/or cash transactions. Personal use of a credit card/debit cards, if found to be accidental, will require the cardholder to refund the cost of the purchase to the school. More than one accidental use may lead to card termination. If the offense were found to be fraudulent, the cardholder could face termination and possible criminal charges.

Transaction reporting. In any month that there is activity on a user's credit card account, the cardholder must submit a list of all such transactions showing the vendor's name and address, transaction amount, and business purpose of the transaction. The reports must be submitted by the 15th of the month following the credit card transaction. Failure to reconcile the account by the monthly due date will result in suspension of Credit card/Debit cards privileges until the reconciliation is submitted for the first two offenses, and permanent Credit card/Debit cards termination for the third offense.

- A.** **Monthly credit card statements shall be reconciled to invoices and travel reports and are approved by the Charter School Superintendent/CEO, unless not deemed independent; then the approval would be performed by the CFO. An authorized user cannot approve reconciliation of his/her own charges. Those approvals must be done by the Business Manager/CFO.**

Transaction documentation. Each transaction must be accompanied by the original receipts documenting the transaction. Missing receipts for purchases will result in Credit card/Debit cards suspension until they are provided. If a copy of a PC Credit card/Debit cards receipt

cannot be obtained from the vendor, a Missing Receipt Form, signed by the employee's supervisor, must be completed for each missing receipt. Multiple violations will result in account termination.

A. Authorized purchases: Purchases from only known source or sole distributor will be made within approval limits provided a reasonable and diligent search has been made for other possible supplies or other appropriate information has been obtained to document the matter with written proper approvals.

B. Unauthorized purchases: It shall be prohibited for any vendor/contractor or employee to purchase equipment, material, supplies, services, rents, or leases in any form not prescribed herein without prior written authorization from the Superintendent (or Business Manager/CFO acting on behalf of the Superintendent). Any purchase contrary to this procedure shall be considered null and void and neither the Academy nor the Board shall be bound thereby.

I. **Restricted or fraudulent transactions.** Restricted purchases will be reviewed by the CEO and CFO and may result in Credit card/Debit cards termination depending upon circumstances and the severity. Fraudulent use of the Credit card/Debit cards on any level will not be tolerated. Should it occur, all privileges will be immediately terminated, and the cardholder will be required to reimburse the school for all fraudulent purchases. Further disciplinary action will be taken according to Board Policy.

CIRRUS EDUCATION GROUP, INC.

GOVERNANCE BOARD OF TRUSTEES MEETING

BBUDGET HEARING # 1 (IN-PERSON)

1870 Pio Nono Avenue Macon, Georgia 31204

Room 300

June 10, 2022

2:00 PM

AGENDA

- Call to Order
- FY 2021-22 Amended Budget
- Review Invoices That Need Appropriate Signature Requirements Equal to or Greater Than \$10,000
- FY 2021-22 Federal Program Budget vs Actuals
- Presentation of Preliminary FY 22-23 Budget
- Public Comments
- Adjournment

**Next Budget Hearing #2 Virtually
Thursday, June 16, 2022 @ 6:00 PM**

**Next Board Meeting
Tuesday, June 21, 2022 Virtually @ 6:00 PM**

- **Special Fund – Title II** was budgeted at \$64,624 and was amended to \$72,600.
- **Special Fund – Title IV** was budgeted at \$20,795 and was amended to \$24,860.
- **Special Fund – CSP** was budgeted at \$59,855 and was amended to \$102,274.
- **Special Fund – IDEA** was budgeted at \$95,6000 and was amended to \$102,262.
- **Other Grants** was budgeted at \$10,350, however there were no big changes with the amended budget at \$10,000.
- **CARES Act** was budgeted at \$694,753 and was amended to \$1,094,625.
- We did not receive an **ESSDER III** funds this school term but will receive them next school term.
- **School Improvement** we have budgeted \$150,000 and plan to spend \$150,000.
- The **QBE** surplus was budgeted at \$268,241 and the planned bottom line is \$559,951.

Review Invoices That Need Appropriate Signature Requirements Equal to or Greater Than \$10,000

Item: Georgia Department of Education

Conclusion: Mr. Williams informed the Board of an invoice for the Georgia Department of Education (GaDOE) for \$19,000. The invoice was to resolve discrepancies in paraprofessional payouts for the FY21 summer program. The item was added to the agenda, at the suggestion of Mr. Morris, so that it could be approved for payment.

Motioned by Ms. Kelly and seconded by Mr. Morris to add the item to the agenda.
Approved unanimously.

Motioned by Mr. Lewis and seconded by Mr. Morris for approval to pay.
Approved unanimously.

FY2021 – 22 Federal Program Budget vs Actuals

Conclusion: Mr. Williams reviewed the federal budget provided by GaDOE. Mr. Hart suggested that the Board review the figures and present questions during the next budget hearing.

Presentation of Preliminary FY22-23 Budget

Conclusion: Mr. Williams reviewed the highlights noting that the plan is based on 554 students and that Cirrus Academy has been awarded ESSER III funds. Below is how the \$9 million budget will be spent.

- Pupil Services - \$635,582
- Improvement of Instructional Services - \$37,000
- School Administration - \$425,135
- Support Services – Business - \$357,717
- Support Services – Central - \$15,000
- Maint. & Operations – Plant Services - \$468,287
- School Nutrition Program - \$555,572
- Debt Services - \$822,000
- Special Fund Title IA - \$409,770
- Special Fund Title II - \$106,967
- Special Fund Title IV - \$24,860

CEG In-Person Budget Hearing Board Meeting Minutes
Meeting #1
June 10, 2022

The CEG Board met in-person on Friday, June 10, 2022, at 2:13 p.m.

Board Members Present

Sheldon Hart, CEG Board President
Albert "Major" Rogers, Academic Committee
Nathan Lewis, Finance Committee (Virtual)
Shirlynn Kelly, Personnel Committee
Latrell Taylor, Board Member (Virtual)
Joe Morris, Board Member (Virtual)
Dr. Gail M. Fowler, Superintendent/CEO

CACS Administration Present

Stanley Williams, CFO
LaShondra Fowler, Senior Accountant
Brenda Edwards, Director of Student Support Services
Diane Freeman, Federal Programs Director
Wendy Grimes, Director of Operations/Nutrition
Sonja Riley, Human Resources Coordinator

A copy of the agenda is attached. The following items were reviewed and further discussed by the CEG Board and administration:

Call to Order

FY2021 – 22 Amended Budget

The CFO presented the proposed, actual and, amended budgets explaining the differences between the budgets.

Conclusion:

- The **FY22 Amended Budget** ended with \$8,601,867 versus the approved budget of \$6,946,587.
- **General Fund** remained about the same budgeted at \$2,353,790 and amended to \$2,539,205.
- **Pupil Services** was budgeted at \$330,032 and amended to \$428,980.
- **Improvement of Instructional Services** was budgeted at \$25,000 and amended to \$67,000
- **School Administration** was budgeted at \$504,049 and amended to \$622,773.
- **Support Services-Business** was budgeted at \$308,933 and amended to \$425,762.
- **Maint. and Operations-Plant Services** was budgeted at \$514,855, however due to grants obtained, the budget was cut down to \$393,844.
- **Support Services-Central** was budgeted at \$22,500 and was amended to \$10,000.
- **School Nutrition Services** was budgeted at \$335,000 and amended to \$511,688
- **Debt Services** was budgeted at \$804,200 and with fees with the new loan, its closer to \$820,000.
- **Special Fund -Title IA** was budgeted at \$381,815 and was amended to \$604,517.

- Special Fund IDEA - \$147,189
- Other Grants - \$10,000
- ESSER III - \$2,285,204
- School Improvement - \$150,000

The estimated amount budgeted is \$9,636,654 with a surplus of \$159,710.

Public Comments: None

Motion for adjournment SK and seconded by AR

Adjourned at 3:28 PM



CIRRUS ACADEMY
CHARTER SCHOOL

CIRRUS ACADEMY EDUCATION GROUP, INC.
GOVERNANCE BOARD OF TRUSTEES BUDGET HEARING #1 (IN PERSON)
June 10, 2022
SIGN-IN SHEET

Printed Name	Signature	Position
Sheldon Hart	<i>S. Hart</i>	Board Pres
Wendy Branson Jones	<i>Wendy Branson Jones</i>	Director of OPS/Nutrition
Sonja Riley	<i>Sonja Riley</i>	HR Coordinator
Dr. Gail Fowler	<i>Gail Fowler</i>	CEO / Supt.
Diane Freeman	<i>Diane Freeman</i>	Federal Program Dir
Stanley Williams	<i>Stanley Williams</i> <i>Stanley Williams</i>	Det. of Finance / CFO
ALBERT ROGERS	<i>Albert Rogers</i>	and
Lashondra Fowler	<i>Lashondra Fowler</i>	Accountant
Brenda Edwards	<i>Brenda Edwards</i>	Dir Student Support / SPED
<i>Bridget Kelly</i>	<i>Shirlynn Kelly</i>	Ed

Budget Details

Allocation :	\$1,094,625.00		
Additional Allocation :	\$0.00		
Carryover :	\$0.00		
Total Grant Award:	\$1,094,625.00		
Transfer Amount :	\$0.00		
Total budgeted funds for this Fiscal Year :	\$1,094,625.00	Not Budgeted Funds :	\$0.00

Budget Details													
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				1000	199	24	\$3,150.00	\$75,600.00	\$79,045.00	-\$3,445.00	summer school salary for teachers to provide remediation services for 18 days at 5 hours a day. The pay rate will be \$35 an hour.
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				1000	199	2	\$510.00	\$1,020.00	\$1,020.00	\$0.00	other part of bonus for ineligible two 49% teachers
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				1000	199	1	\$69,900.00	\$69,900.00	\$69,900.00	\$0.00	bonuses for 11 paraprofessionals, 35 teachers, and 10 other school staff to work on remediation of students to increase student learning.
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				1000	610	1	\$60,000.00	\$60,000.00	\$60,000.00	\$0.00	Teacher supplies to include: paper, ink, pencil, pens, chart paper, shields for student desk
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				1000	610	1	\$25,000.00	\$25,000.00	\$37,065.00	-\$12,065.00	Prizes and awards for students who achieved mastery of content standards and behavior as it relates to PBIS such as pencils, erasers, notebooks and educational games used in classrooms.
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2100	163	1	\$50,000.00	\$50,000.00	\$35,000.00	\$15,000.00	school nurse salary
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2100	172	1	\$50,000.00	\$50,000.00	\$37,503.00	\$12,497.00	school counselor to provide students with mental health counseling and support for the changes students are having with the adjustment of COVID. Cirrus has not had to closed down so counseling is important to the mental state of the students.

2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2100	200	1	\$10,995.00	\$10,995.00	\$10,046.00	\$949.00	benefits for nurse
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount			Description
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2100	580	1	\$40,000.00	\$40,000.00	\$0.00	\$40,000.00	Teachers and other staff expenditures for travel from Macon to Savannah, food, hotel, and training during leadership retreat improving student academic loss and developing an improvement plan to increase student achievement.
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2210	161	1	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	portion of technology specialist salary
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2210	200	1	\$15,000.00	\$15,000.00	\$13,000.00	\$2,000.00	benefits for mental health counselor
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2210	530	1	\$19,701.00	\$19,701.00	\$17,445.00	\$2,256.00	parent communication for brochures, newspaper, television spots and radio spots about enrollment
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2210	610	1	\$25,000.00	\$25,000.00	\$85,457.00	-\$60,457.00	supplies for art, music, dance, PE, and Spanish: balls, jump ropes, recorders, mats, music
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2220	140	1	\$42,500.00	\$42,500.00	\$0.00	\$42,500.00	media clerk salary for March 2021 to July 2022
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount			Description
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2220	220	1	\$3,995.00	\$3,995.00	\$0.00	\$3,995.00	Media clerk FICA benefits for March 2021 to July 2022
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2230	580	1	\$40,000.00	\$40,000.00	\$0.00	\$40,000.00	expenditures for admin to attend retreat to reassess student achievement: travel, hotel, food. Expenditures for travel from Macon to Savannah, food, hotel, and training during leadership retreat improving student academic loss and developing an improvement plan to increase student achievement.

2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2300	120	1	\$32,400.00	\$32,400.00	\$32,400.00	\$0.00	10 days of off contract for the superintendent to reorganized and supervise admin team on learners loss and reopening of school with before and after school tutoring.
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2300	199	10	\$1,000.00	\$10,000.00	\$10,000.00	\$0.00	retention bonuses for ineligible employees
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount			Description
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2300	199	1	\$60,000.00	\$60,000.00	\$60,000.00	\$0.00	off contract pay for 7 admin team to meet on 20 Saturdays to plan for how to increase gaps in learning and address the unique needs of low-income children or students, children with disabilities, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including providing outreach and service delivery to meet the needs of each population. This admin team will plan on Saturdays to ensure that all needs of scholars are met.
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2300	199	1	\$25,000.00	\$25,000.00	\$25,000.00	\$0.00	Compensation to other staff not counted on the CPI for the one-time supplement by funding.
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2300	200	1	\$3,000.00	\$3,000.00	\$2,500.00	\$500.00	benefits for accountant
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2300	200	1	\$10,000.00	\$10,000.00	\$2,684.00	\$7,316.00	employee benefits for admin 20 Saturdays
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2300	290	1	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	admin benefits for 10 admins to work June 15 -30th
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount			Description
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2400	190	1	\$90,480.00	\$90,480.00	\$90,480.00	\$0.00	off contract pay for 10 admin staff for June 16- 30 for 8 hour days to plan for reopening and additional planning for students to continue learning for learning loss.

2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2400	191	1	\$70,000.00	\$70,000.00	\$59,020.00	\$10,980.00	admin staff to complete additional work and training to ensure that progress is made to ensure student achievement.
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2500	148	1	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	salary for accountant additional hours off contract.
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2600	186	1	\$50,000.00	\$50,000.00	\$129,636.00	-\$79,636.00	salary of custodial staff
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2600	199	1	\$70,000.00	\$70,000.00	\$29,520.00	\$40,480.00	resource officer
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2600	200	1	\$12,000.00	\$12,000.00	\$11,164.00	\$846.00	resource officer benefits
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2600	610	1	\$60,000.00	\$60,000.00	\$36,444.00	\$23,556.00	PPE supplies to ensure students are safe such as sanitizer, mask, gloves, Lysol, Clorox wipes
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount			Description
2021	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)	ESSER II- CRRSA ACT - LEA (CFDA #84.425D)				2600	720	1	\$33,034.00	\$33,034.00	\$35,604.00	-\$2,570.00	plasma units for building and buses 48 units @ 595.20; 5 units @ 493.68; 2 units @ 996.00
Total										\$1,094,625.00	\$969,923.00	\$124,702.00	



Consolidated Application

District Code : 7830611 District Name : State Charter Schools II-Cirrus Charter Academy

Fiscal Year : 2022 **Program :** Charter School - Facility Grants - Original
Status :
 Approved
Superintendent Sign off date : 11/09/2021 14:49:34

Budget Details

Allocation : \$50,528.00
Additional Allocation : \$0.00
Carryover : \$0.00
Total Grant Award: \$50,528.00
Transfer Amount : \$0.00
Total budgeted funds for this Fiscal Year : \$50,528.00 **Not Budgeted Funds :** \$0.00

Budget Details													
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2022	Charter School - Facility Grants	Charter School - Facility Grants				4000	430	1	\$50,528.00	\$50,528.00	\$10,248.00	\$40,280.00	repair and install bathroom in main office area to supply water and operable bathroom. turn additional space into supply room.
Total										\$50,528.00	\$10,248.00	\$40,280.00	

Budget Details

Allocation : \$98,961.00
 Additional Allocation : \$2,393.00
 Carryover : \$45,835.00
 Total Grant Award: \$147,189.00
 Transfer Amount : \$0.00
 Total budgeted funds for this Fiscal Year : \$147,189.00

Not Budgeted Funds : \$0.00

Budget Details

Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	Cirrus Charter Academy			1000	140	1	\$28,000.00	\$28,000.00	\$21,003.00	\$6,997.00	SPED Paraprofessional 100% of Salary.
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	Cirrus Charter Academy			1000	140	1	\$25,000.00	\$25,000.00	\$18,747.00	\$6,253.00	SPED Paraprofessional salary 100%
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	Cirrus Charter Academy			1000	200	1	\$11,539.00	\$11,539.00	\$6,583.00	\$4,956.00	SPED Parapro #1 Benefit (Health,Fica Med,TRS,Unemploye nt)
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	Cirrus Charter Academy			1000	200	1	\$6,006.00	\$6,006.00	\$6,582.00	-\$576.00	SPED Paraprofessional Benefits
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)				1000	610	1	\$4,295.00	\$4,295.00	\$0.00	\$4,295.00	Paper,pencils,copy paper, dry erase markers, crayon, writing tablets, wide file cabinets, 1 inch notebooks,bookbags, electric hole punchers, electric staplers, laptop stands, folders,hanging files, mobile crates, electric pencil sharpeners, gem clips, clamps, tape, glue
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)				1000	611	1	\$1,411.00	\$1,411.00	\$0.00	\$1,411.00	2 Chromebook Charging Cart @ \$705.30
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)				1000	611	1	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00	Printer Ink and External Drives

2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)				1000	616	1	\$6,570.00	\$6,570.00	\$0.00	\$6,570.00	30 @\$219.00 Instructional computer for students
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)				1000	616	1	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	Tello EDU Drone 10- Pack and Field Elements Kit 2 @ \$4500.00 for hands on instruction in science
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount			Description
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	Cirrus Charter Academy			2100	300	1	\$4,000.00	\$4,000.00	\$2,950.00	\$1,050.00	Psychologist
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	Cirrus Charter Academy			2100	300	1	\$7,900.00	\$7,900.00	\$7,000.00	\$900.00	SPED Occupational Therapist
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	Cirrus Charter Academy			2100	300	1	\$23,240.00	\$23,240.00	\$23,570.00	-\$330.00	SPED Speech Therapist
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)				2210	610	1	\$8,000.00	\$8,000.00	\$0.00	\$8,000.00	Instructional Supplies
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)				2213	580	1	\$6,000.00	\$6,000.00	\$0.00	\$6,000.00	Professional learning, registration, mileage, and meals
2022	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)	IDEA 611 - SPECIAL ED FLOWTHROUGH H (CFDA # 84.027)				2230	530	1	\$1,228.00	\$1,228.00	\$0.00	\$1,228.00	Communication, flyers, advertisement, and postage
Total										\$147,189.00	\$86,435.00	\$60,754.00	



Consolidated Application

District Code : 7830611 District Name : State Charter Schools II-Cirrus Charter Academy

Fiscal Year : 2022 Program : Title I-A, School Improvement - Original
 Status : Approved
 Superintendent Sign off date : 12/27/2021 13:32:08

Budget Details

Allocation : \$175,000.00
 Additional Allocation : \$0.00
 Carryover : \$0.00
 Total Grant Award: \$175,000.00
 Transfer Amount : \$0.00
 Total budgeted funds for this Fiscal Year : \$175,000.00 Not Budgeted Funds : \$0.00

Budget Details

Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
						1000	162	1	\$45,968.00	\$45,968.00	\$31,345.00	\$14,623.00	Success coach
2022	Title I-A, School Improvement	Title I-A, School Improvement				2213	191	1	\$68,000.00	\$68,000.00	\$29,921.00	\$38,079.00	Math coach
2022	Title I-A, School Improvement	Title I-A, School Improvement				2213	191	1	\$45,000.00	\$45,000.00	\$22,667.00	\$22,333.00	Literacy coach
2022	Title I-A, School Improvement	Title I-A, School Improvement				2213	200	1	\$16,032.00	\$16,032.00	\$12,564.76	\$3,467.24	Benefits
2022	Title I-A, School Improvement	Title I-A, School Improvement								\$175,000.00	\$96,497.76	\$78,502.24	
Total													

Budget Details

Allocation : \$250,000.00
 Additional Allocation : \$0.00
 Carryover : \$0.00
 Total Grant Award: \$250,000.00
 Transfer Amount : \$0.00
 Total budgeted funds for this Fiscal Year : \$250,000.00

Not Budgeted Funds : \$0.00

Budget Details													
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2022	Title I-A, School Improvement Success Grant (CFDA#	Title I-A, School Improvement Success Grant (CFDA#				1000	610	1	\$155,000.00	\$155,000.00	\$143,211.00	\$11,789.00	Fountas and Pinnell literacy programs for grades k-8 level texts
2022	Title I-A, School Improvement Success Grant (CFDA#	Title I-A, School Improvement Success Grant (CFDA#				2100	191	1	\$55,000.00	\$55,000.00	\$18,333.00	\$36,667.00	Intervention Specialist will provide a one-to- one tutoring model. Intervention specialist will train teachers in how to use individualized reading instruction in the classroom and in one- on-one sessions with struggling readers.
2022	Title I-A, School Improvement Success Grant (CFDA#	Title I-A, School Improvement Success Grant (CFDA#				2100	200	1	\$14,000.00	\$14,000.00	\$4,073.00	\$9,927.00	benefits for Intervention Specialists
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2022	Title I-A, School Improvement Success Grant (CFDA#	Title I-A, School Improvement Success Grant (CFDA#				2210	116	1	\$26,000.00	\$26,000.00	\$0.00	\$26,000.00	Professional learning stipend for teachers and paraprofessionals to receive professional learning on the use of Fountas and Pinnell literacy program.
Total										\$250,000.00	\$165,617.00	\$84,383.00	

Budget Details

Allocation : \$47,007.00
Additional Allocation : \$18,318.00
Carryover : \$41,591.00
Total Grant Award: \$106,916.00
Transfer Amount : \$0.00
Total budgeted funds for this Fiscal Year : \$106,916.00 **Not Budgeted Funds :** (\$21.00)

Budget Details													
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Actual	Balance	Description
2022	Title II-A, Improving Teacher Quality	Title II-A, Improving Teacher Quality				2213	116	1	\$50,000.00	\$50,000.00	\$14,000.00	\$36,000.00	Professional Development Stipends for Instructional Staff attending PD beyond contract. Stipends for paraprofessionals and teachers seeking GAPSC certification through college degree. Professional Development will include math. Cirrus is focusing on math with stipends provided to the teachers, paraprofessionals, principals or other school leaders are receiving PD on off contract time.
2022	Title II-A, Improving Teacher Quality	Title II-A, Improving Teacher Quality				2213	300	1	\$36,937.00	\$36,937.00	\$19,471.00	\$17,466.00	Contracted Services for PD for Instructional Staff – Professional Development will be delivered to instructional staff in the areas of literacy and math as it refers to students and staff. Teachers, paraprofessionals, leadership team will be given continuous professional learning outside of the regular contract day to improve literacy and math. Overarching Need 2 step 3 and 4. Evidence base is strong.
2022	Title II-A, Improving Teacher Quality	Title II-A, Improving Teacher Quality				2213	810	1	\$20,000.00	\$20,000.00	\$1,025.00	\$18,975.00	Registration for Instructional Staff for Allowable PD Activities: TAPP Fees and Alternative Preparation or Alternate Program for Educational Leadership (APEL).

Total	\$106,937.00	\$34,496.00	\$72,441.00	
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Budget Details

Allocation : \$369,314.00
 Additional Allocation : \$0.00
 Carryover : \$50,011.00
 Total Grant Award: \$419,325.00
 Transfer Amount : \$0.00
 Total budgeted funds for this Fiscal Year : \$419,325.00

Not Budgeted Funds : \$0.00

Budget Details

Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2022	Title I -A, Improving the Academic Achieve	Title I -A, Improving the Academic Achieve				1000	140	7	\$25,000.00	\$175,000.00	\$87,298.00	\$87,702.00	Seven para- professionals to serve in grades k-8 to assist with small group learning to improve learning loss. Moderate Evidence based
2022	Title I -A, Improving the Academic Achieve	Title I -A, Improving the Academic Achieve				1000	200	1	\$40,734.00	\$40,734.00	\$37,806.00	\$2,928.00	benefits for 7 paraprofessionals
2022	Title I -A, Improving the Academic Achieve	Title I -A, Improving the Academic Achieve				1000	610	1	\$22,136.00	\$22,136.00	\$6,462.00	\$15,674.00	teacher supplies
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2022	Title I -A, Improving the Academic Achieve	Title I -A, Improving the Academic Achieve				2100	177	1	\$68,000.00	\$68,000.00	\$45,417.00	\$22,583.00	Parent and family engagement coordinator salary. Parent/family engagement liaison well-rounded educational opportunities for students, to effectively engage parents in literacy across the curriculum is logic base evidence.
2022	Title I -A, Improving the Academic Achieve	Title I -A, Improving the Academic Achieve				2100	200	1	\$18,000.00	\$18,000.00	\$28,334.00	-\$10,334.00	benefits for parent engagement coordinator
2022	Title I -A, Improving the Academic Achieve	Title I -A, Improving the Academic Achieve				2100	610	1	\$565.00	\$565.00	\$0.00	\$565.00	Method 1 homeless supplies for 28 homeless students such as clothes, transportation, paper, and pencils.
2022	Title I -A, Improving the Academic Achieve	Title I -A, Improving the Academic Achieve				2100	611	1	\$4,242.00	\$4,242.00	\$28.00	\$4,214.00	parent engagement supplies for set aside printing of compacts, parent training materials, ink, paper

2022	Title I -A, Improving the Academic Achieve	Title I -A, Improving the Academic Achieve				2213	199	1	\$70,000.00	\$70,000.00	\$61,667.00	\$8,333.00	Academic coach salary to assist teachers with improving literacy with each grade level with logic model as evidence based.
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount			Description
2022	Title I -A, Improving the Academic Achieve	Title I -A, Improving the Academic Achieve				2213	200	1	\$20,648.00	\$20,648.00	\$48,652.00	-\$28,004.00	benefits for academic coach
Total										\$419,325.00	\$315,664.00	\$103,661.00	



Consolidated Application

District 7830611 District Name State Charter Schools II-Cirrus Charter Academy
 Fiscal Year 2022 Program : Title IV-A, Student Support and Academic Enrichmen - Original

Status : Program Manager Revision Requested
 Superintendent Sign off date : 02/28/2022 14:39:47
 Budget Details

Allocation : \$24,860.00
 Additional Allocation : \$0.00
 Carryover : \$0.00
 Total Grant Award: \$24,860.00
 Transfer Amount : \$0.00
 Total budgeted funds for this Fiscal Year : \$24,860.00 Not Budgeted Funds : \$0.00

Budget Details													
Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Expenditure	Balance	Description
2022	Title IV-A, Student Support and Academic Enrichmen	Title IV-A, Student Support and Academic Enrichmen	Cirrus Charter Academy		WR - Well-Rounded	1000	117	1	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	Salary for summer remediation
2022	Title IV-A, Student Support and Academic Enrichmen	Title IV-A, Student Support and Academic Enrichmen	Cirrus Charter Academy		WR - Well-Rounded	1000	200	1	\$4,860.00	\$4,860.00	\$0.00	\$4,860.00	Benefits
Total										\$24,860.00	\$0.00	\$24,860.00	

Cirrus Academy Charter School
Amended Budget
For Fiscal Year 2022-23

	Approved 2022 Budget	Proposed Amended Budget 2022	Proposed Planning Budget 2023	DIFFERENCE
Income				
		54,398	-	(54,398)
1220 · Donations	6,000	12,000	25,000	13,000
1221- Interest Income	600	120	250	130
1225 · Other Local Revenue	2,500	10,000	10,000	-
1500 · Investment Income	-	-	-	-
1611 · Student Sales - Breakfast & Lun	2,500	-	-	-
1612- Feminine Hygiene Products	350	776	-	(776)
1613- Adult Food Sales	-	900	2,500	1,600
1614- Facilities Grant	-	50,528	-	(50,528)
1632 · Implementation Grant	-	-	-	-
3120 · Total QBE Formula	5,120,000	5,795,820	6,066,552	270,732
- Mid Term Adjustment	-	-	-	-
40-0000 · REVENUE - SPECIAL FUND	-	-	-	-
40-4520 · FEDERAL REVENUE - TITLE IA	381,815	604,517	409,770	(194,747)
FEDERAL REVENUE- SCHOOL IMPROVEMENT(CSI)	150,000	150,000	150,000	-
40-4520 · Success Grant	-	-	-	-
41-4520 · FEDERAL REVENUE - TITLE II	64,624	72,600	106,967	34,367
42-4520 · FEDERAL REVENUE - TITLE IV	20,795	24,860	24,860	-
43-4525 FEDERAL REVENUE-SPED PRESCHOOL	2,195	2,785	2,500	(285)
45-4510 Federal Revenue - CSP	59,855	102,274	-	(102,274)
46-4520 · FEDERAL REVENUE - IDEA	95,600	102,262	147,189	44,927
IDEA ARP	-	-	-	-
IDEA ARP-Preschool	-	1,714	-	(1,714)
Other Grants (CARES ACT)	694,753	1,094,625	-	(1,094,625)
ESSER III	-	-	2,285,204	2,285,204
47-4750 · FEDERAL REVENUE - NUTRITION INC	335,000	511,688	555,572	43,884
Total 40-0000 · REVENUE - SPECIAL FUND	-	-	-	-
4521 · Other Federal Grants	10,000	10,000	10,000	-
Total Income	6,946,587	8,601,867	9,796,364	1,194,497
Expense				
10-6000 · FUNCTION EXPENSES - GEN FUND				
10-1000 · INSTRUCTION				
100-110 · INST-TEACHERS	1,350,805	1,171,082	1,532,156	361,074
100-113 · INST-SUBS & TEMPS (CERTIFIED)	25,000	-	44,000	44,000
100-114 · INST-SUBS & TEMPS (NON-CERT)	22,000	-	40,000	40,000
100-116 · INST-PROF DEVELOPMENT STIPENDS	42,500	-	50,000	50,000
100-118 · INST-ART/MUSIC/PE/FOREIGN LANG	232,000	222,830	264,717	41,887
100-140 · INST-AIDS AND PARAPRO	-	117,850	25,000	(92,850)
100-191 · INST-OTHER ADMIN PERSONNEL	-	-	427,000	427,000
100-200 · INST-EMPLOYEE BENEFITS	-	57,434	-	(57,434)
100-210 · INST-STATE HEALTH INSURANCE	180,236	342,524	280,000	(62,524)
100-220 · INST-FICA	25,660	32,894	43,500	10,606
100-230 · INST-TEACHERS RETIREMENT SYSTEM	311,888	258,092	374,245	116,153
100-250 · INST-UNEMPLOYMENT COMPENSATION	25,900	974	32,900	31,926
100-300 · INST - PURCHASED PROF. SERVICES	-	4,000	15,000	11,000
100-321 · INST-CONTRACT SERVICE - TEACHER	-	-	-	-
100-532 · INST - SOFTWARE LICENSE	2,800	64,892	-	(64,892)
100-610 · INST-SUPPLIES	22,000	16,853	16,853	0
100-611 · INST-SUPPLIES TECH RELATED	65,000	16,890	25,000	8,110
100-612 · INST-SOFTWARE	7,500	-	-	-
100-615 · INST-EXPENDABLE EQUIPMENT	10,500	89,932	10,000	(79,932)
100-616 · INST-EXPENDABLE COMPUTER EQUIP	30,000	2,838	3,500	662
100-610 · INST-DUES AND FEES	-	-	-	-
10-1000 · INSTRUCTION - Other	-	140,120	-	(140,120)

Cirrus Academy Charter School
Amended Budget
For Fiscal Year 2022-23

	Approved 2022 Budget	Proposed Amended Budget 2022	Proposed Planning Budget 2023	DIFFERENCE
Total 10-1000 · INSTRUCTION	2,353,790	2,539,205	3,183,871	644,666
10-2100 · PUPIL SERVICES				-
210-130 · Assessment Coordinator	33,000	35,000		(35,000)
210-130 · Dir. Of Student Support Services	35,000	33,000	-	(33,000)
210-165 · Media Clerk	-	-	47,000	47,000
210-172 · PS-ELEMENTARY COUNSELOR	-	-	52,000	52,000
210-173 · PS-SECONDARY COUNSELOR	-	-		-
210 - 175 · Instructional Coach/PBIS	-	75,000		(75,000)
210-177 · PS-PARENT INVOLVEMENT	37,000	5,500		(5,500)
210-178 · Registrar	46,500	8,500		(8,500)
210-191 · Other Support Personnel	73,500	110,000	287,400	177,400
210-210 · PS-State Health Insurance	34,355	-	50,000	50,000
210-220 · PS-FICA	7,360	9,712	7,241	(2,471)
210-230 · PS-TEACHERS RETIREMENT SYSTEM	38,617	45,000	67,441	22,441
210-240 · Unemployment Insurance	4,200	-	21,500	21,500
210-300 · PS-PURCHASED PROFESSIONAL SVCS	10,000	38,268	38,000	(268)
210-530 · PS - TRAVEL	1,000	-	20,000	20,000
210-532 · PS - COMPUTER SOFTWARE	-	28,000	10,000	(18,000)
210-610 · PS-SUPPLIES	5,000	35,000	10,000	(25,000)
210-611 · PS-Supplies (Technology)	1,500	-		-
210-810 · PS-DUES AND FEES	-	6,000	10,000	4,000
210-890 · PS-OTHER (FIELD TRIPS)	3,000	-	15,000	15,000
10-2100 · PUPIL SERVICES - Other	-	-		-
Total 10-2100 · PUPIL SERVICES	330,032	428,980	635,582	206,602
10-2210 · IMPROVEMENT OF INSTRUCT SERVICE				-
221-116+ · IIS - Stipends	15,000	15,000	10,000	(5,000)
221-191 · IIS-OTHER ADMIN PERSONNEL	-	-		-
221-220 · IIS-FICA	-	-		-
221-230 · IIS-TEACHERS RETIREMENT SYSTEM	-	-		-
221-250 · IIS-UNEMPLOYMENT COMPENSATION	-	-		-
221-300 · IIS-PURCH PROFESSIONAL SERVICES	-	44,000	20,000	(24,000)
221-532 · Computer Software	5,000	5,000	5,000	-
221-580 · IIS-TRAVEL	-	-		-
221-610 · IIS-SUPPLIES	-	-		-
221-615 · IIS-EXPENDABLE EQUIPMENT	2,000	-		-
221-616 · IIS-EXPENDABLE COMPUTER EQUIP	-	-		-
10-2210 · IIS Other	-	-		-
221-810 · IIS-DUES AND FEES	3,000	3,000	2,000	(1,000)
Total 10-2210 · IMPROVEMENT OF INSTRUCT SERVICE	25,000	67,000	37,000	(30,000)
10-2220 · EDUCATIONAL MEDIA SERVICES				-
222-165 · EMS-MEDIA SPECIALIST	-	-		-
222-611 · EMS-SUPPLIES TECHNOLOGY	-	-		-
Total 10-2220 · EDUCATIONAL MEDIA SERVICES	-	-		-
10-2230 · FEDERAL GRANT ADMINISTRATION				-
223-200 · FGA-EMPLOYEE BENEFITS	-	-		-
10-2230 · Other	-	-		-
Total 10-2230 · FEDERAL GRANT ADMINISTRATION	-	-		-
10-2300 · GENERAL ADMINISTRATION				-
230-610 · GA-SUPPLIES	-	-		-
230-611 · GA-SUPPLIES TECHNOLOGY	-	6,500	-	(6,500)
Total 10-2300 · GENERAL ADMINISTRATION	-	6,500		(6,500)
10-2400 · SCHOOL ADMINISTRATION				-
240-120 · SA - Exective Director	180,000	180,000	180,000	-
240-130 · SA-PRINCIPAL	-	-		-
240-131 · SA-ASSISTANT PRINCIPAL	-	75,000		(75,000)

Cirrus Academy Charter School
Amended Budget
For Fiscal Year 2022-23

	Approved 2022 Budget	Proposed Amended Budget 2022	Proposed Planning Budget 2023	DIFFERENCE
240-142 · SA-CLERICAL STAFF	37,000	42,000	-	(42,000)
240-143 · SA-Fed. Programs Coord.	35,000	35,000	75,000	40,000
240-144 · SA - SPED Coordinator	33,000	35,000	-	(35,000)
240-161 · SA-TECHNOLOGY SPECIALIST	-	-	-	-
Academic Support Personnel	-	-	-	-
240-191 · SA-OTHER ADMIN PERSONNEL	47,000	40,000	-	(40,000)
240-210 · SA State Health Insurance	3,041	4,500	12,000	7,500
240-220 · SA-FICA	19,778	18,500	26,135	7,635
240-230 · SA-TEACHERS RETIREMENT SYSTEM	9,311	21,773	-	(21,773)
240-250 · SA-UNEMPLOYMENT COMPENSATION	2,520	3,500	3,500	-
240-260 · SA-WORKERS COMPENSATION	24,900	24,000	36,000	12,000
240-290 · SA-OTHER EMPLOYEE BENEFITS	-	-	-	-
240-300 · SA-PURCHASED PROF & TECH SVCS.	15,000	5,000	5,000	-
240-443 · SA-RENTAL OF COMPUTER EQUIP	-	-	-	-
240-520 · SA - LIABILITY INSURANCE	-	-	-	-
240-530 · SA-COMMUNICATION	8,000	35,000	15,000	(20,000)
240-580 · SA-TRAVEL	3,500	-	8,000	8,000
240-595 · SA-OTHER PURCHASED SERVICES	35,000	-	15,000	15,000
240-610 · SA-SUPPLIES	22,500	35,000	15,000	(20,000)
240-611 · SA-SUPPLIES TECHNOLOGY RELATED	3,500	1,500	2,500	1,000
240-612 · SA-COMPUTER SOFTWARE	-	20,000	15,000	(5,000)
240-615 · SA- Expendable Equipment	-	12,000	7,000	(5,000)
240-810 · SA-DUES AND FEES	25,000	35,000	10,000	(25,000)
Total 10-2400 · SCHOOL ADMINISTRATION	504,049	622,773	425,135	(197,638)
10-2500 · SUPPORT SERVICES - BUSINESS				-
250-148 · SSB-ACCOUNTANT	175,000	226,000	225,000	(1,000)
250-210 · SSB- State Health Insurance	10,136	12,000	12,500	500
250-220 · SSB - FICA	3,219	4,036	3,465	(571)
250-230 · SSB Teachers Retirement System	43,978	55,096	47,752	(7,344)
250-300 · SSB-PURCHASED PROF & TECH SVCS	2,100	-	5,000	5,000
250 - 301 · LEGAL	27,500	15,000	10,000	(5,000)
250 - 302 · HR	47,000	93,630	49,000	(44,630)
250-300 · SSB-PURCHASED PROF & TECH SVCS - Other	-	20,000	5,000	(15,000)
Total 250-300 · SSB-PURCHASED PROF & TECH SVCS	308,933	425,762	357,717	(68,045)
250-616 · SSB-EXPENDABLE COMPUTER EQUIP	-	-	-	-
250-810 · SSB-DUES AND FEES	-	-	-	-
10-2500 · SUPPORT SERVICES - BUSINESS - Other	-	-	-	-
Total 10-2500 · SUPPORT SERVICES - BUSINESS	308,933	425,762	357,717	(68,045)
10-2600 · MAINT & OPER - PLANT SERVICES				-
260-186 · MOP - Custodial Personnel	55,360	84,658	132,000	47,342
260-191 · MOP - SECURITY OFFICER	-	-	-	-
260-210 · MOPS-State Health Insurance	5,069	1,990	5,500	3,510
260-220 · MOPS-FICA	803	1,198	1,914	716
260-230 · MOPS-TEACHERS RETIREMENT SYSTEM	10,967	15,510	26,373	10,863
260-300 · MOPS-PURCHASED PROF & TECH SVCS	1,400	1,000	1,500	500
260-410 · MOPS-WATER, SEWER, CLEANING SVC	14,000	22,264	25,000	2,736
260-430 · MOPS-REPAIR AND MAINT SVCS.	96,000	40,000	40,000	-
260-441 · MOP - BUILDING RENTAL	-	-	-	-
260-490 · MOPS Other Purchased Services	35,000	-	35,000	35,000
260-520 · MOPS-INSURANCE (NON-EMPLOYEE)	92,000	83,582	89,000	5,418
260-580 · MOPS-TRAVEL	2,500	-	2,000	2,000
260-610 · MOPS-SUPPLIES	72,000	37,142	40,000	2,858
260-620 · MOPS-ENERGY	64,757	64,500	65,000	500
260-810 · MOPS-DUES AND FEES	65,000	42,000	5,000	(37,000)
260-845 · MOPS-Property Taxes	-	-	-	-

**Cirrus Academy Charter School
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	Approved 2022 Budget	Proposed Amended Budget 2022	Proposed Planning Budget 2023	DIFFERENCE
Total 10-2600 · MAINT & OPER - PLANT SERVICES	514,855	393,844	468,287	74,443
10-2700 · STUDENT TRANSPORTATION SERVICES				-
270-442 · STS-RENTAL OF EQUIP & VEHICLES	-			-
10-2700 · STUDENT TRANSPORTATION SERVICES - Other	22,500	10,000	15,000	5,000
Total 10-2700 · STUDENT TRANSPORTATION SERVICES	-	-		-
10-2800 · SUPPORT SERVICES - CENTRAL				-
280-300 · SSC-PURCHASED PROF & TECH SVCS	-	-		-
280-530 · SSC-COMMUNICATIONS	-	-		-
Total 10-2800 · SUPPORT SERVICES - CENTRAL	22,500	10,000	15,000	5,000
10-2900 · OTHER SUPPORT SERVICES				-
290-610 · OSS-FUNDRAISING SUPPLIES	-			-
Total 10-2900 · OTHER SUPPORT SERVICES				-
10-3100 · SCHOOL NUTRITION PROGRAM				-
310-184 · SNP-SCHOOL NUTR PROG CAFETERIA	-	2,200	-	(2,200)
310-190 · SNP-OTHER MANAGEMENT PERSONNEL	30,900	42,000	40,000	(2,000)
310-191 · SNP-Other Administrative Personnel	-	-		-
310-210 SNP-State Health Insurance	2,027	2,000	2,000	-
310-220 · SNP-FICA	448	578	580	2
310-220 - Unemployment	280			-
310-230 · SNP-TEACHERS RETIREMENT SYSTEM	6,121	7,874	7,992	118
310-580 · SNP-TRAVEL	-		-	-
310-615 · SNP-EXPENDABLE EQUIPMENT	-	40,000	50,000	10,000
310-630 · SNP- PURCHASED FOOD	294,623	413,836	450,000	36,164
310-810 · SNP - DUES & FEES	600	3,200	5,000	1,800
Total 10-3100 · SCHOOL NUTRITION PROGRAM	335,000	511,688	555,572	43,884
10-3300 · ASP OPERATIONS				-
330-300 · ASP - PURCHASED SERVICES	-	-		-
Total 10-3300 · ASP OPERATIONS	-	-		-
10-5000 · OTHER OUTLAYS				-
500-730 · CAPITAL OUTLAY - EQUIPMENT	-	-		-
500-734 · CAPITAL OUTLAY - COMPUTER	-	-		-
Total 10-5000 · OTHER OUTLAYS	-	-		-
10-5100 · DEBT SERVICES				-
510-534 · DS-AMORT OF BOND PREM & DISCNT	-	-		-
510-810 · DS-DUES & FEES	5,000	5,000	7,000	2,000
510-830 · DS-INTEREST	799,200	815,000	815,000	-
10-5100 · DEBT SERVICES - Other	-	-		-
Total 10-5100 · DEBT SERVICES	804,200	820,000	822,000	2,000
Total 10-6000 · FUNCTION EXPENSES - GEN FUND				-
40-6000 · SPECIAL FUND - TITLE IA				-
0100110 · INST - TEACHERS	-	-	-	-
0100140 · INST-AIDS AND PARAPRO	202,000	156,992	182,500	25,508
0100191- INST-Other Salaries			75,000	
0100199- INST-Other Salaries	-	34,375		(34,375)
0100200 · INST-Benefits	-	-		-
0100210 · INST-Health Insurance		16,476		(16,476)
0100220 · INST-FICA	2,929	2,868	2,646	(222)
0100230 · INST-Teachers Retirement	14,263	43,665	51,449	7,784
0100250 · INST-Unemployment Comp.	5,600	5,250	5,600	350
0100300 · Purchased Professional Services	-	-		-
IIS - Pupil Services	-	-		-
0100-532 · INST-Software License	-	-		-
0100610 · INST - SUPPLIES	-	154,500		(154,500)
0100611 · INST - SUPPLIES (TECHNOLOGY)	-	-		-
0100615 · INST - EXPENDABLE COMPUTER EQUI	-	-		-

**Cirrus Academy Charter School
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	Approved 2022 Budget	Proposed Amended Budget 2022	Proposed Planning Budget 2023	DIFFERENCE
0100616 · INST-EXPENDABLE COMPUTER EQUIP	-	-		
0100642 · INST - BOOKS AND PERIODICALS	-	-		
0100810 · INST-Dues and Fees	-	-		
0210141 · PS-Admin Staff	-	-		
0210175 · PBIS-INTS-Coach	75,000	75,000	-	(75,000)
0210177 · PS-PARENT INVOLVEMENT	-	40,625	62,000	21,376
0210191 · PS-Other ADMIN Personnel	55,000	23,334		(23,334)
0210210 · PS-Health Insurance	-	7,716	15,500	7,784
0210220 · PS-FICA	1,885	1,256	1,987	731
0210230 · PS-Teachers Retirement	18,238	18,756	12,388	(6,368)
0210250 · PS-Unemployment Comp.	1,400	1,400	700	(700)
0210530 · PS - COMMUNICATION STAMPS	-	-		
0210532 · PS - COMPUTER SOFTWARE	-	-		
0210610 · PS - SUPPLIES	2,000	3,500		(3,500)
0210611 · PS - SUPPLIES (TECHNOLOGY)	1,500	-		
0210616 · PS - EXPENDABLE COMPUTER EQUIPM	-	-		
0221116 · Stipends	-	-		
0221191 · IIS-OTHER ADMIN PERSONNEL	-	-		
0221192 · IIS-Instructional Staff Training	-	-		
0221220 · IIS-FICA	-	-		
0221230 · IIS-Teachers Retirement	-	-		
0221250 · IIS-Unemployment	-	-		
0221300 · IIS-Purchased Services	2,000	-		
0221580 · IIS-TRAVEL	-	-		
0221595 · IIS-Training	-	-		
0221610 · IIS-Supplies	-	18,804		(18,804)
0223185 · FGA-ADMIN-Travel	-	-		
0223190 · FGA-OTHER MANAGEMENT PERSONNEL	-	-		
0240610 · SA-Supplies	-	-		
0240810 · SA-Dues and Fees	-	-		
0223612 · FGA - ADMIN SUPPORT QUICKEN SOF	-	-		
Total 40-6000 · SPECIAL FUND - TITLE IA	381,815	604,517	409,770	(194,747)
41-6000 · SPEICAL FUND - TITLE II				
1213116 · PS-Professional Development	25,624	28,600	50,000	21,400
1213300 ·PS- Contracted Services	14,000	21,000	36,967	15,967
1213810 · PS- Registrations INST Staff	16,501	20,000	20,000	
1221113 · IIS-SUBS & TEMPS (CERTIFIED)	-	-	-	
1221300 · IIS - PURCHASED SERVICES	2,249	3,000	-	(3,000)
1221580 · IIS - TRAVEL	-	-	-	
1221610 · IIS - SUPPLIES	-	-	-	
1240810 · SA-Dues & Fees	3,250	-	-	
1221300 · IIS-Purchased Professional Services	3,000	-	-	
1222217 · IIS-Title II Stipends	-	-	-	
Total 41-6000 · SPEICAL FUND - TITLE II	64,624	72,600	106,967	34,367
42-6000 · SPECIAL FUND - TITLE IV				
2100110 · INST-Teachers	-	-		
2100115 · INST- After School Program	-	-		
2100140 · Aids and Parapros	-	-		
2100220 · FICA	-	-		
2100230 · Teachers Retirement	-	-		
2100250 · Unemployment	-	-		
2100199 · INST-Other Salaries	18,595	24,860	24,860	
2100220 · PS-FICA	-	-		
2100230 · PS-Teachers Retirement	-	-		
2100300 · INST - PURCHASED PROF. SERVICE	2,200	-	-	

**Cirrus Academy Charter School
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	Approved 2022 Budget	Proposed Amended Budget 2022	Proposed Planning Budget 2023	DIFFERENCE
2100532 - INST - SOFTWARE LICENSE	-	-		-
2221330 - IIS - PURCHASED PROF. SERVICE	-	-		-
Total 42-6000 - SPECIAL FUND - TITLE IV	20,795	24,860	24,860	-
45-600 - Special Funds - CSP				-
5100610 - INST-Supplies	30,000	-		-
5100730 - INST-Purchase of Equipment	29,855	102,274	-	(102,274)
Total 45-600 - Special Funds CSP	59,855	102,274	-	(102,274)
46-6000 - SPECIAL FUND - IDEA				-
6100110 - INST-TEACHERS	-	-		-
6100140 - INST-AIDS AND PARAPRO	50,000	44,166	80,000	35,834
6100210 - Health Insurance	5,069	4,072		(4,072)
6100220 - INST-FICA	725	640	1,160	520
6100230 - INST-Teachers Retirement	9,905	8,750	15,984	7,234
6100250 - INST-Uuemployment	1,400	1,166	2,100	934
6100300 - Purchased Professional Services	-	-		-
6100610 - INST-SUPPLIES	-	1,508		(1,508)
6100611 - INST - Supplies (Technology)	-	3,946		(3,946)
6100616 - INST - Expendable Computer	-	-		-
6100641 - INST-TEXTBOOKS	-	-		-
6210300 - PS - PUCHASED SERVICES	-	-		-
6221300 - IIS-Purchased Professional services	28,501	35,000	47,945	12,945
6221580 - IIS-Travel	-	-		-
6221610 - IIS-SUPPLIES	-	3,014		(3,014)
6221616 - IIS-EXPENDABLE EQUIPMENT	-	-		-
Total 46-6000 - SPECIAL FUND - IDEA	95,600	102,262	147,189	44,927
48-6000 - SPECIAL FUND - PROFESSIONAL LEA				-
8221810 - IIS - DUES & FEES	-	-		-
48-6000 - SPECIAL FUND - PROFESSIONAL LEA - Other	-	-		-
Total 48-6000 - SPECIAL FUND - PROFESSIONAL LEA	-	-		-
Other Grants	10,350	10,000	10,000	-
49-6000 - SPECIAL FUND - CSP				-
9100610 - INST-SUPPLIES				-
9100730 - INST-PURCHASE OF EQUIPMENT				-
9210310 - PS-CONTRACTED SERVICE				-
9210595 - PS-OTHER PURCHASED SERVICES				-
9221300 - IIS-PURCHASED PROFESSIONAL SVCS				-
9221580 - IIS-TRAVEL				-
9222300 - EMS-PURCHASED PROFESSIONAL SVCS				-
9250300 - SSB-PURCHASED PROFESSIONAL SVCS				-
9290191 - OSS-OTHER ADMIN PERSONNEL				-
Total 49-6000 - SPECIAL FUND - CSP				-
49-600 - Special Funds-(Cares Act)				-
9100110 - INST - Teachers	-	-		-
9100140 - INST - Aids and Parapros	183,000	183,000	-	(183,000)
9100199 - INST - Other Salaries	-	18,200	-	(18,200)
9100210 - INST - Health Ins	20,090	20,100	-	(20,100)
9100220 - INST - FICA	7,234	10,000	-	(10,000)
9100230 - INST - TRS	29,310	29,300	-	(29,300)
9100250 - INST - Unemployment	2,100	2,100	-	(2,100)
9100532 INST - Software License	-	-	-	-
9100610 - INST -Supplies	-	61,000	-	(61,000)
9100532 - INST-Computer Software	-	-	-	-

**Cirrus Academy Charter School
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	Approved 2022 Budget	Proposed Amended Budget 2022	Proposed Planning Budget 2023	DIFFERENCE
9100615 - INST - Expendable Equipment	-	-	-	-
9210137 - PS - Media Clerk	-	2,406	-	(2,406)
9210140 - PS-AIDS & Parapros	-	-	-	-
9210163 - PS-School Wide Nurse	50,000	30,000	-	(30,000)
9210172 -School/ Mental Health Counselor	115,000	41,666	-	(41,666)
9210175 - Asst. Principal/Acad Coach	-	-	-	-
9210175 - PS - STEAM-Coord.	-	-	-	-
9210200 - PS-Employee Benefits	-	-	-	-
9210210 - PS-State Health Insurance	-	7,223	-	(7,223)
9210220 - PS-FICA	-	1,074	-	(1,074)
9210230 - PS-Teachers Retirement	32,695	14,160	-	(14,160)
9210250 - PS -Unemployment	-	1,166	-	(1,166)
9210532 - PS - Computer Software	3,500	5,000	-	(5,000)
9210610 - PS- Supplies	2,000	12,600	-	(12,600)
9210611 - PS -Supplies Technology	2,000	2,000	-	(2,000)
9210810 - PS -Dues and Fees	-	-	-	-
9221199 - IIS-Other Salaries	-	-	-	-
9221116 - IIS-Stipends	-	-	-	-
9221200 - IIS-Employee Benefits	-	-	-	-
9221300 - IIS-Purchased Professional Services	-	-	-	-
9221532 - IIS-Computer Software	-	-	-	-
9230120 - GA - Executive Director	-	75,000	-	(75,000)
9230190 - GA - Other Management Personnel	-	1,000	-	(1,000)
9230199 - GA - Other Salaries	-	110,000	-	(110,000)
9240148 - SA- Accountant	-	20,000	-	(20,000)
9240610 - SA- Supplies	-	-	-	-
9260186 - MOPS-Custodial Personnel	30,000	28,000	-	(28,000)
9260199 - MOPS- Other Salaries	-	155,000	-	(155,000)
9260210 - MOPS-Health Ins	-	-	-	-
9260220 - MOPS- FICA	435	362	-	(362)
9260230 - MOPS- Teachers Retirement	5,943	4,952	-	(4,952)
9260250 - MOPS- Unemployment Compensation	700	700	-	(700)
9260410 - MOPS-Aater, Sewer, Cleaning Services	35,000	25,000	-	(25,000)
9260430 - MOPS-Repairs & Maintenance	-	-	-	-
9260610 - MOPS-Supplies	-	20,000	-	(20,000)
9260441 - MOPS-Building Rental	-	-	-	-
XXXXXX - Mops-Building Purchase	153,746	192,371	-	(192,371)
9260610 - MOPS-Supplies	22,000	21,245	-	(21,245)
9262615 - MOPS-Expendable Supplies	-	-	-	-
	694,753	1,094,625		(1,094,625)
49-600 - Special Funds-(ESSDER III)				
9100110 - INST - Teachers	-	-	200,000	200,000
9100115 - INST - Teachers ASP	-	-	287,325	287,325
9100140 - INST - Aids and Parapros	-	-	159,794	159,794
9100161 - INST - ASP Technology Instructor	-	-	15,000	15,000
9100199 - INST - Other Salaries	-	-	30,500	30,500
9100200 - INST - Benefits Tech Instr.	-	-	-	-
9100210 - INST - Health Ins	-	-	-	-
9100220 - INST - FICA	-	-	-	-
9100230 - INST - TRS	-	-	-	-
9100250 - INST - Unemployment	-	-	-	-
9100532 INST - Software License	-	-	-	-
9100610 _ INST -Supplies	-	-	1,598	1,598

**Cirrus Academy Charter School
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	Approved 2022 Budget	Proposed Amended Budget 2022	Proposed Planning Budget 2023	DIFFERENCE
9100611 _ INST - Tedch Software	-	-	150,691	150,691
9100612 _ INST - Tedch Software	-	-	584	584
9100616 _ INST - Tedch Equipment	-	-	159,794	159,794
9100532 - INST-Computer Software	-	-	-	-
9100615 - INST - Expendable Equipment	-	-	-	-
9210137 - PS - Media Clerk	-	-	-	-
9210140 - PS-AIDS & Parapros	-	-	-	-
9210163 - PS-School Wide Nurse	-	-	-	-
9210172 -School/ Mental Health Counselor	-	-	60,000	60,000
9210175 - Asst. Principal/Acad Coach	-	-	-	-
9210175 - PS - STEAM-Coord.	-	-	-	-
9210199 - PS - Personell Trainer.	-	-	1,598	1,598
9210200 - PS-Employee Benefits	-	-	12,000	12,000
9210210 - PS-State Health Insurance	-	-	-	-
9210220 - PS-FICA	-	-	-	-
9210230 - PS-Teachers Retirement	-	-	-	-
9210250 - PS -Unemployment	-	-	-	-
9210532 - PS - Computer Software	-	-	-	-
9210610 - PS- Supplies	-	-	30,000	30,000
9210611 - PS -Supplies Technology	-	-	-	-
9210612 - PS -Supplies Technology	-	-	-	-
9210616 - PS -Supplies Technology	-	-	-	-
9210810 - PS -Dues and Fees	-	-	-	-
9221116 - IIS-Stipends	-	-	-	-
9221161 - IIS-Before and after School Salaries	-	-	27,029	27,029
9221162 - IIS-Literacy Planning Salaries	-	-	1,598	1,598
9221186 - IIS-Staff Training Sanitation & Min Spread	-	-	1,598	1,598
9221191 - IIS-Math Literacy & STEM Coaches Salaries	-	-	205,000	205,000
9221199 - IIS-Other Salaries	-	-	-	-
9221200 - IIS-Employee Benefits	-	-	30,000	30,000
9221300 - IIS-Purchased Professional Services	-	-	-	-
9221532 - IIS-Computer Software	-	-	-	-
9221580 - IIS-Travel	-	-	93,345	93,345
9221610 - IIS-STEM Supplies	-	-	105,000	105,000
9240117 - GA - Director Before & After School	-	-	30,000	30,000
9240199 - GA - Additional Duty Pay Admin Team	-	-	274,000	274,000
9240610 - SA- Supplies	-	-	55,000	55,000
9250148 - SSB - Additional Duty Pay Accountant	-	-	23,750	23,750
9250200 - SSB-Benefits Accountant	-	-	10,000	10,000
9260186 - MOPS-Custodial Personnel	-	-	-	-
9260199 - MOPS- Other Salaries	-	-	-	-
9260210 - MOPS-Health Ins	-	-	-	-
9260220 - MOPS- FICA	-	-	-	-
9260230 - MOPS- Teachers Retirement	-	-	-	-
9260250 - MOPS- Unemployment Compensation	-	-	-	-
9260300 - MOPS- COVID Deep Cleaning	-	-	270,000	270,000
9260410 - MOPS-Aater, Sewer, Cleaning Services	-	-	50,000	50,000
9260430 - MOPS-Repairs & Maintenance	-	-	-	-
9260610 - MOPS-Supplies	-	-	-	-
9260441 - MOPS-Building Rental	-	-	-	-
XXXXXX - Mops-Building Purchase	-	-	-	-
9260610 - MOPS-Supplies	-	-	-	-
9262615 - MOPS-Expendable Supplies	-	-	-	-
	-	-	2,285,204	2,285,204

43-6001Special Funds (School Improvement)

**Cirrus Academy Charter School
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100-110-INST-Teachers Salaries	90,000	90,000	90,000	
100-116-INST-Stipends	20,000	20,000	20,000	
100-220-INST-FICA	1,702	1,702	1,702	
100-230-INST-Teachers Retirement	21,829	21,829	21,829	
100-250-INST-Unemployment	1,400	1,400	1,400	
100-210-INST-Health Ins.	5,069	5,069	5,069	
100-3000-INST-Purchased Professional Svcs	10,000	10,000	10,000	
100-532-INST-Software License	-	-	-	
100-610-INST-Supplies Tech Related	-	-	-	
210-175-PS-Instructional Coaches/PBIS	-	-	-	
210-220-PS-FICA	-	-	-	
210-230-PS-Teachers Retirement	-	-	-	
210-250-PS-Unemployment	-	-	-	
221-116-IIS-Stipends	-	-	-	
221-300-IIS-Purchased Professional Services	-	-	-	
9221116-IIS-Stipends	-	-	-	
Total Special Funds Schpppl Improvement	150,000	150,000	150,000	
40-4520-Special Funds-Digital Learning Grant				
4100116 - INST-Stipends	-	-		
4100615 - NST-Equipment Purchases	-	-		
4100612 - INST-Software Purchase	-	-		
4100300 - Purchased Professional Services	-	-		
	-	-		
SPED Preschool	2,195	4,499	2,500	(1,999)
Facilities Grant	-	50,528		(50,528)
Total Expense	6,678,346	8,041,916	9,636,654	1,594,738
Net Income	268,241	559,951	159,710	(400,241)
Less Federal Loan Forgiven	-	-		
QBE Surplus	268,241	559,951	159,710	(400,241)

**CIRRUS ACADEMY EDUCATION GROUP, INC.
GOVERNANCE BOARD OF TRUSTEES MEETING
BUDGET HEARING #2 (VIRTUAL)
1870 Pio Nono Avenue Macon, GA 31204
June 16, 2022**

AGENDA

- **CALL TO ORDER**
- **FY 2021-22 Amended Budget Questions**
- **PRESENTATION & QUESTIONS OF PRELIMINARY
FY22-23 BUDGET**
- **PUBLIC COMMENTS**
- **ADJOURNMENT**

Zoom Information

Join Zoom Meeting

<https://us02web.zoom.us/j/82496358934?pwd=VVFqa3NubWtjSUFHY2RlbnV1RXVCQT09>

Meeting ID: 824 9635 8934

Passcode: 045710

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Meeting ID: 824 9635 8934

Find your local number: <https://us02web.zoom.us/j/82496358934?pwd=VVFqa3NubWtjSUFHY2RlbnV1RXVCQT09>

**NEXT BOARD MEETING
TUESDAY, JUNE 21, 2022 VIRTUALLY @ 6:00 PM**



Beaufort Gazette
 Belleville News-Democrat
 Bellingham Herald
 Bradenton Herald
 Centre Daily Times
 Charlotte Observer
 Columbus Ledger-Enquirer
 Fresno Bee
 The Herald - Rock Hill
 Herald Sun - Durham
 Idaho Statesman
 Island Packet
 Kansas City Star
 Lexington Herald-Leader
 Merced Sun-Star
 Miami Herald
 El Nuevo Herald - Miami
 Modesto Bee
 Raleigh News & Observer
 The Olympian
 Sacramento Bee
 Fort Worth Star-Telegram
 The State - Columbia
 Sun Herald - Biloxi
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AFFIDAVIT OF PUBLICATION

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43841	273600	Print Legal Ad - IPL0076345		\$35.00	2	48 L

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 CIRRUS ACADEMY
 1870 PIONONO AVE
 MACON, GA 31204

**CIRRUS ACADEMY EDUCATION GROUP, INC.
 GOVERNANCE BOARD OF TRUSTEES MEETING
 June 16, 2022**

Cirrus Education Group will hold its annual budgetary hearing on **Thursday, June 16, 2022 at 6:00 pm VIRTUALLY.**

A sign-up sheet for public comments will be available 15 minutes prior to the start of the meeting. Individual speakers shall limit their comments to three minutes. A speaker representing a group shall limit his/her comments to five minutes. The representative shall identify the group at the beginning of his or her presentation. A group may have no more than one spokesperson. Public comments are reserved for the public to provide input. The board does not respond to comments, answer questions, or otherwise engage in discussion currently.

AGENDA

- A. CALL TO ORDER
- B. PRESENTATION OF PRELIMINARY FY22-23 BUDGET
- C. PUBLIC COMMENTS
- D. ADJOURNMENT

June 16, 2022 Budgetary Hearing Virtual information:

Join Zoom Meeting
<https://us02web.zoom.us/j/82496358934?pwd=VVFqa3NubWtjSUFHY2Ribz-V1RXVQQT09>

Meeting ID: 824 9635 8934
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 +1 346 248 7799 US (Houston)
 Meeting ID: 824 9635 8934
 Find your local number: <https://us02web.zoom.us/j/82496358934>
 NEXT BOARD MEETING
 TUESDAY, JUNE 21, 2022 VIRTUALLY @ 6:00 PM

IPL0076345
 Jun 13 2022

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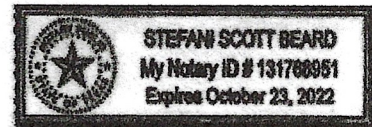
Ending Issue of: 06/13/2022

By placing your legal organ advertisement with this newspaper, you agree that your sole remedy if the newspaper should make a mistake in the text or the timing of publication of your advertisement is a refund of the cost you paid for the advertisement or re-advertisement at no additional cost to you.

Willmenta Leonard
 Sworn to and subscribed before me this 13th day of June in the year of 2022

Stefani Beard

Notary Public in and for the state of Texas, residing in Dallas County



Extra charge for lost or duplicate affidavits.
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CEG Virtual Budget Hearing Board Meeting Minutes

Meeting #2

June 16, 2022

6:00 PM

The CEG Board met in-person on Thursday, June 16, 2022, at 6:06 p.m. virtually.

Board Members Present

Sheldon Hart, CEG Board President

Albert "Major" Rogers, Academic Committee (6:09 PM)

Joe Morris, Board Member

Dr. Gail M. Fowler, Superintendent/CEO

CACS Administration Present

Stanley Williams, CFO

LaShondra Fowler, Senior Accountant

Brenda Edwards, Director of Student Support Services

Diane Freeman, Federal Programs Director

Wendy Grimes, Director of Operations/Nutrition

Sonja Riley, Human Resources Coordinator

A copy of the agenda is attached. The following items were reviewed and further discussed by the committee and administration:

Call to Order

Item A: Roll Call

Item B: FY 2021-22 Amended Budget Questions

Conclusion: Mr. Williams reported the bottom-line cash balances of the accounts reviewed in detail during the first budget hearing as requested by the Board.

- No changes to the amended budget
- Nutrition account has a ledger balance of \$10,062.41
- Operations account has a ledger balance of \$549,507.02
- Savings account has a ledger balance of \$800,178.73
- Student account has a ledger balance of \$8,933.62

Mr. Williams reviewed the process of moving money from a line item to a functional area, if needed, without increasing the budget. It was recognized that a new accounting system is needed. Mr. Hart pledged to support the Finance Department with assistance when the time comes to make the transition. In the meantime, the Leadership Team will meet twice a month to review the budget, invoices, etc. to ensure that we are on track.

Mr. Morris inquired about the variance between the budget and the expenses. Mr. Williams reviewed the budget documents again from the initial meeting, then moved forward with reviewing the FY23 Operating Budget.

Item C: Presentation & Questions of Preliminary FY22-23 Budget

Conclusion: Mr. Williams reviewed the FY23 budget from the initial budget meeting, commenting that it was produced with an FTE of 550. Because there is not an expectation of a shift to the FTE, there should not be much of a mid-year adjustment if our enrollment holds steady.

Item D: Public Comments

Conclusion: None

Item E: Adjournment

Motion for adjournment by Mr. Rodgers and seconded by Mr. Morris.

Adjourned at 6:28 PM



CIRRUS ACADEMY
CHARTER SCHOOL

CIRRUS ACADEMY EDUCATION GROUP, INC.
GOVERNANCE BOARD OF TRUSTEES BUDGET HEARING #2 (VIRTUAL)
June 16, 2022
SIGN-IN SHEET

Printed Name	Signature	Position
Dr. Gail Fowler		CEO/Supt
Diane Freeman		Compliance Off.
Wendy Freeman		Accountant
Stanley Williams		Dir of Fin/CFO
Wendy Grimes		Director of OPS
Brenda Edwards		Dir of Student Support/SPED
Online	Online	
Shelden Hart		Board Members
Albert Rogers		
Joe Morris		
SANTA RILEY		HR Specialist

CIRRUS ACADEMY EDUCATION GROUP, INC.
GOVERNANCE BOARD OF TRUSTEES
CEG VIRTUAL SPECIAL CALL MEETING
JUNE 28, 2022
6:00 PM

Cirrus Education Group will hold a VIRTUAL SPECIAL CALL Meeting on June 28,
2022 at 6:00 PM

AGENDA

SECTION I: CALL TO ORDER

- A. ROLL CALL
- B. APPROVAL OF AGENDA (R22062801)

SECTION II: UNFINISHED BUSINESS

- A. RESOLUTIONS
 - a. APPROVAL OF UPDATED ORGANIZATION CHART (R22062802)
 - b. APPROVAL OF FY 2023 SCHOOL CALENDAR (R22062803)
 - c. APPROVAL OF FY 2023 EMPLOYEE CALENDAR (R22062804)
 - d. APPROVAL OF PARENT ENGAGEMENT POLICY (R22062805)
 - e. APPROVAL OF FY 2023 PARENT COMPACT (R22062806)
 - f. APPROVAL OF CONSOLIDATED LEA PLAN (CLIP) (R22062807)
 - g. APPROVAL OF EMPLOYEE LEAVE POLICY (R22062808)
 - h. APPROVAL OF FY 22-23 AMENDED OPERATING BUDGET (R22062809)
 - i. APPROVAL OF FY 22-23 OPERATING BUDGET (R22062810)
 - j. APPROVAL OF PARENTS BILL OF RIGHTS POLICY (R22062811)
 - k. APPROVAL OF PROTECT STUDENTS FIRST ACT (R22062812)

B. EXECUTIVE SESSION-PERSONNEL

- NEXT BOARD MEETING: JULY 19, 2022

ADJOURNMENT

CONFERENCE CALL INFO
MEETING ID: 811 9421 1341
PASSCODE: 678832



Beaufort Gazette
Belleville News-Democrat
Bellingham Herald
Bladenton Herald
Centre Daily Times
Charlotte Observer
Columbus Ledger-Enquirer
Fresno Bee

The Herald - Rock Hill
Herald Sun - Durham
Idaho Statesman
Island Packet
Kansas City Star
Lexington Herald-Leader
Merced Sun-Star
Miami Herald

el Nuevo Herald - Miami
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Raleigh News & Observer
The Olympian
Sacramento Bee
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The State - Columbia
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43841	282621	Print Legal Ad - IPL0078835		\$35.00	2	64 L

Attention: CIRRUS ACADEMY

CIRRUS ACADEMY
1870 PIONONO AVE
MACON, GA 31204

**CIRRUS ACADEMY EDUCATION GROUP, INC.
GOVERNANCE BOARD OF TRUSTEES
CEG VIRTUAL SPECIAL CALL
MEETING JUNE 28, 2022
6:00 PM**

Cirrus Education Group will hold a VIRTUAL SPECIAL CALL Meeting on June 28, 2022 at 6:00 PM

AGENDA

SECTION I: CALL TO ORDER

- A. ROLL CALL
- B. APPROVAL OF AGENDA (R22062801)

SECTION II: UNFINISHED BUSINESS

A. RESOLUTIONS

- a. APPROVAL OF UPDATED ORGANIZATION CHART (R22062802)
- b. APPROVAL OF FY 2023 SCHOOL CALENDAR (R22062803)
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- j. APPROVAL OF PARENTS BILL OF RIGHTS POLICY (R22062811)
- k. APPROVAL OF PROTECT STUDENTS FIRST ACT (R22062812)

B. EXECUTIVE SESSION-PERSONNEL

Join Zoom Meeting

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Meeting ID: 811 9421 1341

Passcode: 678832

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Meeting ID: 811 9421 1341

Passcode: 678832

Find your local number: <https://us02web.zoom.us/j/81194211341?pwd=JVZA3ZSN2rLJ1eN5C-pDX-3plCTHpf.1>

NEXT BOARD MEETING: JULY 19, 2022

ADJOURNMENT

CONFERENCE CALL INFO
MEETING ID: 811 9421 1341
PASSCODE: 678832
IPL0078835
Jun 28 2022

To Whom It May Concern:

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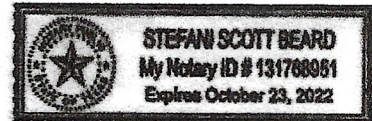
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Willmenta Leonard

Sworn to and subscribed before me this 28th day of June in the year of 2022

Stefani Beard

Notary Public in and for the state of Texas, residing in Dallas County



Extra charge for lost or duplicate affidavits.
Legal document please do not destroy!

CEG Called Board Meeting Minutes Brief

June 28, 2022

6:00 PM

The CEG Board met virtually on Tuesday, June 28, 2022, at 6:00 p.m..

Board Members Present

Sheldon Hart, CEG Board President

Albert "Major" Rogers, Academic Committee

Nathan Lewis, Finance Committee

Shirlynn Kelly, Personnel Committee

Latrell Taylor, Board Member

Joe Morris, Board Member

Dr. Gail M. Fowler, Superintendent/CEO

CACS Administration Present

Stanley Williams, CFO

LaShondra Fowler, Senior Accountant

Diane Freeman, Federal Programs Director

Brenda Edwards, Student Support Services

Wendy Grimes, Director of Operations/Nutrition

Lywante Bonner, Assistant Principal

Sonja Riley, Human Resources Coordinator

A copy of the agenda is attached. The following items were reviewed and further discussed by the committee and administration:

Section I: Call to Order

Item A: Roll Call

Item B: Approval of Agenda

Conclusion: Motioned by Ms. Taylor and seconded by Mr. Morris; unanimously approved.

Section II: Unfinished Business

Item A: Resolutions

Conclusion:

a. APPROVAL OF UPDATED ORGANIZATION CHART

a. Motioned by Mr. Morris and seconded by Ms. Kelly; unanimously approved with a revision (The CFO would now report to the CEG Board.).

- b. APPROVAL OF FY 2023 SCHOOL CALENDAR
 - a. Motioned by Mr. Morris and seconded by Mr. Lewis; unanimously approved.
- c. APPROVAL OF FY 2023 EMPLOYEE CALENDAR
 - a. Motioned by Mr. Lewis and seconded by Ms. Kelly; unanimously approved.
- d. APPROVAL OF PARENT ENGAGEMENT POLICY
 - a. Motioned by Ms. Kelly and seconded by Mr. Lewis; unanimously approved.
- e. APPROVAL OF FY 2023 PARENT COMPACT
 - a. Motion by Ms. Taylor and seconded by Mr. Rogers; unanimously approved.
- f. APPROVAL OF CONSOLIDATED LEA PLAN (CLIP)
 - a. Motion by Mr. Lewis and seconded by Mr. Rogers; unanimously approved.
- g. APPROVAL OF EMPLOYEE LEAVE POLICY
 - a. Removed from the agenda
- h. APPROVAL OF FY 22-23 AMENDED OPERATING BUDGET
 - a. Tabled
- i. APPROVAL OF FY 22-23 OPERATING BUDGET
 - a. Tabled
- j. APPROVAL OF PARENTS BILL OF RIGHTS POLICY
 - a. Motioned by Mr. Morris and seconded by Mr. Lewis; unanimously approved.
- k. APPROVAL OF PROTECT STUDENTS FIRST ACT (R22062812)
 - a. Motioned by Ms. Kelly and seconded by Mr. Lewis; unanimously approved.

Item B: Executive Session

Conclusion: Motioned by Mr. Morris and seconded by Ms. Taylor. The Board was in session from 7:24 PM – 8:22 PM

Adjourned at 8:24 PM

**CIRRUS ACADEMY EDUCATION GROUP, INC.
GOVERNANCE BOARD OF TRUSTEES
CEG VIRTUAL SPECIAL CALL MEETING
JUNE 30, 2022
10:00 AM**

AGENDA

SECTION I: CALL TO ORDER

A. ROLL CALL

B. APPROVAL OF AGENDA (R22063001)

SECTION II: UNFINISHED BUSINESS

A. RESOLUTIONS

a. APPROVAL OF FY 22-23 AMENDED OPERATING BUDGET
(R22063001)

b. APPROVAL OF FY 22-23 OPERATING BUDGET (R22063002)

• NEXT BOARD MEETING: JULY 19, 2022

ADJOURNMENT

CONFERENCE CALL INFO

MEETING ID: 882 6457 6260

PASSCODE: 130732



Beaufort Gazette
 Belleville News-Democrat
 Bellingham Herald
 Bradenton Herald
 Centre Daily Times
 Charlotte Observer
 Columbus Ledger-Enquirer
 Fresno Bee

The Herald - Rock Hill
 Herald Sun - Durham
 Idaho Statesman
 Island Packet
 Kansas City Star
 Lexington Herald-Leader
 Merced Sun-Star
 Miami Herald

El Nuevo Herald - Miami
 Modesto Bee
 Raleigh News & Observer
 The Olympian
 Sacramento Bee
 Fort Worth Star-Telegram
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 Wichita Eagle

AFFIDAVIT OF PUBLICATION

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43841	284046	Print Legal Ad - IPL0079414		\$15.00	2	33 L

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CIRRUS ACADEMY
 1870 PIONONO AVE
 MACON, GA 31204

**CIRRUS ACADEMY EDUCATION GROUP, INC.
 GOVERNANCE BOARD OF TRUSTEES
 CEG VIRTUAL SPECIAL CALL MEETING
 JUNE 30, 2022
 10:00 AM**

Cirrus Education Group will hold a VIRTUAL SPECIAL CALL Meeting on June 30, 2022 at 10:00 AM

AGENDA

SECTION I: CALL TO ORDER

- A. ROLL CALL
- B. APPROVAL OF AGENDA (R22063001)

SECTION II: UNFINISHED BUSINESS

A. RESOLUTIONS

- A. APPROVAL OF FY21-22 AMENDED OPERATIONS BUDGET (R22063001)

- B. APPROVAL OF FY 22-23 OPERATING BUDGET (R22063002)
 NEXT BOARD MEETING: JULY 19, 2022

ADJOURNMENT

CONFERENCE CALL INFO

IPL0079414
 Jun 30 2022

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No. of Insertions: 1

Beginning Issue of: 06/30/2022

Ending Issue of: 06/30/2022

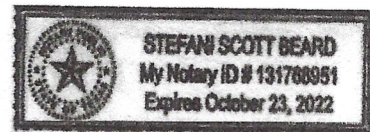
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Willmenta Leonard

Sworn to and subscribed before me this 30th day of June in the year of 2022

Stefani Beard

Notary Public in and for the state of Texas, residing in Dallas County



Extra charge for lost or duplicate affidavits.
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CEG Called Board Meeting Minutes Brief

June 30, 2022

10:00 AM

The CEG Board met virtually on Thursday, June 30, 2022, at 10:11 A.M.

Board Members Present

Sheldon Hart, CEG Board President

Albert "Major" Rogers, Academic Committee

Nathan Lewis, Finance Committee

Shirlynn Kelly, Personnel Committee

Latrell Taylor, Board Member

Joe Morris, Board Member

Dr. Gail M. Fowler, Superintendent/CEO

CACS Administration Present

Stanley Williams, CFO

LaShondra Fowler, Senior Accountant

Diane Freeman, Federal Programs Director

Brenda Edwards, Student Support Services

Wendy Grimes, Director of Operations/Nutrition

Sonja Riley, Human Resources Coordinator

A copy of the agenda is attached. The following items were reviewed and further discussed by the committee and administration:

Section I: Call to Order

Item A: Roll Call

Item B: Approval of Agenda

Conclusion: Motioned by Mr. Lewis and seconded by Ms. Kelly; unanimously approved with the addition under Resolutions, C. Suspension of All Contract Payments.

Section II: Unfinished Business

Item A: Resolutions

Conclusion:

a. APPROVAL OF FY 21-22 AMENDED OPERATING BUDGET

a. Motioned by Mr. Morris and seconded by Mr. Lewis; unanimously approved.

b. APPROVAL OF FY 22-23 OPERATING BUDGET

a. Motioned by Mr. Rogers and seconded by Ms. Kelly; unanimously approved.

c. APPROVAL OF SUSPENSION OF OFF-CONTRACT PAYMENTS

a. Motioned by Ms. Kelly and seconded by Mr. Morris; unanimously approved.

Motion for adjournment by Mr. Morris and seconded by Mr. Lewis

Adjourned at 10:32 AM

Indicator 2: Financial Oversight

Cirrus Academy Charter School Equipment, Real Property, and Inventory Policy Federal Programs FY23

The Federal Program Director collaborate with the Media Specialists to ensure that all equipment and items (filing cabinets, hardware, digital cameras) purchased through **Federal Programs** are necessary and allowable according to identified needs and budget restrictions. These items purchased utilizing federal funds with a useful life of one or more years are tagged and maintained on the system inventory and/or disposition list. Use is strictly monitored to meet program requirements. An on-site property inventory by district and/or school personnel is conducted on an annual basis.

An inventory of items purchased with a useful life of one year or more is maintained at the school and district level. An excel database is used to keep the inventory for system inventory. When property/equipment is purchased and received, a tag is attached to the item or it is marked in some fashion as to the fund (**i.e. Title I, Part A, Title I-C, Title II-A, and IDEA**) from which it was purchased. This information is also recorded on the inventory records. A list of inventories that is "signed out" to each teacher is kept up to date by the media specialists.

A physical inventory is taken once annually. Results of the physical inventory are compared to purchase orders of equipment that was purchased and assigned to various sites in the school district.

Any discrepancies with the inventory are addressed by the program director and the individuals at the school level.

Cirrus Academy Charter School has implemented appropriate guidelines for the purchase, acquisition, disposal, surplus, maintenance and inventory of equipment. Any inventory discrepancies are addressed and resolved.

Methods of communication with principals, school improvement specialists, school personnel, and others include large and small group meetings, formal and informal meetings, e-mail, text memorandum, or telephone. Communication is two-way, and the Program Directors meet on an annually basis with the Leadership Team to ask and answer questions or discuss concerns about funding, procedures, allowable expenses, or other requirements and technical assistance.

A Districtwide Federal Programs inventory is maintained on a spreadsheet by school and district that identifies the program funds used and FAIN number, describes the item, serial number, vendor, date of purchase, unit cost, location, condition, use, and disposition. Equipment purchased with federal funds is permanently marked with the name of the program funds used to purchase the item. For example, "Title I" and the fiscal year in which the equipment was purchased.

Equipment with an acquisition cost of less than \$5,000 which is at least five years old and no longer effective has been purged or transferred to another location.

Physical inventories are conducted annually. Cirrus Academy Charter School on-site physical inventory takes place in the spring of each year. Federal Programs personnel or a designee performs the inventory. The person conducting the inventory signs and dates the inventory check list to provide verification that the inventory was conducted.

In the event Federal Programs equipment or technology is stolen, the following procedure will be followed: (1) File an incident report with the police or SRO, (2) Attach the incident report to the

Equipment Disposal Form and send to the Federal Programs office. (3) Make corrections to the Federal Programs Inventory and maintain notation of the incident for 3 years. (4) Send the updated inventory to the appropriate Federal Program Director, for example Title I, Part A.

In the event Federal Programs equipment or technology is lost, the following procedure will be followed:

- (1) Attach the incident report to the Equipment Disposal Form and send to the Federal Programs office.
- (2) Make corrections to the Federal Programs Inventory and maintain notation of the incident for 3 years.
- (3) Send the updated inventory to the appropriate Program Director, for example Title I, Part A.

Inventory

Inventory is maintained by the Technology Specialist on an annual basis. Inventory is documented in a database that is updated each time equipment is purchased. All federal programs property is identified by permanent markings on the equipment that signify the program and the fiscal year the equipment was purchased. The database identifies the program funds used and FAIN number, describes the item, serial number, vendor, date of purchase, unit cost, location, property tag owner, acquisition date, condition, use, and disposition. School personnel must annually conduct a physical inventory of the equipment. These records are kept for three years. Damaged and inoperable equipment will be reported to the federal program director. Damaged and inoperable equipment will be returned to the Federal Program Director's office to be removed from the inventory. Records for items identified for disposition are maintained on the inventory for three years before final removal. A police report will be required for stolen property. Lost equipment will be verified by the principal and noted in the inventory. Designated school personnel attest that the equipment is as identified on the inventory record submitted to the Program Director. Technology personnel help determine the condition of equipment. When a piece of equipment needs to be disposed of, disposal forms are completed and kept on file. Disposal occurs according to the Cirrus Academy Charter School disposal procedures. Hard and electronic copies of the inventories are filed with the Program Director.



Cirrus Academy Charter School
Financial Policies
2022-2023

Dr. Gail Fowler, CEO/Superintendent
Revised: April 22, 2022

The Board of **Cirrus Academy** has reviewed the following Financial Policies, which shall be effective commencing on the date that the policies are adopted by the Board.

Annual Operating Budget Policy

The Budget Process

Responsibility. The Chief Executive Officer (CEO) will ensure that Cirrus Academy follows a budgeting process that is consistent with the requirements of Federal and Georgia statutes, State Board of Education Rules and Regulations, and all other laws, regulations, and rules that may apply.

Preparation. The Chief Financial Officer (CFO) is responsible for the preparation of the annual budget, and timely presentation to the Finance Committee and to the Board.

Needs analysis. Each year, prior to the drafting of the annual Operating Budget, the CEO shall ensure that a needs assessment of Cirrus Academy is drafted and finalized by a budget committee consisting of the CEO, the CFO, and other individuals designated by the Board. The needs assessment shall be the basis for the drafting of the annual budget.

Public hearings. Georgia HB 65 requires **at least** two public hearings, which cannot be held within the same week, before final adoption of the budget. Public hearings can be held before or after adoption of a tentative budget, as long as it is before adoption of the final budget. If a final budget is adopted before the local final tax millage rate is set, three additional public hearings are required after the final budget is adopted.

Adoption. The Board shall formally adopt the budget in an open meeting held in accordance with the Board's bylaws no later than June 30th of each year. No spending can occur (for salaries, rent, maintenance, or any other category) prior to the formal budget adoption of a budget by the Board.

Minutes. The Board Secretary will record the adoption of the budget and any amendments in the Board meeting minutes for the meeting where the adoption occurs.

Post-adoption. Following the adoption of the budget, the CEO and the Board shall review the actual fund disbursements compared to the final adopted or amended budget and make adjustments to future budget periods as needed. This process will be facilitated by the CFO and the Finance Committee.

Fiscal Compliance

Regulations. The CFO, under the direction of the CEO, shall ensure that Cirrus Academy complies with all state and federal laws, rules, and regulations concerning the budget and all activities and procedures of the school.

Annual Audit and Financial Statements

Annual Audit. Annually, the Treasurer of the Board shall ensure the engagement of a certified public accountant (CPA) or the Georgia Department of Audits to audit the financial operations and internal control procedures of Cirrus Academy. The Board shall select and contract only with auditors approved by the Georgia Department of Education, or the Georgia Department of Audits. The Board shall ensure that the school provides timely

assistance to the auditors to provide them with the necessary information to ensure that the audit can be submitted to the necessary authorities within the required timeframe.

Board Action. Once the Board of Cirrus Academy receives the final report, it must vote to accept the contents of the audit at either its next regularly called meeting or at a special meeting called in accordance with the Board's bylaws.

Annual Financial Statement. The CEO and CFO shall prepare, or cause to be prepared, an annual financial statement for each fund subject to the authority of the Board during the fiscal year showing:

- a. the total receipts of the fund, itemized by source of revenue, including taxes, assessments, service charges, grants of state money, gifts, or other general sources from which funds are derived.
- b. the total disbursements of the fund, itemized by the nature of the expenditure; and
- c. the balance in the fund at the close of the fiscal year.

Submission to Authorizers. The CEO shall ensure that a copy of the annual audit report is timely

filed with the State Board of Education. The audit report should include a certificate signed by the Chair of the Board that the Board voted to accept the contents of the audit. If the Board did not accept the contents of the audit report, that and comments related to the reason for the exception, should be noted with the submission.

Accounting System Policy

Fiscal Year. Cirrus Academy adopts a fiscal year that begins on July 1 and ends on July 30 of the following year.

Financial Accounting Policy. Cirrus Academy will fully comply with generally accepted accounting practices (GAAP), and any other applicable federal, state, or local standards for financial management systems. The school will comply with all federal, state, and local laws, regulations, policies, and requirements.

Responsibility. The CFO will ensure that all accounting systems, software, processes, and procedures comply with this policy, and that appropriate school staff are knowledgeable and receive sufficient training to be able to implement this policy.

Accounting records. The school will maintain records that will adequately identify the source and application of funds. These records must contain information pertaining to grants or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income.

Internal controls. The school shall maintain effective control and accountability of all state and local funds, federal grant and sub-grant cash, real and personal property, and other assets obtained with local, state, or federal funds. The school shall adequately safeguard all such property and assure that it is used solely for authorized purposes.

Source documentation. Accounting records must be supported by such source documentation as cancelled checks, paid bills, payroll reports, time and attendance records, contract, and sub-grant award documents, etc., and be filed in a consistent and timely fashion, and be easily and readily retrievable if requested for audit or other inquiry.

Budget control. The CFO will provide a report that compares actual expenditures or outlays of state or federal funds with budget amounts for each fund, grant or sub-grant. Financial information may be related to performance or productivity data, including the development of unit cost information whenever appropriate or specifically required in the grant or sub-grant agreement. Applicable federal cost principles, agency program regulations, and the terms of grant and sub-grant agreements will be followed in determining the reasonableness, allowability, and allocation of costs.

Account Code Structure. All charter schools must use the account code structure as described in the Georgia Department of Education's Chart of Accounts.

Fund Balance Reporting Policy

Purpose. The Board recognizes that the maintenance of a fund balance is essential to the preservation of the financial integrity of the school district and is fiscally advantageous for both the district and the taxpayer. This policy establishes guidance concerning the desired level of year-end fund balance to be maintained by the district and the management of fund balance levels and is applicable only to the General Fund of the School District.

Definition and policy. Fund balance is a measurement of available financial resources defined as the difference between total assets and total liabilities in each fund.

The Governmental Accounting Standards Board (GASB) Statement 54 distinguishes fund balance classified based on the relative strength of the constraints that control the purposes for which specific amounts can be spent. Beginning with the most binding constraints, fund balance amounts will be reported in the following classifications:

1. Non-spendable Fund Balance – Fund balance reported as “non-spendable” represents fund balance associated with inventory, prepaid items, long-term amounts of loans and notes

receivable, property held for resale (however, if the use of the proceeds from the collection of receivables or sale of the property is restricted, committed, or assigned, then the receivables or property should be reported in those categories), and corpus of a permanent fund (legally/contractually required to be maintained).

2. Restricted Fund Balance – Fund balance reported as “restricted” represents amounts that can be spent only on the specific purposes stipulated by law or by the external providers of those resources (such as bond resolutions and covenants and SPLOST referendums).
3. Committed Fund Balance – Fund balance reported as “committed” includes amounts that can be used only for the specific purposes determined by a formal action of the Board. The Board as the highest level of decision-making authority will have the sole authority to commit fund balance. Constraints can be removed or changed only by the Board. Actions to constrain resources should occur prior to the end of the fiscal year, though the exact amount may be determined subsequently.
4. Assigned Fund Balance – Fund balance reported as “assigned” represents amounts intended to be used for specific purposes, but not meeting the criteria to be reported as committed or restricted fund balance. The intent is expressed either by the Board or individual authorized by the Board. Assigned fund balance also includes residual fund balance amounts in the special revenue funds, capital projects funds, and debt service funds. If these funds should have a deficit fund balance, those deficits are required to be reported as unassigned fund balance. The Superintendent or other authorized school leader will have the authority under this policy to assign funds for a particular purpose.
5. Unassigned Fund Balance – Fund balance reported as “unassigned” represents the residual classification of fund balance and includes all spendable amounts not contained within the other classifications. The Board will strive to maintain an unassigned fund balance in the General Fund of between 5% - 15% based upon annual budgeted expenditures. The balance may be drawn down in the event of an unexpected decrease in the property tax digest or a reduction to state funding.

Unassigned fund balance is reported only in the General Fund except in cases of negative fund balances in other governmental funds. If expenditures incurred exceed the amounts that have been restricted, committed, and assigned to a specific purpose and results in a negative residual amount for that specific purpose, amounts assigned to other purposes in that governmental fund are reduced to eliminate the deficit.

When an expenditure is incurred that would qualify as an expenditure of either Restricted or Unrestricted fund balance those expenditures will first be applied to the Restricted Fund Balance category. When expenditures are incurred that would qualify as a use of any of the Unrestricted Fund Balance categories (Committed, Assigned, Unassigned), those expenditures will be applied in the order of Assigned first, then Unassigned, and then Committed.

Banking Policy (revised 3/27/2020)

Bank Accounts

- I. **Authority.** The Board Treasurer and Superintendent/CEO is hereby given the authority to enter into an agreement with a bank or other federally insured financial institution once the Board has adopted a formal resolution at a Board meeting held in accordance with its bylaws designating the financial institution as the preferred provider for the school to use for its financial transactions.
- II. **Selection.** The Board Treasurer and Superintendent/CEO shall present a list of banks or other financial institutions providing financial services needed by the school in the relevant geographical vicinity. The list will compare differentiating attributes of the various institutions so that the Board may make an informed selection from the list presented. The CFO shall make his/her selection recommendation to the Board for consideration.
- III. **Accounts.** The Board Treasurer and Superintendent/CEO of the Board of Cirrus Academy is given the authority to open a business checking account and a business operating account on behalf of Cirrus Academy to be used to transact the school's business. Additional bank accounts (such as Fundraising or School Lunch Program) may also be opened once specifically authorized, approved, and recorded in the official minutes of the Board meetings.
- IV. **Banking Transactions:** The Board Treasurer and Superintendent/CEO of the Board of Cirrus Academy is given the authority to authorize ALL banking transactions in excess of \$10,000. This also includes opening a line of credit on behalf of Cirrus Education Group.

Checks

Checks written. Any authorized check for \$10,000 or more drafted on any of the school's designated bank accounts will require the approval of two or more Board members. Only the CEO, CFO, Board Treasurer, and Board President are authorized to approve checks above the restricted amount. Each check must be accompanied by appropriate documentation (requisition/purchase order, invoice/check request, vendor information and general ledger charge information) signed off as to accuracy by the CFO or designee prior to approval. The CFO is responsible for the proper filing and ready retrieval of such information as required.

Check requests. Check requests will be required when a vendor invoice or other such documentation is unavailable. The check request shall contain the name and address of the payee, the purpose of the expenditure, the date that the check is needed, and the funding source that the expenditure will be drawn from.

Accounting will add the additional account code information required to properly record in the general ledger. Check requests must be signed as approved by the requestor's supervisor, and then presented to the appropriate person in the finance/accounting department. Each check must be accompanied by appropriate documentation (requisition/purchase order, invoice/check request, vendor information and general ledger charge information) signed off as to accuracy by the CFO or designee prior to approval. The CFO is responsible for the proper filing and ready retrieval of such information as required.

Checks received. Checks received (see mail procedures) shall be restrictively endorsed "for deposit only." Deposits must be made daily by someone other than the one preparing the deposit, and independent of those recording the deposit in the ledger or preparing the bank reconciliation.

Checks payable to Cash. Checks payable to cash for any reason whatsoever are expressly forbidden. Any check request payable to cash must immediately be reported to the CEO and CFO.

Credit Card Policy (revised 4/2022)

Credit Cards/Debit Cards

Issuance. Cirrus Academy Charter School credit cards/debit cards should only be issued with the formal approval of the Board of Directors and with proper justification. The Chief Financial Officer is the administrator of the school credit card and must approve the issuance of the credit card to an authorized user. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards/debit cards are issued, they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.

- A. A credit card/debit card will be assigned to the authorized users to make purchases for the school only. Authorized users must sign and accept the Credit Card User Agreement (Appendix A). For standard purchases up to \$1,500, the credit card/debit card may be used without a Purchase order (PO) and will not require the signature of the CFO. For purchases that exceed \$1500, a purchase order must be executed and the signature of the CFO must be provided on the purchase order as approval.
- B. For a user to exceed a purchase of \$1500, an emergency need must be demonstrated and approved by the CFO. An emergency purchase exceeding \$1500 is defined as a purchase that will immediately impede or halt school operations.

Card use. School credit card/debit cards may only be used for school business expenditures. No single, non-emergency credit card transaction can exceed \$1500 without the prior approval of the CFO. Processing of multiple smaller transactions to circumvent this limitation is forbidden. Travel arrangements are to be approved prior to making reservations and must be approved by an employee's supervisor or next higher level of authority. Credit card transactions in excess of \$10,000 must receive prior Board review and approval.

Transaction Limits & Approvals (with proper documentation)

- \$0 - \$1,500: No purchase order or prior approval needed
- \$1,501 - \$9,999: CFO Signature with PO Required
- \$10,000 or greater: Purchases greater than \$10,000 must go through the prior limits and approval. In addition, Superintendent/CEO, and Board of Directors (or the Board's designee) must review and approve the transaction.

Personal transactions. Credit card/Debit cards may not be used for personal purchases and/or cash transactions. Personal use of a credit card/debit cards, if found to be accidental, will require the cardholder to refund the cost of the purchase to the school. More than one accidental use may lead to card termination. If the offense were found to be fraudulent, the cardholder could face termination and possible criminal charges.

Transaction reporting. In any month that there is activity on a user's credit card account, the cardholder must submit a list of all such transactions showing the vendor's name and address, transaction amount, and business purpose of the transaction. The reports must be submitted by the 15th of the month following the credit card transaction. Failure to reconcile the account by the monthly due date will result in suspension of Credit card/Debit cards privileges until the reconciliation is submitted for the first two offenses, and permanent Credit card/Debit cards termination for the third offense.

- A. Monthly credit card statements shall be reconciled to invoices and travel reports and are approved by the Charter School Superintendent/CEO, unless not deemed independent; then the approval would be performed by the CFO. An authorized user cannot approve reconciliation of his/her own charges. Those approvals must be done by the Business Manager/CFO.

Transaction documentation. Each transaction must be accompanied by the original receipts documenting the transaction. Missing receipts for purchases will result in Credit card/Debit cards suspension until they are provided. If a copy of a PC Credit card/Debit cards receipt

cannot be obtained from the vendor, a Missing Receipt Form, signed by the employee's supervisor, must be completed for each missing receipt. Multiple violations will result in account termination.

- A. Authorized purchases: Purchases from only known source or sole distributor will be made within approval limits provided a reasonable and diligent search has been made for other possible supplies or other appropriate information has been obtained to document the matter with written proper approvals.
- B. Unauthorized purchases: It shall be prohibited for any vendor/contractor or employee to purchase equipment, material, supplies, services, rents, or leases in any form not prescribed herein without prior written authorization from the Superintendent (or Business Manager/CFO acting on behalf of the Superintendent). Any purchase contrary to this procedure shall be considered null and void and neither the Academy nor the Board shall be bound thereby.

Restricted or fraudulent transactions. Restricted purchases will be reviewed by the CEO and CFO and may result in Credit card/Debit cards termination depending upon circumstances and the severity. Fraudulent use of the Credit card/Debit cards on any level will not be tolerated. Should it occur, all privileges will be immediately terminated, and the cardholder will be required to reimburse the school for all fraudulent purchases. Further disciplinary action will be taken according to Board Policy.

Bank Reconciliations

Separation of duties. To the extent possible, there should be separation of duties between individuals responsible for handling cash receipts and disbursements, and the individual(s) responsible for bank reconciliations. Bank statements should be delivered unopened to the Director of Operations, who will open and review prior to passing on to the CFO.

Frequency. The CFO is responsible for ensuring that all bank accounts are reconciled at least monthly. The bank statement will be reconciled to both the checkbook and the general ledger. The reconciliation will highlight any items older than 30 calendar days, which then should be investigated and resolved. Any item on the reconciliation older than 60 days should be reviewed with the Finance Committee.

Transfer of Information

Policy. Any individual serving in a position with access to school financial systems, bank accounts, payroll records, school TRS accounts, or any similar or related systems who ends their relationship with the school through resignation or termination from Cirrus Academy shall immediately give school management all necessary login information including usernames, passwords, and other related information. The school will change the passwords and other security information once the individual ends their employment or other association with the school.

Mail Procedures

Separation of duties. A non-accounting staff member should receive the mail, open it, restrictively endorse checks received, and list all checks on a collection report or pre-numbered receipt book. This report or receipt should list the date the check was received, name of the organization, company, or individual submitting payment, and a brief description of what the payment is for, and the amount of the check. The collection report or receipt book should then show the total of the daily receipts.

Verification. An accounting staff member should receive the checks and the daily collection report or receipt book from the person who has opened the mail, and then verify that all checks have been accounted for and properly recorded. The accounting staff member should then initial the collection report or receipt book and make a copy of the initialed report and complete a deposit ticket for the appropriate account or accounts. The checks and deposit tickets should then be passed on to the non-accounting person responsible for making the actual bank deposit. If the bank deposit cannot be made on the day of receipt, the deposit must be locked in a file cabinet or other secure place. The checks should only leave the office to be taken directly to the bank for actual deposit.

Payroll Policy (revised 7/21/2020)

Accurate & timely payroll. The CEO shall ensure that school employees are paid accurately and timely in accordance with applicable laws and rules.

Employee time sheet. Each employee will maintain a weekly time sheet on which he or she records the time spent during the workday along with a description of the service he or she performed during that time. The time sheets must be approved by the department head or other appropriate supervisor authorized to approve time sheets.

Payroll policy. School employees shall be paid:

- a. In United States currency.
- b. By a written instrument (e.g., check) issued by the employer that is negotiable on demand at full face value for United States currency; or
- c. By the electronic transfer of funds to the employee's bank pursuant to a direct deposit agreement signed by the employee.

Pay dates. Pay dates for employees and contract employees will be according to the following schedule:

- a. Full and part-time employees will be paid once a month with funds available on the 1st of the month. If either payday occurs during a weekend or on a bank holiday, payday will be the nearest banking day preceding or following the normal date, i.e., Saturday pay

- dates would switch to the preceding Friday, and Sunday pay dates would switch to the following Monday.
- b. Contract employees will be paid with funds available on the first banking day of the calendar month.

Withholding of wages. The CEO or designee shall ensure that the wages of school employees are not withheld except in the following situations as permitted by applicable laws and rules.

- a. The school is ordered to do so by a court of competent jurisdiction, (i.e., garnishments).
- b. The school is authorized to do so by state or federal law, (i.e., taxes and TRS contributions); or
- c. The school has written authorization from the employee to deduct part of the wages for a lawful purpose, (i.e., discretionary deductions).

Teachers Retirement System. Unless otherwise allowable by law, all teachers at Cirrus Academy shall be members of the Georgia Teachers Retirement System and subject to its requirements. Cirrus Academy will ensure that the school complies with all requirements of the Georgia Teachers Retirement System, including making any required payroll deductions and employer contributions. The school will report such deductions and contributions to the state on a timely and accurate basis. The school will print and retain copies of the TRS input reports or screens supporting entered data. Reporting mistakes or other problems will be resolved with the appropriate authorities promptly.

Segregation of Duties (GAO-14-704G)

The Cirrus Charter Academy follows processes for segregation of duties including:

Time and Effort

The Cirrus Charter Academy maintains time and effort records for all employees whose salaries or other compensation are paid in whole or in part with federal funds (not to exceed 100%). The following is implemented to ensure federal grant compliance:

- Professional qualifications are checked prior to hire and are maintained by the Human Resources Department
- All federally funded positions have job descriptions that are provided to all applicable employees
- Federal grant administrators/designees monitor the duties and responsibilities of federally funded staff along with the designated supervisor
- Monthly general ledgers are reviewed to ensure that payments are aligned with approved federal positions and the work performed
- Professional learning is documented to ensure compliance
- Federal grant administrators work with the Human Resources Department to ensure that staff are coded correctly on Certified/Classified Personnel Information (CPI) based on the work performed

Periodic Certifications

Periodic certifications are completed for staff working solely on a single cost objective and account for the total activity for the period covered by the certification. Charges for their salaries and wages are supported by periodic certifications. Periodic certifications must be:

- Completed after the fact
- Account for the total activity
- Signed by the supervisory official having first-hand knowledge of the work performed by the employee (printed name and signature)

The Semi-Annual Certification group form is used to certify that the employees listed worked 100% of their time solely on activities in the specified positions as authorized by the designated federal program(s) listed. The form must be signed by a supervisory official having first-hand knowledge of the work performed by the employees listed on the form. The form is completed every six months for any employee who is paid solely with federal funds for the specified position(s). The time periods are as follows:

- Time Period: July-December
 - o Certification completed in January/February.
- Time Period: January-June
 - o Certification completed in July/August.

After expenditure verification, the federal grant administrator or designee creates the Semi- Annual Certification group form based on the current form listed on the GADoe website. This form is sent to the appropriate supervisor who has first-hand knowledge of the work performed by the employees listed on the form.

The supervisor then reviews the list to ensure staff performed the appropriate duties. Any corrections are made as needed by the federal grant administrator or designee. Since the form is an after-the-fact certification of time worked, the supervisor will sign and date verifying the work of the listed employees after the period listed and upon receipt from the federal grant administrator. This form is then collected and reviewed by the applicable federal grant administrator.

Personnel Activity Reports (Time Logs)

Personnel Activity Reports (PAR) or time logs are completed for staff working on multiple cost objectives and account for the total activity of the staff. Split-funded personnel are required to maintain a monthly time log delineating the specific federal grant and non-federal grant duties or other federal program duties performed.

Split-funded staff are provided the current time log listed on the GADoe website by the federal grant administrator or designee by the first day of work for the applicable school year. The time log used will depend on the number of funding sources.

Detailed monthly time logs must:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Coincide with one or more pay periods
- Be signed and dated by the employee
- Be signed and dated by the supervisor having first-hand knowledge of the work performed by the employee

Additionally, the fixed schedule must identify the cost objective/fund source for each time. Employee schedules identifying the time funded by all fund sources may be used if the personnel have a fixed daily schedule.

The following procedures for time logs must be followed:

- Time logs must be electronically completed in the excel workbook provided to ensure that the hours for month and year to date calculate correctly
- Completed time logs are submitted to the immediate supervisor for review and approval (signature and date)
- Completed time logs must be submitted to the federal grant administrator by the date provided (completed and submitted monthly). The federal grant administrator is responsible for collecting the forms.
- The duties on the time log must be specific regarding the grant activities and responsibilities provided by the split-funded personnel
- Supporting documentation is maintained by the staff member completing the time log. Artifacts should be relevant to the position funded and may include but are not limited to agendas, calendar of work, schedules, and routes.
- Teacher class schedules may be turned in at least biannually (August and January) instead of time logs if the employee has a fixed daily schedule

The applicable federal grant administrator(s) will review the split-funded log for allowability and monthly percent/time breakdown. The federal grant administrator will work with the Chief Financial Officer or designee quarterly to reconcile payroll charged based on the actual percent of time charged to the listed funding sources. A final reconciliation/adjustment is completed at the end of the year if needed to ensure that the final amount charged to the federal award is accurate, allowable, and properly allocated.

Federal Substitute Procedures

Substitutes paid with federal funds may be available for approved professional learning activities that are above and beyond general requirements. Each of the following procedures must be correctly followed for professional learning participants to receive a stipend payment.

Substitute Allowability and Purpose:

- For a federally funded professional learning activity to be approved by the grant administrator, it must align with allowable initiatives identified in the

district's or school's Comprehensive Needs Assessment (CNA) and action steps listed in the Continuous System Improvement Plan (CSIP) or School Improvement Plan (SIP) that result in increased student achievement.

- Substitutes are provided for the following activities:
 - o Instructional strategies
 - o Professional learning in core subjects (ELA, math, science, social studies)
 - o Non-academic items listed in CNA, CSIP and SIP
- All professional learning must be in a professional setting such as the school or Central Office.

Substitute Compensation:

Substitute pay is based on the educational background of the substitute.

- o Full day compensation is as follows (Daily Rates):
 - § Possession of a GED certificate: \$60.00
 - § Possession of a High School Diploma: \$75.00
 - § Completion of an Associate's Degree (transcripts required): \$85.00
 - § Completion of a 4-year degree or higher (transcripts required): \$95.00
 - § Possession of a valid or expired Georgia or out-of-state teaching certificate based on a 4-year degree: \$110.00
 - § Retired Certified Teacher: \$130.00
- o Long-term substitute compensation is as follows (Daily Rates):
 - § Long Term Sub Valid Out-of-Field Certificate, Expired In/Out-of-Field Certificate: \$150.00
 - § Long Term Sub/Valid "In-Field" Certificate: \$115.00

- Extended Learning:

- o Certified Staff:
 - § Certified staff holding a valid teaching certificate will be paid for work in an approved extended learning program at their current hourly rate.
- o Classified Instructional Staff:

§ For work in an approved extended learning program, classified instructional staff will be paid at their current hourly rate.

Stipends

Stipends may be awarded only if the following conditions exist:

- (i) There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and
- (ii) There is evidence that the knowledge, skills, practices, and dispositions developed through participation in or facilitation of professional learning have been implemented/demonstrated in the classroom/work setting; and
- (iii) Participation occurs beyond regular contract hours, days, or school year.
 - 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 business.
 - The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

REVENUE AND CASH MANAGEMENT POLICY (revised 2/25/2021)

Revenue Recognition

Under the accrual basis of accounting, revenue recognition occurs in the accounting period in which the revenue becomes objectively measurable and earned. "Objectively measurable" means the amount can be determined accurately.

CACS's revenue is derived from various sources including state QBE revenue, local revenue, federal and state grants, local grants and contracts, private gifts, investment income, and miscellaneous income. School

related revenue is generated through such sources as miscellaneous sales (fundraising), athletic ticket sales, concessions, student dues and fees, etc.

Cash Receipts

Cash is the most liquid asset of an organization. Therefore, it is the objective of CACS to establish the strongest possible internal controls in this area. Internal controls related to cash are policies and procedures that serve to safeguard cash. Because of the risks inherent in cash collections, these controls are essential. Internal controls related to cash receipts are proper authorization of transactions, segregation of duties, and security of records. As cash, checks and electronic transfers (ACH) are received, the staff has two responsibilities:

1. Accountability must be established.
2. Receipts must be deposited as quickly as possible.

CACS has two main cash collection areas. These are Main Office and School Nutrition.

Main Office Cash Receipts

Cash receipting is centralized at the office. All monies collected and/or received daily in the postal mail are immediately delivered to the Financial Department for receipting. As monies are received, a Check Log is completed to include the check/cash receipt date, check/cash receipt number, payer source, amount, a brief description. The recording of the receipts is prepared in an open area, in the presence of other employees, and under the supervision of the Chief Financial Officer. Checks are endorsed with **"FOR DEPOSIT ONLY"**

A pre-numbered cash receipt is written to the individual delivering the cash to the Finance Department. A two-part cash receipt book is used. The white (top) copy of the receipt is given to the person delivering the cash. The second (yellow) copy is attached with the deposit backup and is maintained in sequential number in the receipt book for audit purposes. Cash Receipt Forms and pre-numbered receipts should be completed in **pen**. Under no circumstance should the receipt amount or signature be altered. If either of these occurs in the preparation of a receipt, mark the form as **"VOID"** and complete a new form. All voided forms should be retained for audit purposes. *Cash collected should never be used to cash checks, make change (unless noted), or purchases.*

Main Office Deposits

All funds must be always kept secure in the Finance Department safe. Safe access is limited to the Chief Financial Officer and department staff. Deposits must be made at a minimum of every 3 **business days**.

The Front Office Clerk will tally and initial the Check Log, run a tape of checks and cash, and reconcile to the cash and checks on hand on the day of deposit. The Check Log and receipts are then passed over to the Accountant to prepare the deposit and enter it into the Financial Accounting System (QuickBooks). The Accountant will run a separate tape with the deposit preparation and reconcile to the totals on the Check Log. *Copies are made of all checks, cash receipts, and deposit receipt prior to delivering to the bank. All backup documentation is maintained with the Journal Entry documentation for audit records.*

With the approval of the CEO, the CFO will designate someone not associated with the receipt or recording of cash to physically deliver the deposit to the bank and obtains a confirmation receipt. The deposit receipt is returned to the Accountant for filing. A folder is prepared for each deposit which includes the deposit receipt, backup, and hard copy of the journal entry. The journal entry is signed off by the preparer and reviewed and approved by the Chief Financial Officer.

The District also receives the majority of federal and state funds electronically from the Georgia Department of Education. The Accountant checks the on-line banking system for the general operating account for electronic deposits received. As funds are received, a confirmation page is printed. This page is noted with the account number, description of source, initialed and processed. The same procedures noted above for entering and maintaining the deposit information are completed with these receipts.

School Student Activity Fund Cash Receipts

All funds received by the school should be documented by a cash receipt. Monies received (donations, fundraisers, field trips, coke/snack commissions, etc.) by school personnel, with the exception of the Accountant, should be recorded on a Cash Receipt Form. All monies received directly by the Accountant should be recorded using a system generated, pre-numbered receipt. Cash Receipt Forms should be completed electronically and signed in **pen**. Pre-numbered receipts must be generated by the Accountant using the school activity account accounting software. Under no circumstance should the receipt amount or signature be altered. If either of these occurs in the preparation of a receipt, **"VOID"** the receipt and complete a new form. All voided forms should be retained for audit purposes.

All monies received should be recorded and turned into the Accountant intact. *Cash collected should never be used to cash checks, make change (unless noted), or purchases.* School volunteers are not authorized to make collections and issue receipts. Cash collected for miscellaneous sales (ice cream, athletic gates, dances,

etc.) should be counted with a second person present and the Cash Receipt Form signed by both parties.

Collections by Staff

Teachers/Advisors should complete and sign a Cash Receipt Form daily for any funds received from students and forwarded to the Accountant with the funds. After verifying the funds, the Accountant should record the receipt in the school activity account accounting software and print a three-part, system generated, pre-numbered receipt. The first part of the receipt should be given to the teacher/advisor. The second part of the receipt should be attached to the Cash Receipt Form. The final receipt copy should be maintained by the Accountant, along with any voided receipts for review. ***The bottom of the Cash Receipt Form should be completed with the account information. Checks, pre-numbered cash receipt copies, deposit receipt, Cash Receipt Form, and other backup is copied and maintained prior to delivering the checks to the bank.***

Ticketed Events

Pre-numbered admission tickets are to be used at any school activity or athletic event where an admission fee is charged, or donation accepted for admittance. CACS will be held accountable for the number of tickets used.

Since large amounts of money are collected at ticketed events, the following procedures should be followed:

- Assign two people to each gate. One person to sell tickets and collect money; the other person to collect the tickets at the gate. If it is necessary to sell tickets at more than one location (such as two or more gates at a football game), separate cash boxes and reconciliations should be completed. Also, ticket sales and collections for each individual event should be accounted for and kept separate. For example, proceeds for a dance that is held after a football game should be collected and accounted for separately.
- Appropriate security measures should be established for the collection of cash and followed by the ticket sellers.
- A Ticket Sales Cash Reconciliation Report must be completed for all ticket sales from ticketed events. The gate collections should be reconciled to the number of tickets sold. The money should be counted and verified under dual control at the end of the event. A Cash Receipt Form should also be completed for the total amount of the ticketed event collections. Both verifying parties should also sign the Cash Receipt Form.
- Collections from an afternoon/night activity should be dropped in the school vault or night depository at the bank and retrieved by the Accountant for regular deposit the following working or banking day. It is a good idea to have a security person accompany the deposit, if possible. Collections that are kept in the school overnight should be in the school safe or vault. ***Gate receipts should never be taken home for safekeeping.***
- The Accountant should verify the collections, sign the Cash Receipt Form, and generate a pre-numbered receipt. The Ticket Cash Reconciliation Form should be verified and signed by the Accountant and attached to the original Cash Receipt Form. A form received unsigned by the ticket seller and gatekeeper should be copied and retained and the original sent back for signature. A follow-up log should be maintained to ensure receipt of the original signed form. ***Checks, pre-numbered cash receipt copies, deposit receipt, Cash Receipt Form, and other backup is copied and maintained prior to delivering the checks to the bank. The bottom of the Cash Receipt Form should be completed with the account information.***
- All monies collected for ticketed events should be receipted and deposited intact and no payments should be made in cash to officials, security personnel, workers, or other employees. Checks should not be cashed from gate receipts. ***All employees must be paid through payroll.***
- It is recognized that errors may occur in making change and that the actual cash collected may not agree with the number of tickets sold. For this reason, any difference in the potential cash and the actual cash in the cash box should be shown on the Ticket Cash Reconciliation Form with an explanation. All forms with this difference ***must be signed by the Superintendent.***

Miscellaneous Receipts

The Accountant should complete a pre-numbered receipt for any miscellaneous receipts received by the school such as vending commission checks or donations. The Accountant should not complete Cash Receipt Forms or pre-numbered receipt for monies that were initially received by another individual.

School Pupil Activity Fund Deposits

The Superintendent or designee is responsible for the timely deposit of money into the bank. This responsibility may be delegated to the school Accountant. In order to safeguard our financial resources, it is recommended that bank deposits be made on a daily basis. A bank deposit ***must*** be made at a minimum of every ***3 business days***, regardless of the amount of the collections. Bank deposits ***must*** be made whenever total collections on hand exceed ***\$250***, or before any weekend or extended school holiday. The Accountant should endorse all checks received immediately ***“FOR DEPOSIT ONLY”*** with school name and bank

account number. All money or checks on hand **must** be kept in a safe or locked file cabinet inside a locked room/office at all times. Non-deposited receipts are the responsibility of the Superintendent and the Accountant. Other school personnel should **not** have access to the collected funds.

The Accountant will prepare a bank deposit ticket for each bank deposit. Multiple cash receipts can make up one deposit and can be detailed on the bank deposit ticket. Cash Receipt forms, pre- numbered cash receipt copy # 2, and the Deposit backup, which includes a copy of the bank deposit ticket, bank deposit record receipt, and check stubs, should be attached to the applicable system generated revenue report.

Deposits should never be left with a bank teller at the bank to process later. The Accountant should always wait on a deposit ticket receipt from the bank teller. After hour deposits may be made in a night depository. School deposits should be entered into the Financial Accounting System on a **daily** basis. It is extremely important to always keep all accounting records current.

School Nutrition Receipts

The primary cash collectors at CACS are the School Nutrition Program employees at the cafeteria lines. The greatest risk of loss is through negligence. All efforts should be made to ensure that each location that is collecting cash provides adequate physical security and that proper cash handling procedures are followed. All money is to be placed in the cash drawer at the time it is received and tendered in the correct category. Under no circumstances is money to be kept any place other than the cash drawer. If it becomes necessary to leave the register during serving time, the cash drawer must be closed, locked, and the key removed.

Under no circumstances are payments of any kind to be made out of daily receipts. If a refund of prepaid meals is necessary, the student's parent/guardian will notify the School Nutrition Department in writing to request a refund. With authorization from the School Nutrition Program Director, the Accountant will process a refund check to the parent.

Checks received should be immediately endorsed "**FOR DEPOSIT ONLY**" with School Nutrition Program and bank account number included in the endorsement. The monies received each day should be counted by two people, each in the presence of the other. The total money is compared to the cash register total less the money used daily to make change. ***Under no circumstances should personal money be placed in the cash drawer to force a balance.***

A Weekly Cash Income Report is used to record the monies received by category (student breakfast sales, student lunch sales, adult sales, etc.). At the end of each week the report is signed by the cafeteria manager and corresponding deposit slips and bank receipts are forwarded to the Accountant. The Accountant checks the reports for accuracy, initials for any corrections, and enters the receipts into the Financial Accounting System.

School Nutrition Deposits

Deposits are prepared and physically delivered to the bank by the cafeteria manager daily. Bank deposits for the School Nutrition Program receipts collected at the school level shall be made on a **daily** basis. ***Deposits should not be held overnight for deposit the next morning.***

Accounts Receivable

Accounts Receivable is booked at year-end for all funds except School Nutrition Program funds. Those funds are booked on a monthly basis as required by GADOE. An Accounts Receivable notebook is prepared at year-end with backup to support the receivable entry for audit purposes. A detail Trial Balance Report is also used to reconcile the balance sheet receivable totals. During the subsequent fiscal year, the receivables are monitored to ensure the receipt of all funds. Accounts Receivable balances are tracked in the following object categories:

1. 10121 – Taxes Receivable
2. 10141 – Inter-governmental Accounts Receivable – State
3. 10142 – Inter-governmental Accounts Receivable – Federal
4. 10143 – Inter-governmental Accounts Receivable – Local
5. 10153 – Accounts Receivable – Individuals, Firms, Corporations

Accounts Receivable Credits and Write-off Procedures

From time to time, credits against Accounts Receivable from transactions other than payments and bad debts occur. Examples of these credits include returned products and adjustments for errors. All credits are processed by the Accountant, who is separate from the cash receipt function.

It is the policy of CACS to ensure that all available means of collecting accounts receivable have been exhausted before write-off procedures are initiated. Write-offs are processed by the Lead Accountant, with approval from the Chief Financial Officer.

Wire Transfers

The Superintendent/ CEO & Chief Financial Officer shall be the only individuals authorized to process wire transfers from CACS bank accounts. As an added level of security, security tokens are used with the bank online system to process wire transfers. The security tokens provide an additional passcode used during login on the bank system. The security tokens are provided by the bank. Wire transfers are set up with dual control for the entry and release of files.

Cash Flow Management

The Chief Financial Officer monitors cash flow needs and bank account balances on a daily basis. The online banking websites are utilized for ongoing balance monitoring. Cash transfers between accounts are processed on an as needed basis to cover cash flow needs and to maximize investment earnings by the Chief Financial Officer.

Stale Dated Checks

Outstanding checks that are more than 6 months old are considered stale. Outstanding checks should be reviewed by the Accountants and reconciliation preparers monthly for security purposes and to eliminate potential fraud. Stale checks should be researched, voided, and replacement check issued as necessary.

Gift Cards

Gift cards may be purchased for students with student generated funds as a means of recognition of scholastic, attendance or money raising achievement. Student generated funds may **not** be used to purchase gift cards for faculty/staff or other adults. Gift cards may be purchased for faculty/staff or other adults with adult generated funds with applicable approval.

All gift card purchases (student and adult) must be documented with a signed receipt form. Each recipient of a gift card must sign to acknowledge receipt of the gift card. The signed receipt form should be maintained with the paid invoice file.

Gift cards may not be purchased in advance and held for future use. Holding cards presents a security issue with the chance of unused cards being stolen or used for unauthorized purposes. It also creates an accounting posting issue because Accounts Payable must maintain a tickler file to monitor the use of the cards to ensure the acceptance of appropriate receipt documentation.

Segregation of duties

The Treasurer and the CFO are jointly responsible for ensuring that appropriate segregation of duties exists with regard to all cash activities, including recording receipts, making deposits, recording journal entries to the general ledger, and reconciling bank accounts.

Petty Cash

The school is authorized to have a petty cash fund not to exceed \$500, if needed. With the approval of the CEO, the CFO will designate a non-accounting employee trusted to maintain the school's petty cash fund.

The petty cash funds should be kept in a secured locked box under the control of the designated employee. All disbursements from petty cash must be documented in writing, indicating the date, amount disbursed, the identity of the individual receiving the funds, and the business reason for the disbursement. Petty cash must not be used to cash checks. The original copy of the disbursement documentation should be attached to the periodic check request to replenish the petty cash fund.

The CFO's designee (other than the petty cash custodian) should audit the petty cash fund to ensure that the total of cash on hand plus documented disbursements total the authorized fund balance, prior to approving and processing the replenishment request.

Employee Reimbursements

1. Employees will be reimbursed for expenditures within ten (10) days of presentation of appropriate documentation including signatures
2. Any expenditures greater than \$50.00 will require an expense sheet, receipts and other appropriate documentation.
3. Any grant related expenses/reimbursements will require the signature of Federal Grants Director.
4. Once all signatures have been obtained, Superintendent/CEO will signoff as Final Approver.
5. Expenses and Reimbursements for Superintendent/CEO, CFO, and Board Members will require signature of Board Treasurer as final approver.
6. Expenses for Board Treasurer will require signature of Superintendent/CEO, CFO, and Board Member designee as final approver.

7. Reimbursements will be processed for payment through the current accounting platform bill.com.

Employee Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The Federal Grants Program Manager and Superintendent/CEO must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the Superintendent/CEO, CFO
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report, mileage report, and travel authorization and submit it to the Superintendent/CEO, CFO for approval and then on to Accounting for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.
9. Once all signatures have been obtained, Superintendent/CEO will signoff as Final Approver.
10. Expenses and Reimbursements for Superintendent/CEO, CFO, and Board Members will require signature of Board Treasurer as final approver.
11. Expenses for Board Treasurer will require signature of Superintendent/CEO, CFO, and Board Member designee as final approver.
12. Reimbursements will be processed for payment through the current accounting platform bill.com.

Meals

Meals are reimbursed on a per diem basis (not actual expenses) for overnight official business travel outside of the school system.

- Day travel in Georgia:
 - Meals for day travel to trainings, conferences, school related events, etc. are not reimbursable.
- Overnight travel:
- Employees traveling overnight are eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status including the day of departure and day of return.
 - a. **In-State:** Employees traveling overnight 'in state' are eligible for 100 percent (100%) of the total per diem rate on the first and last day of travel. For example, if the per diem rate allows a \$28 total reimbursement, the traveler would receive a full daily reimbursement amount less any provided meals.
 - b. **Out of State:** Employees traveling overnight 'out of state' are generally eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status other than the day of departure and the day of return. Travelers are eligible for 75% of the total per diem rate on the first and last day of travel. For example, if the per diem rate allows a \$54 total reimbursement, \$41 would be allowable on a travel departure or return day less any provided meals. As a result, time of departure and time of return are not considerations for calculating the meal per diem when associated with overnight travel.

General meal requirements:

- Meal are reimbursable on a per diem basis (not actual expenses) for overnight official business travel based on the number of meals per day for which the traveler is eligible. Meal per diem rates include applicable tax and tip.
- Employees who are provided meals during travel as part of a conference fee must deduct the corresponding, applicable meal rate from their per diem reimbursement claim for each meal provided. Meal adjustments include those provided by hotels, meetings, conferences, or any other

source. If a continental breakfast, lunch, dinner, or reception is offered as part of the travel and the food/timing is sufficient to serve as a meal, the traveler must reduce the per diem by the appropriate allowance amount. If a traveler has medical restrictions and cannot eat a meal provided by any source while traveling, the traveler should make every effort to have the source facilitate his/her needs. If the source does not or cannot honor the request, the traveler is not required to deduct the applicable meal allowance from the per diem. However, the traveler must include a note or other documentation with the travel expense reimbursement form documenting this information.

Meal Limits:

- Maximum per diem meal amounts are found on the Georgia State Accounting Office Travel Policy at <https://sao.georgia.gov/travel/state-travel-policy>

Travel Reimbursement

Employees should submit all expenses and accompanying documentation for reimbursement and reconciliation within 10 days of the completion of the event or trip but no later than 45 calendar days. However, a reimbursement request will preferably be held until an amount of at least \$10 is due. IRS regulations state the traveler must adequately account to the employer and submit travel expense reimbursement requests within 60 days of the end of the trip. Such expenses if submitted after 60 days become taxable income to the traveler.

Expense reimbursement requests must be submitted as soon as possible. For travel completed in June, employee travel reimbursement forms must be submitted to the accounting office no later than June 30th to meet fiscal year requirements. Reimbursement documents and/or requested corrections not received by established due dates may not be approved.

When submitting a travel reimbursement form, the following items are to be completed to avoid delays in the reimbursement process:

- Employee signature and date
- Documentation that must be maintained and attached (if applicable)
- Conference Agenda
- Receipts for lodging
- Receipts for other expenses (parking, etc.)
- Pre-approval for professional leave (should be on file with the Human Resources Specialist)

- If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
- If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.
- Expenses and Reimbursements for Superintendent/CEO, CFO, and Board Members will require signature of Board Treasurer as final approver.
- Expenses for Board Treasurer will require signature of Superintendent/CEO, CFO, and Board Member designee as final approver.
- Reimbursements will be processed for payment through the current accounting platform bill.com.

The submitted travel reimbursement form and supporting documentation requires the approval of the Superintendent. Once approved, the form will be returned to the Director of Finance for inclusion in a normal check run. Grant administrators will approve all travel prior to payment. Documentation will be maintained by the Director of Finance and accounting office.

Purchase Order Policy (revised 7/21/2020)

Purchase Order Policy

To ensure fidelity, the Cirrus Charter Academy Board approves the Superintendent/CEO and Finance Department to oversee the operations of all purchasing. The Superintendent/CEO and Finance Department have direct authority and responsibility regarding the budget and expenses of the grant/revenue.

It is the responsibility of the Superintendent/CEO to notify the Chief Financial Officer and/or designee when an issue or discrepancy arises concerning purchase orders, payments, payroll, and/or journal entries to reduce and prevent errors, waste, and fraud. Unless stipulated otherwise by the federal award, the grant is governed by the policies and procedures adhered to by the Cirrus Charter Academy.

The Superintendent/CEO and the Finance Department are responsible for ensuring that the financial system accurately reflects the activities associated with the grant/revenues.

Segregation of Duties for Purchasing

- Requisitions will be approved at the school or department-level by the appropriate administrator authorized to make purchasing decisions prior to being purchased.
- The Superintendent/CEO will review the requisitions for appropriateness and for proper account use. Once determined appropriate, the requisition will be approved and will be forwarded to the CFO for final approval. After approval, the purchase order will be sent to the requestor for purchase.
- After the purchase has been made and all items received, the purchase order is marked as received by the purchase order creator (Federal Programs Director or designee) once items are verified. The invoice will be sent to the Chief Finance Officer or designee where the Accountant will make payment.

Transaction Limits & Approvals (with proper documentation)

- \$0-\$2500: CFO and Superintendent/CEO Signature PO Required
- \$2501-9999: CFO and Superintendent/CEO Signature with PO Required
- \$10,000-greater: Purchases greater than \$10,000 CFO Signature Required, Superintendent/CEO, and Board Treasurer Signature Required

Procurement

In addition to local requirements, procurement with federal funds is based on one of four levels:

- Micro-Purchase (\$0-\$10,000)
- Small Purchase (\$10,000-\$250,000)
- Sealed Bids (>\$250,000)
- Competitive Proposal (>\$250,000)
- Sole Source

Procurement levels are periodically adjusted for inflation.

Bid request process.

- a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brandname or equal descriptions that bidders are required to meet;
- b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises to the maximum extent practical and possible;
- c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
- d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;
- e. Procurement documents shall be made available, upon request, to appropriate government officials.

Micro-Purchase: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. TCSS uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. Cirrus Charter Academy calculates the aggregate dollar amount for each purchase order of products/supplies or services.

Small Purchase: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

Sealed Bids: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- 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 business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals: Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids.

For competitive proposals, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

Noncompetitive Proposals

Procurement by noncompetitive proposals (sole source) is conducted through solicitations of a proposal from only one source and may be used when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of several sources, competition is determined inadequate.
- Procurement by sole source should be limited.
- The grant administrator will obtain the price-rate quotes/bids.
- Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Responsibility. The CEO is responsible for ensuring that an employee with the right skills and background is assigned to implement the Purchasing Policy of Cirrus Academy in an efficient and

cost-effective manner.

Policy Statement. Cirrus academy will implement practices and procedures that will facilitate the determination of needs for goods and services, such as inventory, equipment, office supplies, and professional services, ensuring that the determination is made by qualified individuals according to organizational guidelines that consider adequate quantities, reasonable prices, timely receipt, proper specifications, and desired quality, which will avoid the disruption of operational efficiency because of improper or untimely purchases and potential losses and use of cash caused by excessive purchases.

Order requisition. Requisitions initiate the purchasing process. Once an employee determines the need for a particular supply item or service, the employee should complete a requisition form that identifies the item or service required, the quantity requested, and how the item will be used, and who will use it, and the date that the item needs to be available for use. The completed requisition form will be routed for approval to the employee's supervisor, and then to the department or section leader. The approved requisition will be routed to the person responsible for purchasing for sourcing. Approvers must be aware of the available budget, and the impact of the purchase on remaining budget funds. It is important to balance the need/utility of the purchase versus the impact on the remaining budget.

Vendor selection. The person responsible for the purchasing function should evaluate the feasibility of purchasing the item or service from a previously qualified vendor, versus the need to source from new vendors. If sourcing from new vendors is required, bids must be solicited from at least three non-related sources. Vendor selection will be based on ability to furnish items meeting the requisitioned specifications, ability to furnish such items by the date and in the quantity needed, and most economical use of funds. Prior ability vendor performance may also be a consideration factor. Once vendor selection is decided, the purchase order is issued.

Receipts. The physical receipt of all purchased goods is the responsibility of the requesting department. The receiver inspects goods for conformity with specifications on purchase orders. Quantities are verified by counting, weighing, or measuring. Receipt (and acceptance) of items on an order is documented on the receiving section of the Purchase Order Request Form. The form is forwarded to the Accounts Payable office to be matched with the associated invoice(s) and processed for payment. All packing slips and/or shipping documents are sent to Accounts Payable either as is or with the receiving record depending upon the method used (online vs. form) to obtain the PO number.

Federal Fiscal Compliance Policy (Revised 7/21/2020)

Segregation of Duties Federal Programs

Purpose. Segregation of duties helps prevent fraud, waste, and abuse in the internal control system. The LEA considers the need to separate control activities related to authority, custody, and accounting of operations to achieve adequate segregation of duties. Segregation of duties can address the risk of management override. Management override circumvents existing control activities and increases fraud risk. The district addresses this risk through segregation of duties.

To ensure fidelity among all federal programs, the Cirrus Charter Academy Board approves the Superintendent/CEO and Finance Department to oversee the operations of all federal programs. The Superintendent/CEO and Finance Department have direct authority and responsibility regarding the budget and expenses of the grant.

It is the responsibility of the Superintendent/CEO to notify the Chief Financial Officer and/or designee when an issue or discrepancy arises concerning purchase orders, payments, payroll, and/or journal entries to reduce and prevent errors, waste, and fraud. Unless stipulated otherwise by the federal award, the grant is governed by the policies and procedures adhered to by the Cirrus Charter Academy.

The Superintendent/CEO and the Finance Department are responsible for ensuring that the financial system accurately reflects the activities associated with the grant.

Responsibilities. The following are responsibilities of the Superintendent/CEO:

- Notify finance when the budget has been approved or amended
- Monitor the budget and initiate budget transfers
- Make amendments and transfers in the financial system
- Verify accurate account numbers and availability of funding for payments
- Communicate with Human Resources (HR)/Finance any changes as to who should be paid or removed from the grant
- Respect and protect the confidentiality of information that is personally identifiable

The following are responsibilities of the Chief Finance Officer or designee:

- Establish the budget in the financial system
- Provide financial reports for review to assist in capturing and reducing errors
- Authorize and withdraw access to accounts
- Make corrections to financial records when discrepancies are discovered
- Provide financial reports for review to internal and external stakeholders
- Respect and protect the confidentiality of information that is personally identifiable

Federal Program Directors have responsibility for their respective grant budgets to ensure the efficient and effective administration of the federal award through the application of sound management practices. Grant administrators determine Allowability in accordance with Subpart E—Cost Principles and the terms and conditions of the federal award.

Any purchases made with federal funds must follow the guidelines for allowable costs. Cirrus Academy Charter School will follow guidelines as detailed in EDGAR, OMB Circulars, and applicable memos, letters, handbooks, and/or communication regarding allowable/unallowable purchases provided by the Georgia Department of Education. The appropriate grant administrator will direct any questionable expense to the GADoe Area Program Specialist for that program for further clarification.

The following are responsibilities of the Grant Administrator/Federal Programs Director:

- That fund requests are necessary and reasonable for the performance of the federal award.
 - o The cost will be considered reasonable if it
 - Does not exceed an amount that a prudent person under the circumstances would incur at the same time
 - Is considered ordinary and necessary for the operation and effectiveness of the federal award
 - Is comparable to market prices for the geographic area
 - Follows sound business practices
 - Is between two parties that are independent
- That the funds conform to any limitations of exclusions set forth in the 2 CFR Sec. 200 as to types or amounts of costs.
- That the funds are consistent with policies and procedures (GAAP).
- That funds are allocable to the federal program (law and non-regulatory guidance)
 - o The cost will be considered allocable if
 - Goods or services involved are chargeable to the federal award.
 - It is necessary for the overall operation of the federal award.
 - o The grant administrator will charge proportional costs to the appropriate grant award if applicable.
- That the funds adhere to the period of performance.
 - o Each grant administrator will ensure that new obligations incurred to carry out the work authorized by the federal grant are during the time frame which the grant may incur new charges.
 - o The period of performance will be July-June (12 months) with an interim time frame of July – September (additional 3 months).
- That the funds avoid conflict of interest
- That the funds are adequately documented through the collection of artifacts (agendas, sign-in sheets, handouts, forms)
- That the funds are subject to allowability described in the General Provisions for Selected Items of Cost.

Fiscal Requirements under Title I, Title II and Title IV of NCLB and other Federal Funds under the Elementary and Secondary Education Act.

Supplement not supplant. Cirrus Academy shall ensure that federal funds will be used to supplement, not supplant regular non-federal funds.

Documentation. Documentation shall be maintained, or caused to be maintained, by the CEO. The documentation must clearly demonstrate the supplementary nature of federal funds.

Federal grant allowable expenditures. Prior to expending funds, the CEO or designee shall review the appropriate OMB Circular or other federal guidance to determine what costs are allowable under the grant. The CEO shall ensure that all grant funds are expended in accordance with the Circular or other applicable federal law or rule.

Charter Schools Program (CSP), NCLB Title V, Part B

Compliance. If Cirrus Academy receives CSP grants, the CEO will ensure that Cirrus Academy is in compliance with and will use the federal funds in accordance with all statutes, regulations, and approved applications.

Fiscal control. The CEO or designee shall directly administer or supervise the administration of any project funding through CSP funds, and shall use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds.

Procurement When using CSP funds to enter into a contract for equipment or services the CEO will ensure compliance with the applicable federal procurement standards.

Use of Federal and State Grant Funds for Procurement

Open and free competition. The CEO and CFO will ensure that all procurement transactions are conducted in a manner that provides open and free competition. Awards must be made to the bidder/offeror whose bid/offer is responsive to the solicitation and is most advantageous to Cirrus Academy considering price, quality, and other relevant factors deemed appropriate by Cirrus Academy. If the lowest bid is not accepted, a note describing the reasons for non-selection must be included in the file.

Conflicts of interest. Pursuant to the Conflict of Interest Board Policy, no employee, officer, or agent of Cirrus Academy, who has a real or apparent conflict of interest, will participate in the selection, award, or administration of a contract supported by federal funds. Employees, officers, and agents may also not solicit or accept favors, gratuities, or anything of monetary value from contractors or their agents, either for themselves or for family members or associates.

Bid request process.

- f. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brand name or equal descriptions that bidders are required to meet;
- g. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises to the maximum extent practical and possible;
- h. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
- i. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;
- j. Procurement documents shall be made available, upon request, to appropriate government officials.

Segregation of Duties for Purchasing

- Requisitions will be approved at the school or department-level by the appropriate administrator authorized to make purchasing decisions prior to being purchased.
- The Superintendent/CEO will review the requisitions for appropriateness and for proper account use. Once determined appropriate, the requisition will be approved

and will be forwarded to the CFO for final approval. After approval, the purchase order will be sent to the requestor for purchase.

- After the purchase has been made and all items received, the purchase order is marked as received by the purchase order creator (Federal Programs Director or designee) once items are verified. The invoice will be sent to the Chief Finance Officer or designee where the Accountant will make payment.

Procurement

In addition to local requirements, procurement with federal funds is based on one of four levels:

- Micro-Purchase (\$0-\$10,000)
- Small Purchase (\$10,000-\$250,000)
- Sealed Bids (>\$250,000)
- Competitive Proposal (>\$250,000)
- Sole Source

Procurement levels are periodically adjusted for inflation.

Micro-Purchase: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. TCSS uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. Cirrus Charter Academy calculates the aggregate dollar amount for each purchase order of products/supplies or services.

Small Purchase: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

Sealed Bids: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- 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 business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals: Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids.

For competitive proposals, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

Noncompetitive Proposals

Procurement by noncompetitive proposals (sole source) is conducted through solicitations of a proposal from only one source and may be used when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of several sources, competition is determined inadequate.
- Procurement by sole source should be limited.
- The grant administrator will obtain the price-rate quotes/bids.
- Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Technical Evaluations of Competitive Proposals and Selecting Recipients (CFR 200.320 (d)(3))

The Superintendent shall be responsible for developing and administering the purchasing program of the school system. The purchasing procedure for each individual school shall be the same as that of the Central Office. Cirrus Academy Charter School will ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

- **Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured.**
 - A. The description must not, in competitive procurements, contain features which unduly restrict competition.
 - B. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
- **Avoid providing detailed product specifications.**
- **When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description will be used to define the performance or other salient requirements of procurement.**
 - A. The specific features of the named brand which must be met by offers will be clearly stated.
- **Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.**
- **Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition.**
 - A. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

The following are responsibilities of the Board of Governance:

- Can approve, reject any or all bids.
- The Board may in its judgement consider such factors as service, location, and timeliness of delivery; therefore, they may accept the bid that appears to be in the best interest of the school system even if it is not the lowest bid.

- The Board reserves the right to waive any formalities in or reject any or all bids or any part of any bid.
- Any bid may be withdrawn prior to the scheduled time for the opening of bids.
- Contracts binding the school district can be made only by the Board or the Superintendent or approved agent.

All purchasing procedures employed pursuant to this procedure shall be in accordance with the policies of the Cirrus Academy Board of Governance, State Board of Education, State Charter School Commission and in compliance with state and federal laws. Quotes/bids should be submitted to the Finance Department and will be kept on file by the Finance Department.

Record documentation. The CEO or designee will ensure there is a cost or price analysis made and documented with every procurement action as well as appropriate documentation for the basis for contractor selection. The CEO will also be responsible for the evaluation of the contractor's performance and will document whenever the contractor has failed to meet the terms, conditions, and specifications of the contract.

Cash Management and Drawdowns

Internal Controls. The LEA must establish procedures that provide internal controls to:

- Segregate duties associated with cash management,
- Monitor cash management activities (including reconciliations), and
- Ensure reimbursements are made only after costs have been incurred or cash advances are made as close as is administratively possible to actual cash outlays.

The Cirrus Charter Academy must minimize the time elapsing between the transfer of funds from the GADoe and the disbursement by the district. The Cirrus Charter Academy will drawdown federal funds on a reimbursement basis for all allowable expenditures incurred in their respective participating federal programs.

Cirrus Charter Academy follows drawdown procedures to ensure that:

- Reimbursements are only made after costs have been incurred,
- Drawdown requests are only for immediate need,
- The Superintendent/CEO ensures reconciliation of the budget to expenditures,
- The Superintendent/CEO authorizes the drawdown request, and
- Funds are not drawn down before actual need.

Monthly Drawdowns

The Federal Program Director will request monthly drawdowns (DE0147) in the GAORS system electronically. The Cirrus Charter Academy will request the amount to be reimbursed and upon approval from Grants Accounting, Cirrus will receive their money. The cut off for monthly drawdowns is the 10th working day of each month. The district is limited to one drawdown per month (15 payments for federal grants) during the grant period.

On the DE0147 drawdown forms, the Chief Financial Officer or Accounting Designee agrees to the following:

- By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Sec. 1001 and Title 31, Secs. 3729-3730 and 3801-3812).

Expenditure Requirements

The following chart defines the specific actions taken by each federal program to monitor the appropriate and timely drawdown of funds throughout the fiscal year.

Grant	Expenditure Guidelines	Expenditure Requirement
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Title I, Part A – Improving the Academic Achievement of the Disadvantaged	<ul style="list-style-type: none"> · October 31 = 27% · November 30 = 33% · December 31 = 40% · January 31 = 47% · February 28 = 53% · March 31 = 60% · April 30 = 67% · May 31 = 73% · June 30 = 80% · July 31 = 87% · August 31 = 93% · September 30 = 100% 	85% of Allocation and 100% of Carryover
Title II, Part A – Improving Teacher Quality	NA	85% of Allocation and 100% of Carryover
Title IV, Part A – Student Support and Academic Enrichment (SSAE)	NA	85% of Allocation and 100% of Carryover
School Improvement Grant 1003 (a)	<ul style="list-style-type: none"> · December 31 = 35% · March 31 = 50% · May 31 = 70% · September 30 = 100% 	100% of Allocation
IDEA	<ul style="list-style-type: none"> · December 31 = 25% · April 30 = 50% · September 30 = 75% or more 	75% of Allocation

Additionally, the GADoe monitors the drawdown of funds to ensure that the district is fully and appropriately drawing down available federal grant funds throughout the period of availability.

Grant Drawdown Procedures

- Grant drawdowns will be done each month to reimburse grant expenses incurred during the month the drawdown is being claimed.
- These drawdowns will occur once funds are made available in the GAORS system. Until funds are available, the Cirrus Charter Academy will forward the funds for the grants to be reimbursed later.
- The Chief Financial Officer or designee will use the accounting software to submit to the Federal Program Director then to the Superintendent/CEO the detail and total of the month's expenses in the grant to obtain approval to make the drawdown.
- Upon approval, the drawdown will be submitted into the GAORS system by the Chief Financial Officer or designee.
- Federal expenses will be reimbursed based on actual expenses charged to the funds' respective fund codes until a budget is approved by GADoe and appropriate percentages are obtained. The total drawdowns of federal funds will be the same as if split using a percentage. Throughout this process, total cash drawn down between all federal funds will be what was spent during the month of the drawdown.
- If software or account coding errors are found and need a reclassification by the Chief Financial Officer, the appropriate journal entry will be reflected in the latest month with the effect captured in the subsequent drawdown.
- In the event of a personnel reclassification that goes back to prior month payroll checks, the total difference in expense will be subtracted or added to the latest month's drawdown.

Monthly Grant Review/Reconciliation Procedure

Every month, the Federal Program Director, and the Superintendent/CEO reviews expenditures for any needed corrections. This process is as follows:

- The Chief Financial Officer pulls a general ledger report for the month and budget analysis report and sends to the grant departments.
- The Superintendent/CEO review the report expenditures for accuracy and alignment with the approved federal grant budget (reconciliation). The Superintendent/CEO notate any discrepancies.
- The Superintendent/CEO and Chief Financial Officer meet to discuss corrections that are needed.
- The Superintendent/CEO signs and dates the reports.
- The Chief Financial Officer or designee will make any corrections prior to completing the drawdown.

Maintenance of Documentation

The Chief Financial Officer or designee maintains the following documentation:

- Supporting operations reports
- General ledgers and budget analysis reports reviewed by the Federal Program Director indicating any corrections needed

General Travel Procedures Federal Programs

Cirrus Academy Charter School follows the travel procedures listed in the Statewide Travel Policy (<https://sao.georgia.gov/travel/state-travel-policy>) for all travel. Additional procedures for allowability are implemented for federal grants.

Transportation (Mileage)

- Cirrus Academy will reimburse employees the mileage rate as determined by the State Accounting Office when a personal vehicle is used.
- For out of state travel, receipts for commercial transportation must be attached to the reimbursement request. The employee is responsible for ensuring that the lowest possible fare is obtained (airfare, taxi/shuttle, and rental car).
- Employees will be reimbursed for mileage when pre-approved by an administrator.
- Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.
- For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
- The Federal Grants Program Manager and Superintendent/CEO must pre-approve all out of town travel.
- Travel advances require receipts for all advanced funds and written approval from the Superintendent/CEO and CFO.

Employees may be reimbursed for travel expenses incurred while performing job duties. Allowable expenses may include transportation, subsistence, lodging, or other related items subject to certain limitations and proper documentation if incurred by an employee who is in travel status on official business of the district.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the district in its regular operations as a result of the Georgia Statewide Accounting written travel policy (GSA 48 CFR 31.205-46a).

In addition if these costs are charged directly to the federal award documentation must justify that:

- Participation of the individual is necessary to the federal award; and
- The costs are reasonable and consistent with the district's established travel policy.
- Travel may be covered with federal grant funds under the following conditions:
 - a. Travel costs for the workshops and conferences that are instructionally focused
 - b. Travel costs that are necessary to manage the program
 - c. Travel costs must be reasonable and consistent with the written travel and reimbursement policies outlined below
 - d. Participation in an individual conference is necessary for the project as determined by the agenda

Travel costs are pre-approved by the applicable grant administrator

- a. IDEA—Director of Special Education
- b. Title I, Part A—Director of Federal Programs
- c. Title II, Part A—Director of Federal Programs
- d. Title IV, Part A—Director of Federal Programs

Meals

Meals are reimbursed on a per diem basis (not actual expenses) for overnight official business travel outside of the school system.

- Day travel in Georgia:
 - Meals for day travel to trainings, conferences, school related events, etc. are not reimbursable.
- Overnight travel:
- Employees traveling overnight are eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status including the day of departure and day of return.
 - c. **In-State:** Employees traveling overnight ‘in state’ are eligible for 100 percent (100%) of the total per diem rate on the first and last day of travel. For example, if the per diem rate allows a \$28 total reimbursement, the traveler would receive a full daily reimbursement amount less any provided meals.
 - d. **Out of State:** Employees traveling overnight ‘out of state’ are generally eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status other than the day of departure and the day of return. Travelers are eligible for 75% of the total per diem rate on the first and last day of travel. For example, if the per diem rate allows a \$54 total reimbursement, \$41 would be allowable on a travel departure or return day less any provided meals. As a result, time of departure and time of return are not considerations for calculating the meal per diem when associated with overnight travel.

General meal requirements:

- Meal are reimbursable on a per diem basis (not actual expenses) for overnight official business travel based on the number of meals per day for which the traveler is eligible. Meal per diem rates include applicable tax and tip.
- Employees who are provided meals during travel as part of a conference fee must deduct the corresponding, applicable meal rate from their per diem reimbursement claim for each meal provided. Meal adjustments include those provided by hotels, meetings, conferences, or any other source. If a continental breakfast, lunch, dinner, or reception is offered as part of the travel and the food/timing is sufficient to serve as a meal, the traveler must reduce the per diem by the appropriate allowance amount. If a traveler has medical restrictions and cannot eat a meal provided by any source while traveling, the traveler should make every effort to have the source facilitate his/her needs. If the source does not or cannot honor the request, the traveler is not required to deduct the applicable meal allowance from the per diem. However, the traveler must include a note or other documentation with the travel expense reimbursement form documenting this information.

Meal Limits:

- Maximum per diem meal amounts are found on the Georgia State Accounting Office Travel Policy at <https://sao.georgia.gov/travel/state-travel-policy>

Lodging

Reimbursement will be made for actual lodging expenses, provided the expenses are reasonable and are necessary to provide travel time to reach the start of the event. Employees will be provided a Hotel/Motel Excise Tax Exemption form and Sales Tax Certificate of Exemption form with travel packets from the central office secretary prior to travel within Georgia. Employees are required to submit receipts documenting lodging expenses.

Expenses which exceed “reasonable rates” must be explained in writing and approved prior to travel by the Director of Finance. Any tax paid must have an explanation of why it was not waived, for example, paid with personal credit card, \$5 State Hotel Motel Fee, no exemption allowed. Employees must travel more than 50 miles from the school system and their residence to be eligible for lodging reimbursement. For out of state travel, local and hotel taxes may be reimbursed. Employees will be required to submit documentation of lodging expenses upon their return.

The travel arranger or designee is responsible for making hotel reservations. The travel arranger should select the least expensive option available taking into consideration proximity to the business destination and personal safety. The travel arranger must inquire about the government rate availability or the conference lodging rate and select the lowest available rate if available.

Travel Reimbursement

Employees should submit all expenses and accompanying documentation for reimbursement and reconciliation within 10 days of the completion of the event or trip but no later than 45 calendar days. However, a reimbursement request will preferably be held until an amount of at least \$10 is due. IRS regulations state the traveler must adequately account to the employer and submit travel expense reimbursement requests within 60 days of the end of the trip. Such expenses if submitted after 60 days become taxable income to the traveler.

Expense reimbursement requests must be submitted as soon as possible. For travel completed in June, employee travel reimbursement forms must be submitted to the accounting office no later than June 30th to meet fiscal year requirements. Reimbursement documents and/or requested corrections not received by established due dates may not be approved.

When submitting a travel reimbursement form, the following items are to be completed to avoid delays in the reimbursement process:

- Employee signature and date
- Documentation that must be maintained and attached (if applicable)
- Conference Agenda
- Receipts for lodging
- Receipts for other expenses (parking, etc.)
- Pre-approval for professional leave (should be on file with the Human Resources Specialist)

- If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
- If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.
- Expenses and Reimbursements for Superintendent/CEO, CFO, and Board Members will require signature of Board Treasurer as final approver.
- Expenses for Board President will require signature of Superintendent/CEO, CFO, and Board Treasurer designee as final approver.
- Reimbursements will be processed for payment through the current accounting platform bill.com.

The submitted travel reimbursement form and supporting documentation requires the approval of the Superintendent. Once approved, the form will be returned to the Director of Finance for inclusion in a normal check run. Grant administrators will approve all travel prior to payment. Documentation will be maintained by the Director of Finance and accounting office.

Capital Asset Accounting Policy

Accounting for Capital Assets

Definition of Capital Assets. A capital asset is an asset that is tangible in nature; has a life that exceeds one year; has significant value (\$5,000 per unit or a lower amount if so designated by the Board of Directors); and can be reasonably identified and controlled through a physical inventory system. Examples include: land, land improvements, buildings, machinery and equipment, and furniture.

Documentation. The CEO or designee will ensure that Cirrus Academy maintains accurate records of capital assets in accordance with applicable rules.

Inventory. The CEO or designee will ensure that a physical inventory of capital assets has been completed no less frequently than once every two years.

Annual Audit. The annual financial audit required by O.C.G.A. 20-2-2065 (b)(7), shall include an exhibit in the audit report identifying all capital assets and the ownership interest of local, state, and federal parties.

Governmental Funds Investment Policy

Investment Policy

Policy Statement. The CEO and the Treasurer of the Board shall ensure that any investment of governmental funds is done in accordance with all federal and state applicable laws and rules, including the Financial Manual for Local Units of Administration. The investment of

governmental funds shall be made with judgment and care; not for speculation, but for investment, considering the probable safety of capital, liquidity, and the probable derived income.

Investment objectives. Investment of governmental funds shall be governed by the following objectives, in order of priority:

- a. Preservation and safety of principal;
- b. Liquidity; and
- c. Yield history.

Investment management firm and/or officer. The Board may determine that it is necessary to contract with an investment management firm that is registered with the appropriate governmental entities to provide for the investment and management of the funds. Such a contract shall not exceed twenty-four months, and must be approved by the Board prior to the investment of funds.

Discrete maintenance of records. The CEO will ensure that all investments are maintained in a discrete, charter investment account, separate from any other accounts.

Investments. A report describing invested funds and their yields will be prepared and presented to the Board at least quarterly. The report will show at least all of the following information:

- a. Investment Firm or Officer managing the investment
- b. Date of Board approval
- c. Date of initial investment
- d. Amount of initial investment
- e. Amount of current investment
- f. Amount of fiscal year return
- g. Amount of investment to date return
- h. Fiscal year yield percent
- i. Investment to date yield percent

Conflict of Interest Policy and Procedure

Conflict of Interest Policy

Definitions.

- a. "Board Members" means individuals serving on the governing Board of Directors of Cirrus Academy;
- b. "Board Chair" means the individual serving on the governing Board of Directors of Cirrus Academy who has been appointed to serve as the Chair; and
- c. "Key Personnel" means individuals serving in a management capacity.

Policy Statement. Board Members must demonstrate unconflicted loyalty to the interests of Cirrus Academy. All Board Members and Key Personnel shall conduct their personal business and private affairs to avoid any potential or actual conflict of interest between themselves and Cirrus Academy and shall take immediate and appropriate action to resolve any conflict of interest which actually arises. All Board Members and Key Personnel shall report to the Board Chair any facts or circumstances which they know, or suspect to have resulted, or will result in a potential or actual conflict of interest on the Annual Conflict of Interest Questionnaire, as soon as possible after the facts become known. The Board Chair shall have ultimate and final responsibility for determining whether a potential or actual conflict of interest exists and for enforcement of this policy.

Avoiding potential or actual conflicts. In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of Cirrus Academy's Board of Directors following full disclosure by the affected Board Member or Key Personnel:

2. No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of Cirrus Academy, any money or valuable thing because of any purchase, sale, investment or loan made by or for Cirrus Academy nor shall any person have any pecuniary (financial, fiscal, monetary, commercial) interest in any such purchase, sale, investment or loan.
3. No Board Member or Key Personnel or member of his/her family shall obtain any loan

from Cirrus Academy nor, without the consent of the Board, hold or acquire a financial interest in any enterprise which is in competition with Cirrus Academy or which, to the knowledge of the individual, has any business relationship with Cirrus Academy as a vendor, or which, to the knowledge of the individual, has any outstanding loan from Cirrus Academy or is negotiating any such loan.

4. No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with Cirrus Academy, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.
5. However, a gift may be accepted under the following circumstances:
 - a. The gift has no more than a token value; and
 - b. It is in the normal exchange of hospitality or a customary gesture of courtesy between persons doing business together.
6. No Board Member or Key Personnel or any member of his/her family, shall divulge to others confidential Cirrus Academy information, or use such information for personal profit.
7. No Board Member or Key Personnel or any member of his/her family shall accept or maintain any position with any other business which position would conflict or might reasonably conflict with the individual's performance of Cirrus Academy duties or responsibilities, without full disclosure thereof to all of the other Board Members.
8. Board Members must not use their positions to obtain employment or Cirrus Academy formal contracts, for themselves, family members or close associates. If a Board Member desires employment at Cirrus Academy he or she must first resign from his or her duties as Board Member.
9. There will be no self-dealing or any conduct of private business or personal services between any Board Member and Cirrus Academy. The Board may resolve to allow for business arrangements which meet established procedures for openness, competitive opportunity, and equal access to inside information.
10. No Board Member or Key Personnel or any member of his/her family shall engage in any other activity or take any other action not enumerated herein where the interests of the Board Member or Key Personnel may compete or conflict with the interests of Cirrus Academy.

Knowledge of, solicitation for, or participation in any activity described above must be reported to the Board Chair as prescribed in Section 13.2 above.

Conflict of Interest Annual Questionnaire. Each Board Member and Key Personnel, as applicable, shall submit a fully executed copy of the Annual Conflict of Interest Questionnaire to the Board Chair or his or her designee within thirty (30) days of receipt. The Board Chair will note receipt of the Questionnaire in the minutes of the Board meeting, and will take whatever action he or she deems appropriate to resolve such potential or actual conflicts of interest as disclosed on the Questionnaire.

Effective date. This policy shall become effective upon its adoption to all Board Members and Key Personnel. All new Board Members and Key Personnel shall complete the Questionnaire prior to assumption of their responsibilities.

Confidentiality. Any information disclosed in the Questionnaire shall be confidential and used only for purposes of enforcing this Policy.

Cirrus Academy Conflicts of Interest Questionnaire

This questionnaire has been prepared in accordance with Cirrus Academy's Policy Statement on Conflicts of Interest, and is to be completed by Cirrus Academy's Board Members and Key Personnel of Cirrus Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will immediately disclose it to the Board Chair and refrain from participating, discussing, and/or voting on affected issues.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

- No area of potential or actual conflicts of interest.
- No area of potential or actual conflicts of interest except as follows:

Signed:

(Print or type title) Date:

APPENDIX A
CIRRUS ACADEMY CHARTER SCHOOL
USER AGREEMENT FOR DISTRICT-ISSUED CREDIT CARD

The following user agreement must be signed by all authorized employees of Cirrus Academy Charter School with access to a credit card.

I understand that Cirrus Academy Charter School has authorized my use of a district credit card for authorized business expenditures on its behalf. In accepting and/or using the card, I agree to be bound by the terms and conditions which follow.

- I will use the card issued to me only for the payment of authorized expenses consistent with my organizational responsibilities and to satisfy by building/department needs.
- I understand the purchases are limited to \$1500 per transaction.
- I will not use the card to obtain cash advances.
- I understand that I am the only authorized card user.
- I will not use the card for personal use or for any other non-district purposes.
- I understand the card shall be used for only the types of merchants approved by the school district.
- I understand that all purchases shall be made in accordance with applicable purchasing and credit card procedures adopted by the board of education.
- I understand that I will be responsible for the timely reconciliation of all credit card transactions charged to my card.
- I understand that I am responsible to provide appropriate documentation for credit card transactions charged to be card.
- I will surrender the card to the administrator in the event of my transfer within or separation from the school district.
- I understand that any charges against the credit card that are not properly identified or not allowed by the district shall be paid by me by check, United States currency or salary deduction. I further understand that any employee who has been issued a card shall not use the card if any disallowed charges are outstanding and shall surrender the card upon demand of the administrator/business department or designee.
- I will immediately report any stolen or lost card to the business office at *_478-250-1376 ext. 809*
- I will immediately report a stolen or lost card to the Bank at the following number.

(Bank Telephone Number)

Please identify card as a *(Visa, Discover etc.)*

I understand that any variance and/or violation of the above conditions will result in cancellation of my credit card. Misuse of the card could result in disciplinary action up to and including termination and/or personal liability for unapproved charges.

All district credit cards are subject to examination by external auditors.

The district shall have unlimited authority to revoke use of any credit card issued and upon such revocation shall not be liable for any cost subsequently charged to the credit card.

I HAVE READ AND I UNDERSTAND THE ABOVE CONDITIONS.

Name _____ Building/Department _____

Last 4 Digits of SSN _____ Credit Card # _____

Signature _____ Date _____

**Cirrus Academy Charter School
FY 22–23 Schedule of Board Meetings
6:00 PM**

July 19, 2022

August 23, 2022

September 20, 2022

October 18, 2022

November 29, 2022

January 24, 2023

February 21, 2023

March 28, 2023

April 18, 2023

May 23, 2023

June 20, 2023



Cirrus Academy Charter School
Finance Department
2022-2023
Conflict of Interest Policy and Procedure

Conflict of Interest Policy

Definitions.

- a. "Board Members" means individuals serving on the governing Board of Directors of Cirrus Academy;
- b. "Board Chair" means the individual serving on the governing Board of Directors of Cirrus Academy who has been appointed to serve as the Chair; and
- c. "Key Personnel" means individuals serving in a management capacity.

Policy Statement. Board Members must demonstrate unconflicted loyalty to the interests of Cirrus Academy. All Board Members and Key Personnel shall conduct their personal business and private affairs to avoid any potential or actual conflict of interest between themselves and Cirrus Academy and shall take immediate and appropriate action to resolve any conflict of interest which actually arises. All Board Members and Key Personnel shall report to the Board Chair any facts or circumstances which they know, or suspect to have resulted, or will result in a potential or actual conflict of interest on the Annual Conflict of Interest Questionnaire, as soon as possible after the facts become known. The Board Chair shall have ultimate and final responsibility for determining whether a potential or actual conflict of interest exists and for enforcement of this policy.

Avoiding potential or actual conflicts. In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of Cirrus Academy's Board of Directors following full disclosure by the affected Board Member or Key Personnel:

1. No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of Cirrus Academy, any money or valuable thing because of any purchase, sale, investment or loan made by or for Cirrus Academy nor shall any person have any pecuniary (financial, fiscal, monetary, commercial) interest in any such purchase, sale, investment or loan.
2. No Board Member or Key Personnel or member of his/her family shall obtain any loan from Cirrus Academy nor, without the consent of the Board, hold or acquire a financial interest in any enterprise which is in competition with Cirrus Academy or which, to the knowledge of the individual, has any business relationship with Cirrus Academy as a vendor, or which, to the knowledge of the individual, has any outstanding loan from Cirrus Academy or is negotiating any such loan.
3. No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with Cirrus Academy, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.
4. However, a gift may be accepted under the following circumstances:

- a. The gift has no more than a token value; and
 - b. It is in the normal exchange of hospitality or a customary gesture of courtesy between persons doing business together.
5. No Board Member or Key Personnel or any member of his/her family, shall divulge to others confidential Cirrus Academy information, or use such information for personal profit.
 6. No Board Member or Key Personnel or any member of his/her family shall accept or maintain any position with any other business which position would conflict or might reasonably conflict with the individual's performance of Cirrus Academy duties or responsibilities, without full disclosure thereof to all of the other Board Members.
 7. Board Members must not use their positions to obtain employment or Cirrus Academy formal contracts, for themselves, family members or close associates. If a Board Member desires employment at Cirrus Academy he or she must first resign from his or her duties as Board Member.
 8. There will be no self-dealing or any conduct of private business or personal services between any Board Member and Cirrus Academy. The Board may resolve to allow for business arrangements which meet established procedures for openness, competitive opportunity, and equal access to inside information.
 9. No Board Member or Key Personnel or any member of his/her family shall engage in any other activity or take any other action not enumerated herein where the interests of the Board Member or Key Personnel may compete or conflict with the interests of Cirrus Academy.

Knowledge of, solicitation for, or participation in any activity described above must be reported to the Board Chair as prescribed in Section 13.2 above.

Conflict of Interest Annual Questionnaire. Each Board Member and Key Personnel, as applicable, shall submit a fully executed copy of the Annual Conflict of Interest Questionnaire to the Board Chair or his or her designee within thirty (30) days of receipt. The Board Chair will note receipt of the Questionnaire in the minutes of the Board meeting, and will take whatever action he or she deems appropriate to resolve such potential or actual conflicts of interest as disclosed on the Questionnaire.

Effective date. This policy shall become effective upon its adoption to all Board Members and Key Personnel. All new Board Members and Key Personnel shall complete the Questionnaire prior to assumption of their responsibilities.

Confidentiality. Any information disclosed in the Questionnaire shall be confidential and used only for purposes of enforcing this Policy.



Cirrus Academy Charter School
Finance Department
2022-2023

Conflict of Interest Questionnaire

This questionnaire has been prepared in accordance with Cirrus Academy’s Policy Statement on Conflicts of Interest and is to be completed by Cirrus Academy’s Board Members and Key Personnel of Cirrus Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will immediately disclose it to the Board Chair and refrain from participating, discussing, and/or voting on affected issues.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

- No area of potential or actual conflicts of interest.
- No area of potential or actual conflicts of interest except as follows:

Signed:

(Print or type title)

Date: _____

Does not apply to Cirrus Academy at this time

APPENDIX B

BY-LAWS OF

CIRRUS EDUCATION GROUP, INC.

391 MONROE STREET

MACON, GA 31201

AS APPROVED AND ADOPTED ON JUNE 7, 2013

Section 1: Name, Objects and Purposes, Mailing Address, Corporate Seal, and Fiscal Year

- 1.1** Name. The name of this nonprofit corporation shall be the CIRRUS EDUCATION GROUP, INC., hereafter referred to as the “Charter School.”
- 1.2** Objectives and Purposes. The objectives and purposes of the Charter School are: (1) to foster quality public education and to advance the interests of public school students through the promotion and advocacy of community schools; (2) to stimulate the development of innovative programs in public education; (3) to provide opportunities for learning and assessments; (4) to provide parents and students with greater educational options in choosing a school; and (5) to hold teachers, parents, and school administrators accountable for the student educational process. The Charter School is incorporated under the GEORGIA NONPROFIT CORPORATION CODE, O.C.G.A. § 14-3-101, et. seq., and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c)(3) of the INTERNAL REVENUE CODE OF 1986, including the purposes specified in the Charter Schools Act of 1998, as amended (O.C.G.A. §§ 20-2-2060 through 20-2-2071), and State Charter Schools (O.C.G.A. §§ 20-2-2080 through 20-2-2091), together known as and referred to herein as the “Charter School Law.” In furtherance of these purposes, the Charter School may exercise all rights and powers conferred by the laws of the State of Georgia upon nonprofit corporations and schools formed pursuant to the Charter School Law.
- 1.3** Mailing Address. The mailing address of the Charter School shall be:
- CIRRUS EDUCATION GROUP, INC.
391 MONROE STREET
MACON, GA 31201
- The Board of Trustees may change this address as necessary.
- 1.4** Fiscal Year. The fiscal year of the Charter School shall, unless otherwise decided by the Trustees, end on June 30 of each calendar year.
- 1.5** Corporate Seal. The Trustees may adopt and alter the corporate seal inscribed with the name of the School, the year of its organization and the words “Corporate Seal, Georgia” and such other details as may be specified by the Board of Trustees.

Section 2: Membership

- 2.1** Membership. Unless or until the Articles of Incorporation of the Charter School are amended to provide otherwise, the Charter School shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by notice to, the presence of, or the vote, consent or other action by the Board of Trustees. No certificates of membership shall be issued at any time.

Section 3: Board of Trustees

- 3.1** Composition: The Board of Trustees shall be composed of not less than five (5) and not more than eleven (11) natural persons of full age. At least one member shall be a parent of a student enrolled in the school. No member of Board of School Directors of the chartering school district shall serve on the Board of Trustees.
- 3.2** Election of Trustees: Nominations shall be placed before the Board of Trustees as needed at any regularly scheduled or special meeting open to the public. Nominations may be made by a Nominating Committee or by any Trustee. The Trustees will cast an open, public ballot. A simple majority of a quorum is required for election.
- 3.3** Tenure: Each Trustee, after the initial Trustees, shall hold office for three (3) years, unless the Trustee dies, resigns, is removed, or becomes disqualified. The term of office of each Trustee shall be for a period effective upon appointment and qualification and ending three years after the expiration of the term which such Trustee is appointed to fill or until a successor is duly elected. A trustee may be reelected or reappointed for consecutive terms.
- 3.4** Resignation: Any Trustee may resign by delivering a written resignation to the Board of Trustees. Such resignation shall become effective upon receipt unless it is specified to be effective at some time later.
- 3.5** Vacancies:
- (a) Any vacancies on the Board of Trustees shall be filled by a vote of the Board of Trustees. Each Trustee so elected to fill a vacancy shall hold office for the remainder of the predecessor's unexpired term.

(b) If a Trustee resigns by giving notice specifying that such resignation shall be effective at a future time, the Board of Trustees shall have the power to elect a successor to take office when the resignation shall become effective.

3.6 Authority: The Board of Trustees (the "Board") shall have and exercise the corporate powers prescribed by the laws of the State of Georgia, and more particularly described in the Charter School Law and the Charter (the "Charter") of the Charter School. The essential functions of the Board shall be policy making, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel, and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals. More specifically, the Board's authority shall be, without limitation:

- (v) to approve policies and procedures regarding employment, including but not limited to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- (w) to adopt the curriculum or courses of study and text books;
- (x) to authorize the acquisition, management and disposition of all property and physical facilities, having due respect for the corporate purpose, including the construction renovation and upkeep of the physical plant. The Board and contractors shall abide, be restricted and subject to all applicable statutory requirements governing construction projects as set forth in OFFICIAL CODE OF GEORGIA ANNOTATED (hereinafter "O.C.G.A.").
- (y) to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of Incorporation, Bylaws, any Charter to which the Charter School becomes a party, and Board Policy;
- (z) to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;
- (aa) to make contracts and leases for the procurement of services, equipment, and supplies, including contracts with and making appropriations to an intermediate unit, school district, or Area Vocational Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities;

- (bb) to create or increase any indebtedness, including incurring
- (cc) temporary debts in anticipation of the receipt of funds;
- (dd) to solicit and accept any gifts or grants for Charter School purposes;
- (ee) to establish the annual academic calendar;
- (ff) to adopt and approve the annual budget and to make revisions therein;
- (gg) to establish enrollment policies and procedures;
- (hh) to adopt and approve policies and procedures to assess student achievement;
- (ii) to approve or ratify all contracts as determined by the policy on contracting;
- (jj) to be final arbiter of all disciplinary matters;
- (kk) to authorize any annual audit by an independent certified public accountant;
- (ll) to fix the salary or other compensation of the Chief Executive Officer, Principals, teachers, and other employees of the Charter School;
- (mm) to approve all personnel actions;
- (nn) to designate depositories of Charter School funds;
- (oo) to set the Charter School calendar which must include no less than 180 school days of education each fiscal year, or the equivalent thereof as determined in accordance with Georgia State Board of Education guidelines but the Charter School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day or Christmas);
- (pp) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which the Charter School is chartered; and
- (qq) to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and not consistent with the Charter School Law.

3.8 Committees: The Trustees may elect or appoint committees (which may include individuals who are not Trustees of the Charter School) as they determine necessary. Each committee shall be chaired by a Trustee, unless otherwise agreed by the Board. At any meeting of a committee, a quorum for the transaction of business shall consist of a majority of the members of such committee. The members of any committee shall serve on the committee at the pleasure of the Chairperson of the committee.

3.8.1 Permanent Committees: Permanent committees may be formed to handle on-going business of the Charter School. These committees may include:

- (a) Nominating Committee: If a Nominating Committee is appointed by the Board of Trustees, the Board of Trustees shall set forth both the time frame for nominations and the manner by which the Nominating Committee shall make nominations. If a Nominating Committee is appointed by the Board of Trustees, it shall consist of three Trustees.
- (b) Finance and Facilities Committee: The Finance and Facilities Committee shall prepare and present a proposed financial budget to the Board of Trustees, and prepare and implement a system of internal fiscal controls. They shall also maintain the physical facilities.
- (c) Academic Assessment Curriculum Committee: The Academic Curriculum Committee shall review and recommend revisions to the curriculum as necessary and recommend educational strategies, establish criteria for the evaluation of faculty and student performance, and establish and implement provisions for the regular assessment of the academic performance of the student body.
- (d) Personnel Committee: The Personnel Committee shall establish criteria for the performance and evaluation of the faculty and other employees of the school. This committee shall make recommendations to the Board of Trustees regarding salaries, bonuses, and benefits.

- (e) Administrative Services Committee: The Administrative Services Committee shall establish a disciplinary policy for the school and review and recommend revisions of the disciplinary policy as necessary. This committee will hear, or appoint a hearing examiner to hear, any disciplinary appeals made by the students, with either the committee or the hearing examiner to recommend to the Board final disposition of such appeals.
- (f) Audit Committee: The Audit Committee shall oversee and review an annual independent audit and make recommendations as needed.

3.8.2 Ad Hoc Committees: Ad Hoc Committees will be formed by the Board of Trustees from time to time as deemed necessary to handle specific events, functions, or issues. These committees will be terminated upon completion of their specific assigned task or as determined by the Board of Trustees. Ad Hoc Committees will be chaired by designees of the Board of Trustees and may invite non-board members to serve on them.

3.9 Adoption and Modification of Policies: The Permanent and Ad Hoc Committees will identify areas of need and/or concern and make recommendations to the Board of Trustees for addition to or modification of current policies or Bylaws. The Trustees will vote on these recommendations at either a regularly scheduled meeting or a specifically called meeting. An affirmative vote of a majority of a quorum of the Board of Trustees will be required for adoption and/or modification of policies. If such majority vote is not obtained, the proposed recommendation may be returned to the appropriate committee for refinement.

3.10 Meetings

3.10.1 Regular Meetings: Regular meetings of the Board may be held at such time and at such places as the Trustees determine. Written notice of every meeting and the annual schedule shall be given to each trustee by the August Annual meeting. Reasonable notice shall be made of the first regular meeting following the determination of the Trustees of the time and place of regular meetings.

3.10.2 Special Meetings: Special meetings of the Board may be held anytime and anyplace when called by the President of the Board of Trustees or by two or more Trustees. In addition to the notice required by Section 3.10.8 hereof, reasonable notice of the time and place of special meetings shall be given to each Trustee. Such notice will specify the purposes of the meeting. It shall be given to each Trustee in accordance with the GEORGIA NONPROFIT CORPORATION CODE. It shall be considered reasonable and sufficient notice to a Trustee to send notice by mail at least three (3) business days before the meeting, addressed to the Trustee at the Trustee's usual or last known residence, or to give notice in person or by telephone or email at least twenty four (24) hours before a special meeting.

3.10.3 Annual Meeting: The Board shall meet annually once per year at the first regularly scheduled meeting in August of each year, at a reasonable time and place convenient to the Board of Trustees and members of the community. In the event that the annual meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the annual meeting. Notice of the annual meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be published in accordance with Section 3.10.8 hereof and shall be mailed to all Trustees at each individual Trustee's usual or last known address not less than seven days prior to the date of the annual meeting. At the Annual Meeting the President and the Treasurer shall present an annual report which shall set forth:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year immediately preceding the date of the report;
- (b) The principal changes in assets and liabilities including trust funds, during the year immediately preceding the date of the report;

- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (e) The capital budget and the operating budget for the corporation's current fiscal year;
- (f) A schedule of proposed major activities for the current fiscal year; and
- (g) A summary of the corporation's compliance with the laws and regulations of federal, state and local governmental agencies and with the standards, rules and regulations of the various accrediting and approval agencies.

3.10.4 Quorum: At any meeting of the Board of Trustees a quorum for the conduct of business by the Board of Trustees shall consist of a majority of the trustees then in office.

3.10.5 Action of Vote: When a quorum is present at a meeting of the Board of Trustees, a majority of the Trustees present and voting shall decide any question including election of officers, unless otherwise provided by law or these bylaws, including but not limited to, Section 3.10.7, 3.10.9 and 3.12.

3.10.6 Conference Telephone Meetings: One or more persons may participate in a meeting of the Board of Trustees or of a committee of the Board of Trustees by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 3.10.6 shall constitute presence in person at such meeting.

3.10.7 Optional Provisions Not Required by Law: An affirmative vote of the majority of the members of the Board of Trustees then in office shall be required in order to take each of the following actions, of any previously taken action relating to the same subject matter:

- (a) adopting a school calendar, provided that any calendar must provide for no less than 180 school days of education each fiscal year, or the equivalent thereof as determined in accordance with Georgia State Board of Education guidelines;
- (b) adopting textbooks;
- (c) appointing or dismissing school administrators;
- (d) adopting or amending the annual budget;
- (e) purchasing or selling land;
- (f) locating new buildings or changing the locations of previously used buildings;
- (g) creating or increasing any indebtedness;
- (h) adopting courses of study;
- (i) designating depositories for Charter School funds;
- (j) entering into contracts of any kind where the amount involved exceeds \$5000.00
- (k) fixing salaries or other compensation of administrators, teachers, or other employees of the Charter School; and
- (l) entering into contracts with and making appropriations to an intermediate unit, school district, or Area Vocational/Technical School for the Charter School's proportionate share of the cost of services provided or to be provided by any such entity.

3.10.8 Open Meeting Law: All meetings of the Board of Trustees of the Charter School where actions are formally presented for approval shall be held as public meetings as described in the GEORGIA OPEN AND PUBLIC MEETINGS ACT, O.C.G.A. 50-18-70, et seq. (the "Open Records Act"). Notices of all meetings shall be given in the manner described in the Open Records Act.

3.10.9 Real Estate Transactions: A vote of two-thirds (2/3) of the members in office of the Board of Trustees duly recorded showing how each member voted shall be required in order to take action on the following subject: purchase of real property or the sale, mortgage, lease or other disposal of real property.

- 3.11** Compensation and Conflicts of Interest: Trustees shall serve as Trustees without receiving any compensation for their services as Trustees. Voting on any matter involving a conflict of interest shall be governed by Code of ethics for members of boards, commissions and Authorities created by general statute, O.C.G.A. § 45-10-3 and Title 14, Chapter 3, Article 8, Part 6 of the O.C.G.A. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board meeting in which a transaction described above is authorized, approved, or ratified.
- 3.12** Reservation of Powers: None of the following actions may be taken by the Charter School without the prior approval of not less than two-thirds (2/3) of the Board of Trustees then in office:
- (a) to amend the Articles of Incorporation of the Charter School or these Bylaws;
 - (b) to dissolve or liquidate the Corporation;
 - (c) to merge or consolidate the Corporation; and
 - (d) to convey, sell or transfer substantially all the Corporation's assets

Section 4: Officers and Agencies

- 4.1** Number and Qualification: The Officers of the Charter School shall be a President, a Vice-President, a Secretary and Treasurer. The President, Vice President and Treasurer shall be members of the Board of Trustees. The Secretary may be a non-voting member of the Board.
- 4.2** Election: The officers shall be elected annually by the Board of Trustees at the annual meeting held pursuant to the provisions of Section 3.10.3 of these by-laws. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Trustees.
- 4.3** Term of Office: The President, Vice-President, and Treasurer shall hold office for one year, until his/her qualified successor is chosen at the next annual meeting of the Board of Trustees. The Secretary shall be appointed by the Board.
- 4.4** President: The President of the Board of Trustees shall preside at all meetings of the Trustees, except as the Trustees shall otherwise determine; and shall have such other powers and duties as may be determined by the Trustees.
- 4.5** Vice-President: The Vice-President of the Board of Trustees shall have and exercise all the powers and duties of the President in his/her absence. The Vice-President shall have such other powers and duties as may be determined by the Board of Trustees.

- 4.6** Secretary: The Secretary shall record and maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose. These books shall be open at all reasonable times to the inspection of any member of the Board of Trustees of the Charter School. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, the bylaws and the names and residence addresses of all members of the Board of Trustees.
- 4.7** Treasurer: The Treasurer shall be responsible for the Charter School's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof. The Treasurer shall supervise the CEO with regard to those fiscal matters assigned to the CEO.
- 4.8** Other Officers: The Board of Trustees may elect or appoint such other officers as it deems useful for the proper operation of the Charter School.
- 4.9** Chief Executive Officer (CEO): The CEO shall be the administrative head of the Charter School. He or she shall serve in an advisory capacity to the Board and shall report to the Board on all matters relative to his or her duties. The CEO shall be responsible for routine fiscal matters, including receipt of funds (including local, state, federal, and privately donated funds), payment of invoices and contracts as approved by the Board of Trustees, general bookkeeping and accounting, as well as assistance to the Certified Public Accountant assigned to audit the books of the Charter School.
- 4.10** Bonding of Officers and Employees: The Treasurer of the Charter School shall furnish a bond in such amount and with such surety as may be required, from time to time, by the Board. At the direction of the Board, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board. The expense of furnishing any such bond shall be paid by the Charter School.
- 4.11** Standard of Care for Officers and Trustees: Trustees and Officers have a fiduciary relationship to the Charter School, including in their capacity as members of a committee. Trustees and Officers have an obligation to act in good faith, in a manner he or she reasonably believes to be in the best interest of the School, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing their duties Trustees and Officers shall be entitled to rely in good faith on information, opinions, reports or statement, including financial statements and other financial data, in each case prepared or presented by:
1. One or more officers or employees of the School whom the Trustee or Officer reasonably believes to be reliable and competent in the matters presented;

2. Counsel, public accountants or other persons as to matters which the Trustee or Officer reasonably believes to be within the scope of professional competence; or
3. A committee of the Board upon which he or she does not serve, duly acting under the authority of the Board of Trustees.

Section 5: Dues

The Trustees shall not be required to pay any dues or membership fees.

Section 6: Removal of Officers and Trustees

6.1 Officers: Any elected or appointed officer may be removed from office for failure to perform or for conduct detrimental to the Charter School by a two-thirds vote of the Board of Trustees, after thirty days written notice to the officer in question. The Officer is entitled to a hearing before the Board of Trustees or before a hearing officer designated by the Board of Trustees prior to a vote of a call for removal.

6.2 Trustees: The entire Board of Trustees may remove a Trustee, who is not otherwise serving as an elected or appointed Officer in accordance with Sections 4.4, 4.5, 4.6, 4.7, and 4.8 of these Bylaws, with or without cause by a two-thirds (2/3) vote of the of the Board of Trustees entitled to cast votes. In addition, if so decided by the Board of Trustees, it may remove any Trustee for the following conduct (list is not all inclusive):

- (a) Failure to attend two consecutive meetings without reasonable justification; and/or
- (b) Failure to attend more than three meetings in one fiscal year without reasonable justification.

For conduct detailed in (a) and (b) above, if decided, the Board of Trustees shall only remove such Trustee by a two-thirds (2/3) vote at the next scheduled meeting of the Board of Trustees.

Section 7. Personal Liability

7.1 Definitions: For purposes of this Article:

- (a) "Charter School" means the charter school named at the beginning of these Bylaws, and if it is involved in any consolidation or merger, each constituent corporation absorbed in, and each surviving or new corporation surviving or resulting from, such consolidation or merger;

- (b) “Liability” means any compensatory, punitive or other damages, judgment, amount paid in settlement, fines, penalty, excise tax assessed with respect to an employee benefit plan, and cost or expense of any nature whatsoever, including, without limitation, attorneys’ fees and costs of proceedings;
- (c) “Indemnified Capacity” means any and all past, present and future service by a Representative in one or more capacities:
 - (i) as a Trustee, officer, employee or agent of the Charter School;
or
 - (ii) at the request of the Charter School, as a Trustee, officer, employee, agent, director, or fiduciary of another corporation or any partnership, joint venture, trust, employee benefit plan, or other entity, enterprise or undertaking, including service as a representative that imposes duties on or involves service by the representative with respect to an employee benefit plan, its participants or beneficiaries;
- (d) “Proceeding” means any threatened, pending or completed action, suit, appeal or other proceeding of any nature, whether civil, criminal, administrative or investigative, whether formal or informal, and whether brought by or in the right of the Corporation, or otherwise; and
- (e) “Representative” means any person who: (i) serves or has served as a trustee, director, officer, employee or agent of the Corporation; or (ii) has been expressly designated by the Board as a Representative of the Corporation for purposes of and entitled to the benefits under this Section 7.

7.2 Indemnification: Subject to the subsequent provisions of this Section 7.2 and of Section 7.3, the Corporation shall indemnify a Representative against any Liability actually and reasonably incurred by the Representative in connection with any Proceeding in which he or she may be involved as a party or otherwise by reason of the fact that the Representative is or was serving in an Indemnified Capacity, including without limitation, any Liability resulting from an actual or alleged breach or neglect of duty, error, misstatement or misleading statement, negligence, gross negligence, or act or omission giving rise to strict or products liability, except to the extent: (a) the conduct of the Representative is determined by a court to have constituted willful misconduct or recklessness; (b) the conduct of the Representative is based upon or attributable to his or her receipt from the Corporation of a personal benefit to which the person is not legally entitled; (c) the liability of a Representative is with respect to the administration of assets held by the Corporation in trust pursuant to Title 14, Chapter 3, Article 8, Part 5 of the O.C.G.A. (d) such indemnification is expressly prohibited by applicable law or otherwise is unlawful. The Corporation shall indemnify a Representative under the preceding provisions of this Section 7.2 only if the Representative acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any Proceeding by judgment, order, settlement or conviction, or upon a plea of *nolo contendere* or its equivalent, shall not of itself create a presumption that the person did not act in good faith and in a manner that he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceedings, had reasonable cause to believe that his or her conduct was unlawful. Action with respect to an employee benefit plan taken or omitted in good faith by a Representative in a manner that he or she reasonably believed to be in the best interests of the participants and beneficiaries of the plan shall be deemed to be action in a manner that is not opposed to the best interests of the Corporation. The Corporation shall not indemnify a Representative under the preceding provisions of this Section 7.2 with respect to any claim, issue or matter as to which the Representative has been adjudged to be liable to the Corporation in a Proceeding brought by or in the right of the Corporation to procure a judgment in its favor, unless (and then only to the extent that) the court in which such action was brought determines upon application that, despite the adjudication of Liability but in view of all of the circumstances of the case, the Representative is fairly and reasonably entitled to indemnification from the Corporation for the expenses that such court deems proper.

Unless ordered by court, any indemnification of a Representative under preceding provisions of this Section 7.2 shall be made by the Corporation only upon a determination made in the specific case that such indemnification of the Representative is proper in the circumstances because he or she has met the applicable standard of conduct set forth in the preceding provisions of this paragraph. Such determination shall be made the Member.

To the extent that a Representative has been successful on the merits or otherwise in defense of any proceeding referred to in O.C.G.A. § 14-3-852, as amended, or in defense of any claim, issue or matter therein, such Representative shall be indemnified by the Corporation against expenses (including without limitation attorneys' fees and costs of Proceedings) actually and reasonably incurred by such person in connection therewith.

If a Representative is entitled to indemnification under this Section 7.2 in respect of a portion, but not all, of a Liability to which the Representative is subject, the Corporation shall indemnify the Representative to the maximum extent for such portion of the Liability.

- 7.3** Limitation on Indemnification: Notwithstanding any other provision of this Section 7, the Corporation shall not indemnify a Representative under this Section 7 for any Liability incurred in a Proceeding which was initiated by the Representative (which shall not be deemed to include counter-claims or affirmative defenses) or in which the Representative participated as an intervener or *amicus curiae*, unless such initiation of or participation in the Proceeding is authorized, either before or after its commencement, by the Board of Trustees.
- 7.4** Advancement of Expenses: The Corporation shall pay, in advance of the final disposition of a Proceeding described in Section 7.2 or the initiation of or participation in a Proceeding authorized under Section 7.3, the expenses (including without limitation attorneys' fees and costs of Proceedings) incurred in good faith in connection with such Proceeding by the Representative who is involved in the Proceeding by reason of the fact that he or she is or was serving in an Indemnified Capacity. Such advancement of expenses shall be made by the Corporation upon its receipt of an undertaking, satisfactory to the Corporation, by or on behalf of the Representative to repay to the Corporation the amounts advanced by the Corporation in the event it is ultimately determined that the Representative is not entitled to indemnification under this Section 7.

- 7.5 Insurance: To effect, secure or satisfy the indemnification and contribution obligations of the Corporation, whether under this Section 7 or otherwise, the Corporation from time to time may self-insure, obtain and maintain insurance or letters of credit, create a reserve, trust, escrow, cash collateral or other fund or account, enter into indemnification agreements, pledge or give a mortgage upon or a security interest in any property of the Corporation, or use any other mechanism or arrangement, in such amounts, at such costs, and upon such other terms and conditions as and when the Board shall determine. Absent fraud, the determination of the Board with respect to such matters shall be conclusive against all security holders, trustees, officers and directors, and shall not be subject to avoidance or void ability.
- 7.6 Payment of Expenses: A person who is entitled to indemnification or advancement of expenses from the Corporation under this Section 7 shall receive such payment or advancement promptly after the person's written request therefore has been delivered to the Secretary of the Corporation.
- 7.7 Interpretation: The provisions of this Section 7 shall constitute and be deemed to be a contract between the Corporation and its Representatives, pursuant to which the Corporation and each such Representative intend to be legally bound. Each person serving as a Representative shall be deemed to be doing so in reliance upon the rights provided by this Section 7. The rights granted by this Section 7 shall not be deemed exclusive of any other rights to which persons seeking indemnification, advancement of expenses or contribution under this Section 7 may be entitled under any statute, agreement, vote of Trustees or disinterested Trustees, or otherwise, both as to action in an Indemnified Capacity and as to action in any other capacity. The rights to indemnification, advancement of expenses and contribution provided by this Section 7 shall continue as to a person who no longer serves as a Representative, and shall inure to the benefit of his or her heirs and personal and legal representatives.
- 7.8 Proper Reliance: An Indemnified Representative shall be deemed to have discharged his or her duty to the Charter School if he or she relied in good faith on information, advice or an opinion, report or statement prepared by:
- (a) one or more officers or employees of the Charter School whom such Indemnified Representative reasonably believes to be reliable and competent with respect to the matter presented;
 - (b) legal counsel, public accountants or other persons as to matters the Indemnified Representative reasonable believes are within the professional expert competence of such persons; or

- (c) a committee of the Board of Trustees on which he or she does not serve as to matters within its area of designated authority, which committee he or she reasonably believes to merit confidence.

7.9 Binding Effect: All rights to indemnification under this Section 7 shall be deemed a contract between the Charter School and the Indemnified Representative pursuant to which the Charter School and each Indemnified Representative intent to be legally bound. Any repeal, amendment or modification of this Section 7 shall be prospective only and shall not affect any right or obligations then existing.

7.10 Non-exclusive Remedy. The indemnification of Indemnified Representatives, as authorized by this Section 7, shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement or expenses may be entitled under any statute, agreement, vote or disinterested Trustees or otherwise, both as to action in an official capacity and as to action in any other capacity. The indemnification and advancement of expenses provided by or granted pursuant to this Section 7 shall continue as to a person who has ceased to be an Indemnified Representative in respect of matters arising prior to such time, and shall insure to the benefit of the heirs, executors, administrators and personal representatives of such person.

7.11 Indemnified Representative. Each person who shall act as an Indemnified Representative of the Charter School shall be deemed to be doing so in reliance upon the rights of indemnification provided by this Section 7.

Section 8: Execution of Instruments

8.1 General. All contracts, deeds, leases, bonds, notes, and other instruments authorized to be executed by an Officer of the Charter School shall be signed by the President and Secretary of the Board of Trustees, except as the Trustees may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the Charter School by the Board of Trustees shall be binding on the school in favor of a purchaser or other person relying in good faith on such instrument, notwithstanding any inconsistent provision of the Charter, by-laws, or votes of the Board of Trustees.

8.2 Guarantees. The Charter School shall make no contracts of guarantee without the affirmative vote of two-thirds of the members of the Trustees then in office.

Section 9: Dissolution

Upon revocation or non-renewal of the Charter School's Charter, such revocation or non-renewal date being when all administrative and judicial remedies have been exhausted, the Charter School shall be dissolved. Upon the filing of Articles of Dissolution pursuant to O.C.G.A. § 14-2-1401, the Charter school shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of the Charter School, any remaining assets shall be distributed in accordance with the Articles of Incorporation.

Section 10: Amendments

These by-laws may be altered, amended, repealed and replaced by new by-laws by a vote of not less than two-thirds (2/3) of the Board of Trustees at any regularly scheduled or called special meeting of the Board of Trustees provided, however, that notice shall be given in the notice of the meeting that a change to the by-laws will be proposed at that meeting.

Section 11: Rules of Procedure

The proceedings and deliberations of the Charter School shall be in accordance with rules adopted and amended by the Board of Trustees. All matters not governed by such rules shall be governed by the parliamentary practices established by Robert's Rules of Order, Newly Revised.

Section 12: Nondiscrimination

In administering its affairs, including admissions, hiring, and operation, the Board and the Charter School shall not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex, sexual orientation or age.

APPENDIX C

PRE-LOTTERY ADMISSIONS APPLICATION

Cirrus Academy Charter

Lottery Admissions Application

2015 – 2016

Applicant Name (First): _____ Last : _____

Street Address _____

City: _____ State: _____ Zip: _____

Date of Birth: _____ Gender: Male (M) _____ Female: (F) _____

Applying for Grade (circle one): K 1 2 3 4 5 6 7 8

Parent/Guardian Name: (First) _____ (Last) _____

Home Phone: _____ E-mail Address: _____

Relationship to Student: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Siblings Eligible to Enroll at Cirrus Academy Charter School:	Grade
_____	_____
_____	_____
_____	_____

Signature/Assurances

By signing this form, you are certifying that you are the parent or legal guardian of the child/children listed on this for. I understand that the completion of this "Lottery Admissions Application" does not guarantee admission to the school.

Signature: _____ Date: _____

(Parent/Guardian's Signature)

Appendix C

APPENDIX D

PROPOSED ANNUAL CALENDAR AND DAILY SCHOOL SCHEDULE

Cirrus Academy Charter School

2015-2016 Calendar (Tentative)

Parent Orientation----- September 1, 2015

Staff Report to Work-----September 1, 2015

Staff Training-----September 1-3, 2015

Staff Pre-Planning -----September 4-7, 2015

First Day of School----- September 8, 2015

Columbus Day (School Closed) ----- October 12, 2015

Veterans Day (School Closed) ----- Nov 11, 2015

Staff Training-----November 23-24, 2015

Thanksgiving Holidays (School Closed) ----- November 23-27, 2015

Staff In-Service-----January 4, 2015

Winter Holidays (School Closed) ----- December 18, 2015 – January 5, 2016

Martin Luther King Day Holiday (School Closed) ----- January 18, 2016

President's Day Holiday (School Closed) ----- February 15, 2016

Spring Break (School Closed) ----- April 4-8, 2016

Memorial Day Holiday (School Closed) ----- May 30, 2016

Last Day of School-----June 11, 2016

Staff Post-Planning -----June 14-15, 2016

Sexual Harassment

CACS will not tolerate sexual harassment in any form by any person. It is the policy of CACS to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy for any person to harass a scholar, an employee, or any other person through conduct or communications of a sexual nature as defined below.

It shall also be a violation of this policy for scholars to harass other scholars through conduct or communications of a sexual nature as defined below.

Submission to such conduct is made, either explicitly or implicitly, as a term or condition of employment or an individual's education.

Submission to or rejection of such conduct by an individual is used as the basis for promotion or academic decisions affecting that individual; or

Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creates an intimidating, hostile or offensive academic or work environment.

Any person who has knowledge of or suspects that sexual harassment is occurring within CACS shall immediately make a report to a school administrator or the school's Title IX Coordinator.

The right to confidentiality, both complainant and of the accused will be respected consistent with the Board's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

All allegations of sexual harassment shall be immediately reported to the school's Title IX Coordinator or a school administrator. All reports of sexual harassment made to the Title IX Coordinator or a school administrator will be fully investigated, and immediate and appropriate interim measures will be taken such that the alleged harassment will be remedied and corrective or disciplinary action shall be initiated against the offending scholar, if appropriate, if there is a substantiation of the allegation of harassment. A substantiated charge against an employee shall subject such person to disciplinary action, including discharge.

***CACS Title IX Coordinator:
Joanne Binns, Title IX Coordinator
1870 Pio Nono Avenue Macon, GA
31204 Telephone: 478-250-1376***

CIRRUS ACADEMY CHARTER SCHOOL
REQUEST FOR STUDENT SOCIAL SECURITY NUMBER

In order to maintain official school records for students and determine eligibility for school food programs, we request that you bring your child's society security card or number when you register for school. (GA Code 20-2-150)

If your child does not have a social security number, applications will be available for you.

This law also allows parents or guardians who object to this requirement to sign a statement of objection which will act as a waiver.

If you do not want your child's social security number placed in official records, you may simply sign the statement on this page.

No student shall be denied enrollment in any public school of this state for declining to provide his or her social security number or for declining to apply for the number.

Thank you for your cooperation in this matter.

STATEMENT OF OBJECTION TO USE OF
SOCIAL SECURITY NUMBER FOR STUDENT RECORDS

I do not wish to have my child's social security number placed in his/her official school records.

Student Name _____
 Last **First** **Middle**

Date of Birth _____ Grade _____

Signature of Parent/Guardian

Date



2022 – 2023 SCHOLAR-PARENT HANDBOOK

The 2022-2023 Parent/Scholar Handbook and Code of Conduct references policies and procedures for a traditional school opening. Please refer to the Virtual Academy at Cirrus handbook for specific guidance on E- Learning. The Virtual Academy handbook is guided by the Cirrus Academy Scholar Handbook and Code of Conduct. Policies and procedures in the handbook may be revised as needed to address the COVID – 19 pandemics.

1870 Pio Nono Ave, Macon, GA 31204
www.cirrusacademy.org / (478) 250-1376

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CIRRUS ACADEMY CHARTER SCHOOL

GOVERNING BOARD MEMBERS

Shelton Hart, Board President

Shirlynn Kelly

Nathan Lewis

Joe Morris

Tosin Olagunju

Latrell Taylor

Albert Rogers, Founder

CEO/Superintendent Message



Greetings Scholars/Parents,

Welcome to Cirrus Academy Charter School—home of the *Eagles*. Your talents and skills will help to continue our winning ways—in and out of the classroom. We are looking forward to assisting you in fulfilling your educational goals. Further, we promise to offer you an opportunity to prepare for life after Cirrus Academy. With your cooperation, reaching our academic goals will be easy.

We encourage you to study diligently and to learn as much about every academic subject as possible. Set your goals high, believing that you can achieve them, and you will. Be the best that you can be. Good grades are important, but what you learn is more important. Employers everywhere are demanding that schools “raise the bar”, requiring that scholars have higher levels of competence in the basic skills for entrance into the job market after high school. It starts in elementary and middle school. It is therefore essential that we have a school that works to meet this growing demand.

Be a committed **EAGLE**; get involved! We encourage parents and scholars to seek out our trained professionals, and we will do our best to help you. We are here to help make your years at Cirrus Academy successful and as educationally challenging as possible. Your Parent/Scholar Handbook contains important school rules and policies. If you have questions, stop by my office, or call for assistance. We extend our best wishes for *SUCCESS* in of your educational pursuits. Let’s have a great year!

WE ARE FULL STEAM AHEAD!!!!

Kind Regards,

Dr. Gail Morris Fowler
Superintendent/CEO

Mission Statement

Cirrus Academy Charter School's mission is to develop and implement a comprehensive educational program that prepares scholars to meet and exceed world class standards and prepare them to compete in the global market.

Vision Statement

Our vision is for Cirrus Academy Charter School scholars to be well rounded, civic-minded individuals who graduate with a firm foundation of knowledge and skills in STEAM that enable them to build and sustain quality lives, contribute to the economic vitality of the United States of America, and to be globally competitive in the worldwide marketplace.

Belief Statement

We believe that:

- All scholars who enter our doors are success stories waiting to happen and it is up to us to help make it happen!
- All scholars can learn.
- Scholars need to both demonstrate their grasp of essential knowledge and skills and be actively involved in solving problems and producing high quality work.
- Scholars need to apply their learning in meaningful contexts.
- Scholars learn best when they are actively engaged in the learning process.
- Cultural diversity can increase scholars' understanding of different peoples and cultures. A scholar's self-esteem is enhanced by positive relationships and mutual respect between scholars and staff.
- A school must continue to improve if it is to help scholars become confident, self-directed life-long learners.

ACCREDITATION

Cirrus Academy Charter School System is accredited by **Cognia**.

NOTICE OF EQUAL OPPORTUNITY

The CACSGB maintains a policy of equal educational, athletic, and employment opportunity. The CACSGB does not discriminate on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age in its programs and activities and provides equal access to Scouts BSA and other designated youth groups. The Board prohibits retaliation against individuals who file complaints or those who assist in the investigations of complaints alleging discrimination on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Appropriate disciplinary actions shall be imposed for verified acts of retaliation, including, but not limited to a report to the Professional Standards Commission for certified staff members. The Board believes complaints are best resolved when handled as close to their origin as possible. If scholars and/or parents have concerns, then they should bring concerns, in writing, to the attention of the

Dean of Students or designated administrator.

REGISTRATION/ENROLLMENT

CACS has a state-wide attendance zone. To be eligible for enrollment at CACS, scholars residing in the attendance zone must submit a timely application to the school in accordance with the deadline set by CACS. Parents/Guardians can submit an online application at <https://gacloud2.infinitecampus.org/campus/OLRLogin/cirrus>

or by a physical application provided by the school. If the number of timely applicants received exceeds the capacity of a program, class, grade level, or building, we will ensure that applicants have an equal chance of being admitted through a selection process (lottery). An application must be submitted for each scholar seeking enrollment (including siblings). CACS will provide each enrolling parent/guardian with a Parent Handbook. CACS reserves the right to amend, change or delete policies that govern CACS. CACS policy changes will be reflected as Handbook revisions and addendums. Parents/guardians should be aware that they must abide by all policies set forth in the Handbook and all revisions and addendums thereof.

Upon acceptance, the Office maintains scholar records on every child accepted into CACS. It must contain copies of personal documents including:

- Birth Certificate of the scholar
- Current Immunizations record (Georgia Form 3231)
- Ear, Eye, Dental Screening (Georgia Form 3300)
- Copy of social security card (if available)
- Parent or Guardian Government issued Picture ID
- Guardianship Papers (If scholar does not live with natural parents)
- Kinship Caregiver Affidavits (if available)
- Grandparent Affidavit (if applicable)
- Records from Previous School
- Medical Information which will impact instruction

All scholar information given to CACS must remain current. Please notify the office immediately of any changes. In the event of the school closing, all records are placed in inaccessible storage. Georgia law requires that every scholar enrolled in a Georgia public school must be immunized according to the rules and regulations established by the Georgia Department of Public Health. **A Certificate of Immunization (Form 3231) must be on file.** A Georgia physician or health clinic must complete the certificate. Scholars who do not provide the school with an approved certificate will not be allowed to remain in school. **A child enrolling in a Georgia school for the first time AT ANY GRADE LEVEL must be age- appropriately immunized with all required vaccines.** In addition, those scholars entering a Georgia public school for the first time must provide a Certificate of Eye, Ear and Dental Examination (Form 3300) at enrollment.

Effective July 1, 2014, children born on or after January 1, 2002, who are attending 7th grade and for new entrants into a Georgia school grades 8th through 12th must have received a dose of Tdap (tetanus, diphtheria, pertussis) vaccine and one dose of meningococcal conjugate vaccine.

NOTE: An Affidavit of Religious Objection to Immunization form, or a Georgia Form 3231, with each medical exemption verified by your scholar's physician may be completed and submitted to

the school, if applicable, in lieu of Current Immunization records. Please see the Dean of schools for more information.

WITHDRAWAL FROM SCHOOL

Parents/guardians should notify the school if for any reason it becomes necessary for their child to be withdrawn from school. The withdrawal forms are taken care of ahead of time in the school office if possible. Fees owed must be paid before the withdrawal process is complete. Parents/guardians should take a copy of the withdrawal form with them to their scholar's newschool.

Admission to Kindergarten and First Grade

A child is eligible for kindergarten if he/she is five years of age on or before September 1st of the current school year. A child is eligible for enrollment in first grade provided he/ she is six years of age on or before September 1st of the current school year.

Class Size

Although class size is kept to a minimum, scholar enrollment demand may increase the size of a class. Desired class sizes are the following:

Kindergarten- First Grade 20 per class

Second- Fifth Grade- 22 per class

Sixth- Eighth- 24 per class.

Scholar Placement

Placement is determined by a committee comprised of administrators and teachers.

Attendance/Truancy

CACS, in cooperation with other county agencies, shall enforce the **Georgia Compulsory Attendance Law, O.C.G.A. §20-2-90.1**, Mandatory Attendance, which requires that every parent, guardian, or other person residing in the state having control of any school age child or children between the ages of 6 and 16 enroll and send such child or children to school.

School success is defined as the ability of all scholars 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 scholar success. Every time a scholar is tardy or absent, the scholar loses an opportunity to learn. CACS expects scholars to be in school and on time every day, except when illness, injury or some serious situation beyond their control prevents attendance.

All CACS scholars are affected by and fall under the provisions for our attendance protocol which is as follows:

Level I

Three (3) unexcused absences: School staff will contact parents/guardians and document contact in the scholar's school file. The staff may contact parents via email, telephone, or letter.

Level II

Five (5) unexcused absences: School staff will notify parents/guardians of the Scholar's truancy and request a conference with the parents/guardians, and parents/guardians will be required to sign an Attendance Contract.

Level III

Eight (8) unexcused absences: School staff will notify the Department of Family and Children Services (DFACS). Information regarding the scholar's truancy will be transmitted to the juvenile court for judicial proceedings.

Any parent, guardian, or other person residing in Georgia having control or charge of a child or children who violate Georgia Code §20-2-690.1 shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine of not less than \$25 and not greater than \$100, imprisonment not to exceed 30 days, community service, or any combinations of such penalties, at the discretion of the court having jurisdiction.

Excused and Unexcused Absences

Absence from school is classified as either excused or unexcused. Reasons established by the Georgia Board of Education as excused absences are set forth in this policy. Scholars may be temporarily excused from school and allowed to make up work when:

- The scholar is personally ill and attendances in school would endanger their health or the health of others. Excessive / extended absences due to illness must be reported to the Dean of schools with proper medical documentation from the scholar's physician or psychologist.
- A serious illness or death occurs in the scholar's immediate family (parent, sibling, or grandparent of the scholar).
- The scholar's absences from school are mandated by order of governmental agencies or by a court order.
- A scholar is celebrating religious holidays observed by the scholar's faith.

Note: An excused absence does not mean the scholar is given credit for being at school. It means that the scholar may make up work missed during the excused absence.

Scholars should present a written excuse within three (3) days after an absence whether excused or unexcused. Failure to do so will result in the absence(s) remaining unexcused. Excessive/extended absences due to illness must be reported to the Dean of schools with proper medical documentation from the scholar's physician or psychologist.

The following information must be stated on each written excuse for absence:

- The date the excuse is written.
- The date and day of the absence.
- Reason for absence.
- Signature of parent or guardian.

Scholars who have absences may make up work or test missed. Parents/ guardians must email their scholar's teacher(s) and request all missed work assignments and/or tests. The scholar's teacher(s) will notify the parent/ guardian when the missed work assignments and/ or tests are available. Parents/ guardians may pick up missed work assignments and/ or tests

in the school's front office. Scholars should complete all makeup work and/ or tests missed within five (5) school days upon the scholar's return to school. Additional time for making up missed work assignments and/ or tests may be afforded to scholars who qualify for accommodations and services under Section 504 of the Rehabilitation Act of 1973 (Section 504) and/ or the Individuals with Disabilities Act (IDEA).

Tardiness/Early Dismissal

Instruction begins promptly at 8:20 a.m. for all scholars; a scholar is considered tardy after that time. A parent must accompany the scholar and sign him/ her in. Many people do not realize that missed instructional minutes add up quickly. For example, if your scholar arrives a mere 10 minutes each day, they miss 50 minutes of instructional time every week. During a 36- week school year, they could miss 30 hours of instruction! If a scholar is 20 minutes late, it would be 60 hours (about 2 and a half days), and so on. These instructional minutes are especially important to the achievement of scholars and the success of our schools. An excessive number of lost instructional minutes could prevent your scholar from being promoted to the next grade level.

For the benefit of all scholars, we will implement the following procedures with relation to unexcused tardy and unexcused early dismissals:

- 5 Unexcused Tardy/ Early Dismissals- Parents/ guardians will be contacted by a school administrator
- 10 Unexcused Tardy/ Early Dismissals- Excessive Tardy/ Early Dismissal Notification Letter will be given to the parent/ guardian
- 15 Unexcused Tardy/ Early Dismissals- Attendance Contact Meeting Scheduled with parents/ guardians and administration

Perfect Attendance

To receive an award for Perfect Attendance, a scholar may not be absent, excused, or unexcused, tardy, or be dismissed before the end of any school day.

At the discretion of the Dean of schools, a statement from a physician maybe required to validate extended or excessive absences.

SCHOOL OPENING & CLOSURES

School Messenger

CACS has a text-based messenger system, REMIND, which is used in the event of emergencies such as school closings, evacuations, natural disasters, off-campus events, school lock-downs, or other major incidents. CACS also utilizes REMIND to notify parents of school events, items of importance and upcoming important dates. REMIND delivers text messages to parents by telephone or email by computer. This system enables the delivery of a fast, accurate message and is a valuable addition to our school safety program. Please ensure that you have signed up to be a part of the REMIND Parents of Cirrus Academy. Information regarding signing up for REMIND Parents of Cirrus Academy may be obtained at the front office.

CACS also utilizes ClassDojo. ClassDojo is a simple plan that connects teachers, parents, and scholars in every classroom. It's a school communication platform that teachers, scholars, and families use every day to build close knit communities by sharing what is being learned in the classroom home through photos, videos, and messages.

WEATHER

In the event of school cancellation, parents will be notified by telephone through REMIND, our automated notification system. The message will also be posted to our school system's Website, www.cirrusacademy.org. A Public Service Announcement request will also be sent to the local media, to include 13WMAZ TV, FOX24 TV, WMGT41 TV, WRWR TV-38, and all local radiostations. If a tornado warning is issued, dismissal may be delayed.

School Day

The school day for all CACS scholars begins at 8:20 a.m. and ends at 3:20 p.m. Scholars must be in attendance for a minimum of at least one-half of the instructional day to be counted for a partial day present. The cut off time for determining attendance is 10:45 a.m. If a scholar leaves before 10:45 a.m., or arrives after that time, the scholar is counted absent for the school day.

Arrival and Departure

Morning dropoffs and after school pickups will enter through back gates (vans, etc.)

School hours: 8:20 a.m. - 3:20 p.m. 8:25 a.m. is tardy.

Breakfast 7:30 a.m. - 8:00 a.m.

Front Gates Open for staff: 7:00 a.m.

Back Gates/Carpool open for Scholars: 7:30 am

Back gates close: 8:30 a.m.

Late sign-in at back gates until: 8:30 a.m., AFTER 8:30 a.m. sign in at FRONT OFFICE.

NO ENTRY AFTER 10:45 a.m.

Back Gates for afternoon pickup open: 3:20 p.m.

Afterschool program: virtual 4:30 p.m.-6:30 p.m.

Tuesday and Thursday

Gates close at: 4:00 p.m.

***Scholars will not be admitted to school prior to 7:30 a.m. It is essential that scholars be picked up from school by 4:00 p.m. each afternoon. Persistent failure to timely pick up scholars by the end of the day may be reported to the Department of Family and Children Services.*

Early Dismissal

Early Dismissal for all Scholars K-8: 1:45 p.m.

When it is necessary for a scholar to leave before their designated cut off time, the enrolling parent/guardian, or a person on the scholar's approved check out list must first sign him/her out in the office. Office personnel will then call the scholar from his/her class. Proper identification will be requested of persons making the checkout request.

Release of Scholars

The school may not release a scholar to any person other than the person who enrolled the scholar in school. If an individual other than the person who enrolled the scholar in school is authorized to take the scholar from school on a regular basis (e.g., a grandparent or other relative, childcare provider, etc.), the enrolling parent/ guardian must provide the name and contact information for an authorized person to take their scholar from school and the authorized person's information will be placed in the scholar's record. If someone other than the scholar's enrolling parent/ guardian (or an individual authorized in writing by the enrolling parent guardian) attempts to take custody of a scholar or to remove the scholar from the school, the school will immediately contact the scholar's enrolling parent/guardian. If a person who attempts to take custody of the child without the consent of the enrolling parent/guardian refuses to leave the campus or causes a disturbance, the school will contact the appropriate law enforcement agency.

Any change in your scholar's transportation must be communicated to the appropriate school staff in advance of the desired change date, using the procedures established by the school.

CANCELLING SCHOOL DUE TO AN INFECTIOUS DISEASE OUTBREAK

CACS will collaborate with DPH to monitor disease outbreaks in our school and to determine when school should be canceled. The information provided by DPH will also guide CACS decisions on the length of time for a school closure and the extent of the closure.

Legal Authorities for Cancellation of School: The CACS Superintendent has the authority to cancel classes when it is deemed necessary for the health and safety of scholars and staff. In the Superintendent's absence, Governing Board President or designee also carries that authority.

If school is canceled due to an infectious disease outbreak, all other school-related gatherings (athletic events, concerts, after school activities, field trips, etc.) will also be canceled. In some cases, non- academic events may be canceled even if classes are not.

Communicating with Stakeholders during an Infectious Disease Outbreak: CACS will attempt to provide accurate, consistent, and timely communication with staff, scholars, and parents. We will coordinate with DPH to disseminate critical information from the health department, to develop and deliver common health messages and educational materials to families as information is received.

Information will be disseminated via our normal emergency mass communication methods.

Continuity of Operations Plan: Certain essential district-level functions will need to continue even during a school closure situation. Essential services may include:

1. Payroll, Accounts Payable
2. Communications, Technology (website, press releases, learning at home resources, etc.)
3. Facilities Coordination
4. Emergency Operations Center (planning for the reopening of schools)

Identify essential personnel who will be needed to carry out essential services and determine if those services can be accomplished at home (by computer, through emails, conference calls, using Skype, etc.) or by staggering work schedules and locations and using social distancing measures. Essential personnel who report to work during a school closure should take precautions; Social distancing, and/or wear PPE as recommended by DPH.

Learning at Home: To help scholars stay educationally engaged while classes are canceled, CACS may provide a variety of Learning at Home resources for scholars. While not mandatory, we encourage parents and scholars to utilize these resources which would be provided in the event of a school cancellation. In addition, CACS has an online learning action plan that can be initiated in the event of extended school closures.

Staff Leave: In the event of school closures, information will be communicated to employees regarding the appropriate type of leave to be used.

REOPENING SCHOOLS

Our primary objective in the recovery phase is to restore the learning environment as soon as possible. Issues to consider include determining if schools need disinfection measures before reopening, staffing levels, and grief/mental health issues. The Superintendent's office may also need to develop a plan for scholars/staff to make up for lost school days.

As the district resumes normal operation, it will remain in contact with DPH regarding disease surveillance. An infectious disease outbreak often comes in waves and the response and recovery process may be repeated several times.

Disinfection: Disinfection needs will depend primarily on the severity, type, and duration of the pandemic. Viruses can live an extended time outside the human body on nonporous surfaces such as plastic, metal or wood (depending on the virus). Guidance will be obtained from DPH regarding our cleaning policies and practices.

Personnel: If there are multiple staff absences due to an infectious disease outbreak, a plan will be formulated to continue instructional programs and operations within the district.

Mental health issues: Depending on the severity of the outbreak, we will use or modify our Critical Incident Stress Management (CISM) protocols and/or collaborate with local mental health partners to assist with providing scholars and staff with the appropriate support.

Making up school days: The Superintendent's office will collaborate with the Georgia Department of Education to develop a plan for making up lost school days, if needed.

DRILLS: FIRE/TORNADO/ EMERGENCY/BUS EVACUATION DRILLS

Scholars, teachers, district employees, state employees and other visitors will participate in drills of emergency procedures. The following safety drills are practiced:

Fire Drills: These are held twelve (12) times a year. When the alarm is sounded, everyone should follow the direction of teacher or emergency personnel quickly, quietly, and in an orderly manner.

Tornado/ Severe Weather: Tornado drills are held twice a year. CACS will conduct a practice drill to ensure scholars know where to go and what to do.

A tornado watch: conditions are favorable for a tornado or severe weather.

A tornado warning: tornado has been sighted.

Bomb Threat: Procedures are based on recommendations from the Georgia Emergency Management Agency (GEMA). Scholars are to always follow the directions of staff and emergency personnel.

Lockdowns: Code Yellow and Code Red Drills- These drills will take place 2 times each year. When schools have been placed on an actual Code Red lockdown, parents/ guardians will be notified through our REMIND system before the end of the day.

Lunch/Breakfast Program

The goal of Cirrus Academy Charter School is to provide scholars with healthy meals each day. However, unpaid charges place a large financial burden on our Food Services Department. The purpose of this policy is to insure compliance with federal reporting requirements for the collection of outstanding scholar and adult meal balances.

The intent of this policy is to establish uniform meal account procedures throughout Cirrus Academy Charter School. The provisions of this policy pertain to a second breakfast and second lunch for scholars and regular priced school breakfast and lunch meals for adults only.

CEP Meal Benefit - all CACS scholars are allowed to receive one breakfast and lunch each day at no cost. A la carte purchases must be prepaid with cash, check or money order to the Cirrus Academy Charter School Nutrition Director.

Scholars/Parents/Guardians - pay for meals in advance with cash, check or money order to the Cirrus Academy Charter School Nutrition Director.

Refunds - for withdrawn and graduating scholars; a written request for a refund of any money remaining in a scholar account must be submitted. An email request is also acceptable. Scholars who are graduating at the end of the year will be given the option to transfer to a sibling's account with a written request.

Unclaimed Funds - must be requested within one school year. Unclaimed funds will then become the property of Cirrus Academy Charter Schools' Food Service Program.

Balances Owed - All Cirrus Academy Charter School scholars will eat regular breakfast and lunch at NO Cost. Snacks must be paid for at time of service or prepaid to the School Nutrition Director daily. Visitors are not allowed to be charged for any meals at all. While the USDA Child Nutrition Program does not require that a scholar pay for regular breakfast and lunch, Cirrus Academy Charter School does require second meals not accumulate an outstanding balance more than 5 days. Outstanding balances will remain in file and become part of the scholars' permanent record.

School Cafeteria - Cirrus Academy Charter School possess a computerized point of sale system that maintains records of all monies deposited and spent for each scholar and said records are available by contacting the School Nutrition Director by email or written request.

Lunch

Scholar Second Meal: \$3.50 Daily

Adult Meal Price: \$4.00 Daily

Visitor Price: \$4.00 Daily

Breakfast

Scholar Second Meal: \$1.50

Adult Meal Price: \$2.00

Visitor Price: \$2.00

Snack per scholar: \$.75

Drinks: \$1.00

Ala Carte List available upon request.

Parents are encouraged to pay for scholar second meals by the week or month. Money can be collected by the homeroom teacher. Cash and money orders are accepted.

Wellness Program

Cirrus Academy Charter School of Bibb County is committed to scholar wellness as a vital component of the School District's educational program. To that end, the Board directs and authorizes the Superintendent to implement any regulations as may be necessary to establish a comprehensive school wellness program. At a minimum, the Superintendent or Dean of students thereof must ensure that:

1. The School District engages scholars, parents, health and physical education teachers, food service professionals, school health professionals, board members, school administrators, and other interested community members in the development, implementation, and periodic review and update of the wellness program;
2. The wellness program includes measurable goals for promoting healthy eating behaviors, educating scholars about exercise and nutrition, and encouraging physical and other school-based activities that promote wellness.
3. The wellness program establishes nutritional guidelines for all foods available in schools during the school day that those guidelines are intended to promote scholar health and reduce childhood obesity.
4. The School District informs, and updates parents, scholars, and other relevant members of the schools follow the wellness program; the extent to which the wellness policy compares to model policies; and the extent to which schools are progressing toward the goals of the wellness policy. **The Superintendent shall also designate one or more school officials to ensure that the school complies with the wellness program.**

Regulation Wellness Program

Cirrus Academy Charter School ("District") recognizes that wellness and proper nutrition are related to scholars' well-being, growth, development, and readiness to learn. The district also recognizes that the school plays a critical role in creating an environment that promotes and protects scholar wellness, and provides proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. The district is committed to providing a healthy school environment, where scholars learn and participate in positive dietary and lifestyle practices that can improve scholar achievement.

Development and Implementation of a Wellness Program

In accordance with federal law, the district has involved parents, scholars, representatives of food services, board members, school administration, health and physical education teachers, and the public in developing a district-wide wellness policy. After considering input from various stakeholders interested in the promotion of overall scholar health and well-being, the district has created this regulation which included goals to promote scholar wellness.

- All scholars in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the Federal nutrition requirements of the Healthy Hunger Free Kids Act and the Smart Snack regulations
- Qualified child nutrition professionals will provide scholars with access to a variety of affordable nutritious, and appealing foods that meet the health and nutrition needs of scholars; will accommodate the religious ethnic and cultural diversity of the scholar body in the meal planning; and will provide clean, safe, and pleasant settings and adequate time for scholars to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, Snack Program, Fresh Fruit and Vegetable Program and Seamless Summer Feeding Program).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and the School Nutrition Program.
- The school district is committed to implementing a Farm to School initiative focused on serving locally grown as defined by the School Nutrition Program. This effort will be supported with nutrition education in the schools.

I. Nutrition Guidelines

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- Follow the USDA Healthy Hunger Free Kids (HHFKA) regulations:
- Be appealing and attractive to children while being served in clean and pleasant settings.
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.
- Encourage the consumption of foods as recommended by the HHFKA which encourages increasing consumption of a variety of fruits, vegetables, whole grain and low fat/ fat free dairy products
- Plan menus to accommodate the seasonality of local agriculture per availability of produce from local farms and school gardens
- Provide breakfast and lunch meals in accordance with the district's approved free and reduced-priced meal agreement in compliance with local, state, and federal guidelines.
- Offer meals to scholars during summer academic sessions and will offer meal services to the community at the participating schools and/or approved sites.
- Make available guidance to parents and families on foods that provide consistent nutrition messages and as needed for special diets
- Ensure snack foods and beverages sold to children at school during the school day are USDA

- Smart snack compliant
- Encourage standards that allow schools to offer healthier snack foods to children and ensure that scholars are only offered tasty and nutritious foods for a la carte sales

II. Nutrition Education

The district shall teach, encourage, and support healthy eating by scholars. Schools shall provide nutrition education consistent with federal and state regulations and engage in nutrition promotion aimed at achieving the following goals:

- The Nutrition Education program shall be interactive and meet State standard and Cirrus Academy Charter School District's curriculum guideline.
- Emphasize the skills scholars need to adopt healthy eating habits.
- Provide scholars with consistent nutrition messages throughout the school, classroom, cafeteria, community, and media.
- Be integrated into health education, physical education and core curriculum including math, science and language arts and is provided by staff with appropriate training.
- Schools shall conduct nutrition education activities and promotions that involve parents, scholars, and the community.
- School menus are followed and analyzed using USDA- approved software and cafeteria lines are arranged to promote increased selections of healthy foods and identification of healthy choices.
Teachers will be encouraged to incorporate the school garden as part of curriculum to enrich scholars' learning opportunities by presenting academic projects around food, nutrition, language arts, mathematics, science, and the environment.

III. Physical Activity Opportunities and Physical Education

All scholars' grades K-12 shall have opportunities, support, and encouragement to be physically active on a regular basis. The district shall provide:

- Physical education consistent with federal and state requirements
- Physical education will be taught by a certified physical education teacher
- Standards-based program designed to provide scholars with the knowledge and skills necessary to promote and protect their health
- Integration of physical activity into the classroom to support scholar achievement
- Promotion of physical activities
- Physical education resources readily available for scholars and teachers
- Encourages physical activity outside of the school day (before and after school day)
- Teachers and other adults in the school setting serve as role models for scholars by participating in wellness programs
- Recreational facilities that are safe, clean, and accessible for all scholars
- Opportunities for physical activity that are not withheld as punishment
- Encouragement to provide recess in PK-5 prior to lunch

The school district shall not be held liable for personal injury that may be incurred while using school district properties.

Avoiding Drugs Violence and Negative Choices Early (ADVANCE)

Members of the Bibb County Sheriff's Department will be teaching the CHAMPS Program to fifth grade scholars. The CHAMPS program stands for Choosing Health Activities and Methods Promoting Safety. The program provides an educational program for Georgia's youth, which skills, provides guidance, and the ability and knowledge to be safe, healthy, and happy, in preparation for a successful life. This is a 10-12-week program. Parents/guardians will be invited to attend a parent meeting at the CHAMPS graduation ceremony.

Staff Wellness

The district highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Such activities may include wellness promotion activities and health fairs for employees.

Other School Based Activities

Mealtimes and Scheduling

School dining areas shall have sufficient space for scholars to sit and consume meals, be clean, safe and pleasant environments that reflect the value of the social aspects of eating; and provide enough serving areas to ensure scholar access to school meals with a minimum of wait time. Lunch times shall be scheduled near midday (suggested times between 11:00 a.m. and 1:00 p.m.); be a minimum of 30 minutes in length to allow scholars adequate time to enjoy healthy meals with friends. Schools will not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless scholars may eat school meals during such activities. Schools will provide scholars access to handwashing or hand sanitizing before eating meals or snacks.

Rewards

Food as a reward or punishment shall not be used, per CFR210; this regulation shall extend to any activity that takes place during the school day and shall prohibit the use of candy and other food rewards for academic performance or good behavior.

Fundraising

School fundraising shall be encouraged to offer healthy food choices or non-food sale items. Cirrus Academy Charter School District requires that all fundraising conducted during the school day (midnight to 30 minutes after school dismissal), must meet the fundraising requirements of the Smart Snack regulation set forth by the Healthy, Hungry Free Kids Act of 2010. However, fundraising food sales are not allowed 30 minutes before or after or during meal service. Concessions after school hours which provide food and beverages during optional school events, talent shows, PTSO events are exempt from the guidelines contained herein, but are encouraged to also offer healthy choices.

Physical Education/Health

All scholars are required by Georgia law to have ninety (90) clock hours of physical education/health instruction each year. All CACS scholars have physical education specialists assigned; therefore, a well-planned health and physical education program is available for all scholars.

If a scholar is ill and unable to participate in physical education, a note from the parent/guardian is required each day that the scholar is to be excused from physical education. If the scholar is to be excused for more than a week, a note signed by a doctor is required. While a scholar may be temporarily excused from physical education class because of illness, no scholar may be exempt from the physical education requirement. Alternative activities or adaptive physical education will be provided to scholars who are temporarily excused from physical education class due to illness, if appropriate.

Accidents, Illness, and Health Services

If a child is injured at school, first aid will be rendered. Parents/guardians will then be contacted in those cases which the school deems serious enough to warrant communication. If the school is unable to reach the injured scholar's parent/guardian, the emergency telephone contact person(s), as stated on the scholar's enrollment documents, will be called to find someone to communicate the need for the parent/guardian to contact the school. Please assist the school by leaving current emergency telephone numbers for people who the school may contact if you are not available. When a child becomes ill at school, the parent/guardian will be notified just as in the case of an accident. Parents/guardians will also be contacted in cases of children soiling their clothes at school through accidents such as vomiting, urinating, or defecation. If a child shows signs of illness, he/she should not be sent to school.

The health-related Services department uses "Best Practice" standards that strive to eliminate barriers, increase attendance, and identify health-related concerns that influence learning. Please refer to the following guidelines when considering returning a sick child to school:

1. A child should be fever-free for 24 hours without medication before returning.
2. A child with strep throat must be on an antibiotic for 24 hours before returning.
3. A child with conjunctivitis (pink eye) must be seen by a doctor and may only return to school with a doctor's note.
4. A child with chicken pox may only return to school when all lesions are no longer open with active discharge. Such healing is usually denoted by a scab over the affected areas of

skin. Please provide a note from the doctor releasing the scholar to return to school and to excuse the absence(s).

5. All open, draining, or contagious skin areas (i.e., ringworm, Molluscum Contagiosum) must be able to be contained by a bandage/coverage. Please provide a note from the doctor telling the scholar to return school and to excuse the absence(s).
6. A child with scabies will be allowed to return to school the following day after the first treatment. Please provide a note from the doctor releasing the scholar to return to school and to excuse absence(s).

When to Keep a Child at Home

Keep a child at home if him /her:

1. Has had a fever of 100 degrees or higher in the past 24 hours
2. Is nauseated and/or vomiting and/or has diarrhea
3. Has been exposed to a contagious disease and is exhibiting signs/ symptoms of the disease
4. Has undiagnosed skin rashes, or contagious conditions such as scabies or chicken pox. Scholars will be excluded from school until the rash is gone or when cleared by a physician for any contagious illness. Your doctor can help determine the exact cause and ensure you receive proper treatment.
5. Live lice on the scalp. A child will not be allowed to attend if only nits are seen. Children who have been at home because of illness should not be brought to school for parties and/ or special events while they are exhibiting signs/symptoms of a contagious disease or prior to being cleared to return to school by a physician.

*A fever refers to a temperature of 100 degrees or more without the use of Tylenol or Advil or other fever reducing medications. The school will not administer aspirin, or products that contain aspirin, due to a high occurrence of Reyes Syndrome associated with viral infections and the use of aspirin. Please send a parent or physician note to the homeroom teacher within three days of the absence; otherwise, the absence is unexcused and subject to the truancy regulations. The information provided is not intended to replace physician advice. When your child is ill, please contact your health care provider.

Head Lice

Head lice can infect anyone, not just children. Head lice are spread through head-to-head contact and sharing, brushes, combs, head bands, hats, and jackets, etc. It is not our practice to check the entire class for head lice or send letters home to an entire class.

Lice are more common among preschool and elementary school-aged children and their families. Head lice cannot live on pets or animals, only on humans. No diseases are spread by head lice. **If a scholar is found to have active head lice, the parent/guardian will be called to pick him/her up. The scholar will not be allowed back to school with live lice. The school nurse or health technician will inspect the scholar's scalp for active lice upon initial re-entry to school which must be after the scholar's first lice treatment every 7 days up to 21 days (about 3 weeks) or until clear of lice and nits.**

Please help the school prevent lice outbreaks by encouraging your scholar not to share clothing items or other personal items such as combs, brushes, and towels with friends.

Hospital - Homebound Services

Hospital/ Homebound refers to those scholars who are medically prevented from normal school attendance based upon certification of need by the licensed physician or licensed psychiatrist who is treating the scholar for a medical or mental health condition. For more detailed information, please see your scholar's Dean of schools and school counselor.

Medication Administration

Prescription medicines will be given to scholars by school personnel only when prescribed and ordered by a physician and when the following guidelines are followed:

- All medication must be presented to the school office by a parent/guardian in a prescription labeled bottle, which will include scholar's name, date, instructions for administering, name of drug, and name of issuing physician.
- A Medication Administration form, HRS 28 is required to be filled out by the physician and parent/guardian in cases of long-term medication (more than two weeks).

Non-prescription medicine and over-the-counter medicine, such as Tylenol, should be left in the front office for staff to be administered. Over the counter medicines will be given only for a short-term duration (i.e., two consecutive weeks or for a total of ten times through the semester without a physician's order. Medication must be in the original container, accompanied by written parental request, consent, and directions for administering. A Short-Term Medication form, HR 29C, may be requested by the Health Technician. Expired medication will not be given to scholars. Please check for expiration date before bringing medications to school. Scholars requiring inhaler, injectable epinephrine (Epi-Pen), Diastat, or a Glucagon are allowed to always have them. Medication must be in the original container, accompanied by written parental request, consent, and directions for administering. Additionally, parents/guardians and the scholar's physician must complete a medication self-administration form which evidences that the medication is necessary for the scholar's medical condition, and that the scholar is capable to administer the medication when needed. It is critical that you discuss your scholar's medical condition(s) with the Dean of schools, teacher, and school nurse and/or Health Technician. Scholars must not share these medications with other scholars.

Disciplinary consequences will apply for scholars misusing these medications. Parents/guardians must pick up all medication at the end of the school year. All medication not retrieved by parents/guardians by the last day of the school year will be discarded regardless of the expiration date on the medication.

INFECTIOUS DISEASE POLICY AND PLAN

OVERVIEW

An infectious disease is an illness caused by the presence of disease-causing agents or germs, including viruses, bacteria, fungi and parasites and other microbes. These diseases are called communicable diseases or transmissible diseases due to their potential of transmission from one person to another.

Transmission may occur by direct contact with an infected person or animal, by ingesting contaminated food or water, or by contact with infected surroundings or contaminated air. Infectious (communicable) diseases that usually require a more specialized route of infection— for example, by insects such as mosquitoes or ticks (disease vectors)—are usually not regarded as contagious. Contagious diseases acquired by

blood or needle transmission, or sexual contact require prophylactic strategies but not measures such as social distancing or quarantine. Strict measures, as addressed in annual Blood Borne Pathogen training, are a prevention strategy in place in the school system.

Purpose

This pandemic or infectious disease plan provides guidance for reducing illness at school on a regular basis as well as procedures during infectious disease outbreaks and pandemic periods.

The plan includes the following:

- Strategies to prevent and reduce the spread of infectious diseases at our school.
- Procedures for canceling school due to an infectious disease outbreak.
- Considerations for reopening school.
- Notification of confirmed pandemic or infectious disease threats to the district will come from Georgia Department of Public Health (DPH).
- DPH Disease Prevention Specialists will notify Cirrus Academy Charter School (CACS) School Nurse if the Centers for Disease Control (CDC) declare a pandemic event or an infectious disease threat to the district.
- CACS School Nurse will receive guidance from DPH Disease Prevention Specialists regarding parent communication.
- The school Nurse will notify the CACS Superintendent/CEO.
- The Parent Engagement Coordinator will work with the school Nurse on communication to parents/guardians, scholars, and staff.
- The school Nurse will work with the Superintendent and the Parent Engagement Coordinator to initiate the CACS Pandemic or Infectious Disease Plan.

At-Risk Populations

Scholars are a high-risk population for infectious disease, and exposure to a variety of infectious diseases in a school population is inevitable. Infectious diseases are common in young children who have immature immune systems and are developmentally unable to understand and practice the concepts of good personal hygiene. However, older youth and teenagers exposed to different social situations are also prone to certain infections. In any school population, there are certain individuals who may have a higher risk of complications if exposed to specific diseases. Scholars and staff who are medically fragile or are immunosuppressed, pregnant, and/or have chronic disease, nutritional deficiencies or debilitating illness should be informed of the possible risks of acquiring an infection.

The responsibility of the school is to inform those individuals to consult with their licensed health care provider. The licensed health care provider will assess the risk, provide appropriate treatment and/or make recommendations so that reasonable accommodations are put in place for the individual by the school Exclusion from School for Health Reasons

The guidelines below have been developed for the exclusion of scholars who have communicable or contagious diseases. These regulations follow the requirements of the local health department.

A scholar with any of the following symptoms will be excluded from school until such time as the scholar is free of symptoms, has been satisfactorily treated, or submits a signed physician's statement that he/she is no longer contagious.

- A temperature of 100 degrees or more. Scholar must be fever free for 24 hours, without medication, before re-entry.
- A deep, barking, unusually persistent cough/fits of coughing, or productive cough of colored mucous.
- An undetermined rash, blisters, or scaly patches over any part of the body.
- Nausea, vomiting, or diarrhea. A scholar must be symptom free for 24 hours without medication before re-entry.
- Red, draining eyes.
- Sore throat with fever.
- Intense itching with signs and symptoms of secondary infection.
- Open, draining lesions.
- Jaundice-a yellowish tint to eyes or skin for unknown reason.
- Pain and/or swelling at angle of jaw.
- An unusual behavior changes such as irritability, lethargy, or listlessness.

- The school will segregate the ill child from well children at the school until he/she can go home to limit the spread of disease.
- Parents of children exposed to infectious diseases, as well as staff, will be informed.
- The school will adhere to the exclusion and readmission recommendations.
- The staff will watch for signs and symptoms of communicable diseases in classrooms where one is identified.

Communicable Disease Transmission Routes

- Airborne
 - Respiratory droplets from an infected person spread by sneezing, coughing, and speaking.
 - Direct skin contacts with wounds or discharges from an infected person.
 - Fecal-oral route when effective hand washing is not done after toileting and there is contamination of hands, food, drink, or of objects put in mouth.
 - Indirect contact when microorganisms linger on objects such as doorknobs, faucet handles, desktops, phones, handrails, and computer keypads.

Disease, Illness or Organism Health Department	Report to County
Bronchiolitis, Bronchitis, Cold, Croup, Ear Infection	NO
Pneumonia, Sinus Infection and Most Sore Throats	NO
Cold Sore	NO
Conjunctivitis (Pink Eye)	NO
Diphtheria	YES
Influenza (The Flu)	NO
Mononucleosis (Mono)	NO
Mumps	YES
Respiratory Syncytial (Virus) (RSV)	NO
Strep Throat	NO
Tuberculosis (TB)	YES
Whooping Cough	YES
Gastroenteritis – Bacterial	YES
Gastroenteritis – Viral	NO
Giardia (a Parasite)	YES
Hepatitis A (virus)	YES
Pinworms	NO
Haemophiles Influenza Type B	YES
Neisseria Meningitides	YES
Streptococcus Pneumoniae	YES
Viral Meningitis	YES
Chickenpox	YES
Fifth Disease	NO
German Measles	YES
Hand, Foot and Mouth Disease	NO
Head Lice (A parasite)	NO
Impetigo	YES
Measles	NO

MRSA (Methicillin-resistant Staph aureus)	NO
Molluscum	NO
Ringworm on body and Ringworm on scalp	NO
Roseola (virus)	NO
Scabies (A parasite)	NO
COVID-19	YES

STRATEGIES TO PREVENT AND REDUCE THE SPREAD OF INFECTIOUS DISEASES

How Germs Spread: Illnesses such as the flu (influenza), Norovirus (sudden and violent nausea, vomiting and diarrhea), and colds are caused by viruses that infect the nose, throat, lungs, and gastrointestinal tract. Flu and coldviruses usually spread from person to person when an infected person coughs or sneezes and the virus is inhaled by another person. Norovirus is spread by infected persons passing germs through food or ineffective hand washing. Germs are also spread by droplets when a person touches something that is contaminated with a virus and then touches their eyes, nose, or mouth. The length of time germs can live on certain surfaces depends on the virus.

Disease Prevention & Education: To help prevent the spread of any infectious disease, schools have an opportunity to educate scholars, staff, and the community on social etiquette, good health and hygiene habits, and disease prevention. CACS will provide education and reminders on handwashing, coughing, and sneezing any time there is a suspected outbreak and during the school year as requested by staff. CACS will have current illness/disease prevention information on the CACS Health Services website. During times of suspected or identified infectious disease outbreaks, the school district will coordinate with DPH to address the outbreak.

Our basic educational message is:

1. Cover your cough
2. Wash your hands often
3. Stay home if you are sick
4. Wear appropriate PPE (Personal Protective Equipment) as recommended by DPH.

1. *Cover Your Cough:* Teach scholars coughing and sneezing etiquette in classrooms and hang instructional posters in the school buildings. Have an ample supply of tissues available in each classroom and school area.

- Cover your mouth and nose with a tissue when you cough or sneeze.
- Cough or sneeze into your upper sleeve, not your hands.
- Wash your hands after you cough or sneeze or use hand sanitizer.

2. *Wash Your Hands Often:* Handwashing with soap and warm water is the best option. Hand sanitizers can be effective when there is no access to water, they are most effective if they have at least 60% alcohol in them. Staff are encouraged to provide time and opportunity each day for scholars to practice washing their hands with soap and water upon arrival at school, after coughing and/or sneezing in hands, at the beginning of the lunch line before eating, after bathroom use, and after recess.

- Wet hands with water, apply soap and scrub hands together for at least 20 seconds.
- Thoroughly rinse under warm, running water.
- Dry hands completely with a paper towel. Use a paper towel to turn off faucet handles and open restroom doors. If there are air dryers in the restrooms, rub hands vigorously together under the dryer until completely dry.
- Handwashing and Respiratory Etiquette Websites:
 - Centers for Disease Control and Prevention (CDC) <https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - Mayo Clinic <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/hand-washing/art-20046253>
 - National Science Foundation (NSF) Scrub Club <https://www.scrubclub.org/index.php>

3. *Stay Home if you're Sick:* A primary strategy against the spread of illness is for sick people to stay home from school. This includes scholars, staff, and volunteers. In times of suspected or identified infectious disease outbreaks, sick leave policies for staff and scholars will be reviewed, modified (if needed), clearly communicated, and consistently enforced.
4. *Wear Appropriate PPE (Personal Protective Equipment):* When working with scholars with suspected infectious diseases, staff will wear PPE as recommended by DPH.

Illness/Disease Monitoring & Tracking: During times of a potential infectious disease outbreak, the registrar will inform the building nurse of increased absenteeism due to illness. If a building has 10% or more of their total enrollment absent due to illness, the building nurse will report it to the Georgia Department of Public Health through its online reporting system. The school Nurse will implement a surveillance system to detect unusual rates of illness in schools. The school nurse, registrar and parent engagement coordinator will monitor illnesses daily, track illness trends and report to DPH.

Staffs are trained to be alert to children who are ill. Examples of symptoms include fever, frequent cough and/or sneezing, sore throat, and vomiting/diarrhea. Symptomatic scholars need to be sent to the health office for evaluation.

During periods of suspected or identified infectious disease outbreaks.

- The school nurse should protect themselves by wearing appropriate Personal Protective Equipment (PPE) when deemed necessary by DPH.
- Scholars who have a cough/sneezing with a fever will stay in the health office and will be distanced from healthy scholars until parents arrive. Having an ill person distanced can help to slow or prevent the spread of disease.

Disinfection & Cleaning Procedures: Keep commonly touched surfaces such as stairway railings, door handles, computer keyboards, bathroom faucets, and surfaces, drinking fountains, telephones, etc. clean by wiping them down with a disinfectant. During an infectious disease outbreak, consideration will be given to increasing the frequency of cleaning these commonly touched surfaces and areas based on the nature of the disease. In addition, we will consult with DPH for guidance on any necessary operational procedures that need to be enacted (i.e., changing HVAC filters, specialized disinfectants to use, closing rooms for a period, proper ventilation, etc.). When an employee or scholar with a suspected infectious disease is identified and has left the building, it is important that their work area, along with any other known places they have been, is thoroughly cleaned and disinfected. Clean the surface to remove dirt and soil with a cleaning agent, if needed, and disinfect following manufacturers' recommendations, paying particular attention to dwell time requirements. The person cleaning and disinfecting (usually a custodian) should wear appropriate PPE according to DPH recommendation. Hands must be washed or sanitized at the completion of the procedure. During times of a specifically known or suspected disease outbreak, the school district will consult with DPH for guidance.

Nutrition Services Food Safety/Sanitation Protocols: The CACS Nutrition Services Department follows safe food handling and storage practices from receiving through meal service.

Hazard Analysis and Critical Control Point (HACCP) principles are followed in each step of the food preparation process. Nutrition staff receive training upon hire and at least three times a year which includes training in good personal hygiene and proper food handling practices. Staff are not allowed to come to work if they have a fever, diarrhea, jaundice, or vomiting. During periods of suspected or confirmed infectious disease outbreak, modifications will be considered to services based on the severity and nature of the outbreak. This could include discontinuing the use of self-serve salad bars, serving sack lunches instead of cafeteria-style lunches, and having more stringent sick employee policies. Nutrition Service Departments will follow guidance from the United States Department of Agriculture (USDA).

Social Distancing: During suspected or identified infectious disease outbreaks, several social distancing measures can be taken to reduce the spread of an infectious disease. Discourage handshaking. Discourage the sharing of drinks or food. Avoid touching your eyes, nose, or mouth. Avoid face-to-face meetings, however, if unavoidable, maintain a distance between individuals as determined by DPH. Cancel or postpone non-essential meetings, gatherings, assemblies, field trips, workshops, or training as deemed necessary by the superintendent in collaboration with DPH. Consider having flexible hours and attendance policies to maintain social distancing and reduce illness in district office facilities.

Where to Get Information: If an infectious disease outbreak or pandemic occurs, having accurate and reliable information will be critical. Here are several websites to consult.

5. Centers for Disease Control and Prevention World Health Organization (WHO) <https://www.cdc.gov/> <https://www.who.int/>
6. Georgia Department of Public Health <https://dph.georgia.gov/>
7. U.S. Department of Health & Human Services (HHS) <https://www.hhs.gov/>

PREPAREDNESS

Effective preparedness includes establishing policies to maintain sanitation, keep records current, conduct periodic inspections and regular maintenance and training for staff.

General Activities

- Plan, exercise, evaluate and revise the Emergency Annex for Infectious Disease.
- Train and equip staff to assure competencies and capacities needed to respond to an infectious disease outbreak.
- Develop strategic partnerships with local community health care institutions and providers, and local, State, and federal response agencies and their staff.
- Develop and implement surveillance and reporting procedures to monitor illness patterns in schools.
- Educate school and parents about infectious disease and recommend protective measures
- Inform and update school about the potential impacts of an infectious disease outbreak on essential services and city, county, and school infrastructure.
- Stockpile necessary equipment and supplies that will be needed to respond to a disease outbreak.
- Establish ventilation (HVAC) standards to be used during response and recovery (such as filter change schedules, etc.).

Personal Protective Equipment (PPE)

- Provide PPE to staff (For example, N-95, which must be fit-tested, or surgical masks and nitrile gloves, an alternative to latex gloves).
- Address PPE issues with staff (i.e., uncomfortable, frequent changes, difficulties recognizing coworkers, communication issues, one size does not fit all).
- Ensure that you have adequate stock and an array of sizes and types available.
- Provide and use alcohol-based hand sanitizer and non-aerosol spray disinfectant for commonly touched surfaces.
- Train all staff to use PPE, including administrators, maintenance, and security staff.
- Encourage staff to talk about the PPE issues and to develop a “we will get through this” mentality.

Training

- Require inexperienced staff, including substitutes and volunteers, to complete First Aid and CPR (Cardiopulmonary Resuscitation) training, including child CPR.
- Provide refresher awareness training for all staff.
- Train maintenance staff to use chemicals properly to prevent accidental contamination and human exposure.

- Provide training on identifying symptoms of infectious disease.
- Educate school staff on the process and importance of routine hand hygiene and standard health precautions.
- Maintain training and attendance records of all staff (paid and volunteer).

Emergency Contacts

- Compile an emergency contact list of authorities. Include the names and phone numbers for specific personnel from each agency or authority.
- Determine which agency or authority would serve as first responder(s). The first responder represents the most important authority that needs to be involved in response to an infectious disease.
- Establish a relationship with local authorities to contact in relation to biosecurity concerns. Include law enforcement officials, hazardous material (HAZMAT) representatives, environmental health specialists/ sanitarians, health officials, fire and rescue department representatives, or federal food safety regulatory agency representatives (FDA and FSIS) and U.S. Homeland Security officials.
- Distribute the emergency contact list to appropriate school staff.
- Post the emergency contact list in a secure yet prominent place; make it available in hard copies, wallet cards, and on an intranet system.
- Ask key staff to program the emergency contact numbers into their telephones.
- Verify and update emergency contact information often. Note dates of revisions to prevent confusion.
- Establish procedures for communicating with scholars, parents, and the media when necessary (for example, notices of incidents or a press release). Follow an established plan as designated by the school board.

Concept of Operations

The **Macon-Bibb County Health Department** will be the lead agency in coordinating the local health and medical response to an epidemic or pandemic with state, federal, and local agencies, and officials. The school will maintain increased communications with **Macon-Bibb County Health Department**, which will then provide information to the County Operational Area Emergency Operations Center (EOC) to implement those procedures that increase the health and safety of the school community.

The school assumes the following responsibilities:

- Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the **Macon-Bibb County Health Department**.
- Identify chain of command in case of illness with a minimum of two back-ups for key administrators.
- Develop plans to communicate regularly about the status of the situation and provide guidance throughout the duration of the pandemic outbreak.
- Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of the pandemic outbreak.
- Review sick leave policies and adjust as necessary to ensure non-punitive policies are in place.
- Review policies regarding quarantines and pay continuation and make adjustments as necessary.
- Communicate with and educate the school community and parents about approved public health practices and what each person can do to prepare or respond to minimize health risks.
- Develop and implement educational support plans for scholars who are isolated or quarantined and coordinate these plans with the social support plans developed by the Macon-Bibb County Health Department and the Georgia Department of Education.
- Develop a recovery plan that provides for education support and emotional support for staff and scholars. If there is loss of life, implement procedures located in the School's Emergency Operations Plan.

- If needed, implement the School Crisis Response and Recovery Plan and activate Crisis Intervention Teams.
- Document all actions taken.

CACS assumes the following responsibilities:

- Identify chain of command in case of illness with a minimum of two back-ups for key administrators.
- Review best practices for respiratory hygiene and universal precautions and train all school staff, volunteers, and scholars.
- Identify and procure needed resources.
- Review procedures for sending ill individuals' home and adjust, if necessary.
- Establish and implement surveillance process to report the number of absent staff and scholars due to communicable diseases.
- Document all actions taken.
- Update staff and provide information on the extent of infection at the school site and potential changes that might take place at school.
- Follow school recovery plan that provides for education support and emotional support for staff and scholars.
- Maintain communications with Administrative Office and Parent/ Community to update the status.

Exclusion Guidelines

The decision to exclude scholars who have an infectious disease from school should be made in conjunction with the school nurse, the State or local public health agency, health care professionals, and/or parents/guardians. These guidelines contain exclusion recommendations for each disease or condition. Scholars should be allowed to return to school once the exclusion period is met or a healthcare provider clears the scholar.

If any of the following conditions apply, exclusion from school should be considered:

- If the scholar does not feel well enough to participate comfortably in usual activities, it may be recommended that he/she stay or return home until feeling well.
- If the scholar requires more care due to illness than school personnel can provide.
- If the scholar has a high fever, behavior changes, persistent crying, difficulty breathing, lack of energy, uncontrolled coughing, or other signs suggesting a severe illness.
- If the scholar is ill with a potentially contagious illness and exclusion is recommended by a health care provider, the State or local public health agency, or these guidelines.
- In cases where unvaccinated scholars are exposed to a vaccine preventable disease (such as measles, mumps, rubella, and pertussis), the State or local public health agency should be consulted to determine if exclusion of unvaccinated scholars is necessary. If school personnel become ill with an infectious disease, the affected staff member should consult with a health care provider to determine if they can work. If ill with diarrhea or vomiting, school personnel should not work until the illness is over. This is especially important for staffs that work in the cafeteria or handle food in any manner. A letter from the health care provider/physician may be required to return to work.

Social Distancing

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies include closing schools and public assemblies, cancelling athletic activities and social events, closing non-essential agency functions, implementing emergency staffing plans, increasing telecommuting and flexible scheduling and other options.

Quarantine

Quarantine is the physical separation and restriction of movement of individuals, families, groups and communities who, though not ill, have been

exposed to a contagious disease. Quarantine may be required to prevent the spread of infectious disease that may be transmitted to other individuals before illness develops or is recognized. Quarantines may be done at home or in a restricted area, depending on the specific nature of the infectious agent.

Isolation

Isolation applies to persons who are ill with a contagious disease. Isolation is the physical separation and restriction of movement of an individual who is ill or is suspected of having an infectious illness from those who are not ill and have not been exposed to the contagion. Isolation may be required if medically necessary and reasonable to treat, prevent, or reduce the spread of the disease. Individuals may be isolated in a health care facility, the individual's home, or a non-health facility.

Communications

Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the infectious disease and for managing the utilization of health care services. This plan's communications goals are to:

1. Provide accurate, consistent, and comprehensive information about the infectious disease, including case definitions, symptom management, treatment options, infection control measures, and reporting requirements.
2. Instill and maintain public confidence in the schools and the County's public health care systems and their ability to respond to and manage an emerging infectious disease environment.
3. Ensure an efficient mechanism for managing information between Macon-Bibb County Health Department, emergency response agencies, health system partners and the schools.
4. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
5. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
6. Ensure that all information release to the public is provided through the School Public Information Officer as identified in the School Emergency Operations Plan.

Reporting Requirements

Individuals treating or having knowledge of a reportable disease, whether the disease is suspected or confirmed, should report the case to the State or local public health agency. In most cases, health care providers or laboratories report diseases. In certain circumstances, school nurses and personnel should report diseases, such as when a scholar is suspected of having measles, chickenpox, a serious infectious disease, or when an outbreak occurs. It is important to remember that only qualified health care providers can diagnose an illness.

Regarding confidentiality, the Family Rights and Privacy Act prohibits sharing of health-related information except in certain well-defined circumstances, including, but not limited to specified officials for audit or evaluation purposes, and appropriate officials in cases of health and safety emergencies. Notifying the State or local public health agency of a reportable disease does not breach confidentiality laws.

When a case is reported, public health agencies may conduct an investigation to confirm the diagnosis, treatment, and cause of the illness, and determine the appropriate methods of disease control. Group outbreaks resulting from any cause, including foodborne outbreaks, must be reported to the State or local public health agency within 24 hours. In an outbreak situation, the goal of the public health agency is to assist the school in preventing further spread of the illness and to try to determine the cause of the outbreak.

To report a disease or outbreak, contact the **Macon-Bibb County Health Department** at (478) 745-0411

To the extent the following information is available; it should be reported when contacting the Public Health Department:

- Patient's name
- Diagnosis
- Date of birth
- Sex
- Ethnicity
- Address
- Phone number
- Name and address of the responsible health care provider
- Pertinent laboratory test results (if applicable)

RECOVERY

School recovery from the spread of an infectious disease will begin when school officials receive notice from the Macon-Bibb County Health Department that school may resume normal operations. The School Administrator will determine if normal supplies, resources, and response systems are adequate to manage ongoing school activities.

In consultation with Macon-Bibb County Health Department, the School Administration will recommend specific actions to be taken to return the schools to pre-event status.

The School will:

- Assess the economic and educational impact of the infectious disease on the schools.
- Evaluate the response actions taken by the school as a result of the infectious disease
- Determine effectiveness of existing plan to respond to similar events in the future.
- Revise existing plan as necessary to address any deficiencies.

After Action Review

- Implement sanitization and disinfection procedures
- Deploy solid waste disposal plans
- Review processes and incident communication protocols
- Review impact on the school and community
- Evaluate lessons learned
- Review and revise procedures, as needed
- Retrain staff

Document Archive

Maintain all information for the current year and the three prior years: Reports provided to the local Public Health Department or other government agencies

- o Attendance rosters of affected classrooms or school
- Reports from scholars and staff with symptoms of illness
- Reports showing what materials were provided to families and staff
- Actions taken by nurses, teachers, office staff and school administrators
- Protective eyewear or masks should be worn in situations where it is possible body fluids could come in contact with eyes or

mouth.

- Cleaning:

Immunizations:

Blood or body spills are to be wiped up as soon as possible. Spills are to be double bagged and disposed of in trash. The area is to be cleaned with an approved disinfectant or bleach solution.

All soiled clothing should be double bagged and sent home with person.

- The state health regulations require scholars attending school to be up to date on all immunizations.
- A notarized waiver is required for a valid exemption (medical, religious, or personal exemption).
- The school will keep documentation of the immunization status of all scholars on file.
- If a reportable communicable disease is known, parents of scholars without that vaccine will be notified to check with their doctor regarding exclusion from school for a designated time.

Cardiac Emergency Response Plan

This Cardiac Emergency Response Plan is adopted by **Cirrus Academy Charter School** effective **7/21/2020**. This plan was reviewed and approved by medical and legal counsel for Cirrus Academy Charter School on **7/21/2020**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Cardiac Arrest (SCA (Sudden Cardiac Arrest)) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping, or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Cirrus Academy Charter School** shall be as follows:

1. **Developing a Cardiac Emergency Response Team**

(a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.

- (a) Members of the Cardiac Emergency Response Team are identified in the "Cardiac Emergency Response Team" attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.

- (b) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (c) As many other staff members as reasonably practicable shall receive training.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8(below) and in the “Protocol for Posting” attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for Cirrus Academy Charter School:
 - (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
- (b) **Cirrus Academy Charter School** will regularly check and maintain each school- owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall

have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
- (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
- (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

(a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Cirrus Academy Charter School** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school-based AEDs, if available.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **(Insert name of school)** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training scholars, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. **Cirrus Academy Charter School** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See "Conducting Drills" attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of scholars in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) **Cirrus Academy Charter School** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.

- (c) **Cirrus Academy Charter School** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. **Annual review and evaluation of the Plan**

Building Location Information

School Name & Address _Cirrus Academy Charter School

School Emergency Phone#--(478) 250-1376 (during school hours)

(478) -501-8564 (afterschool hours)

Cross Streets

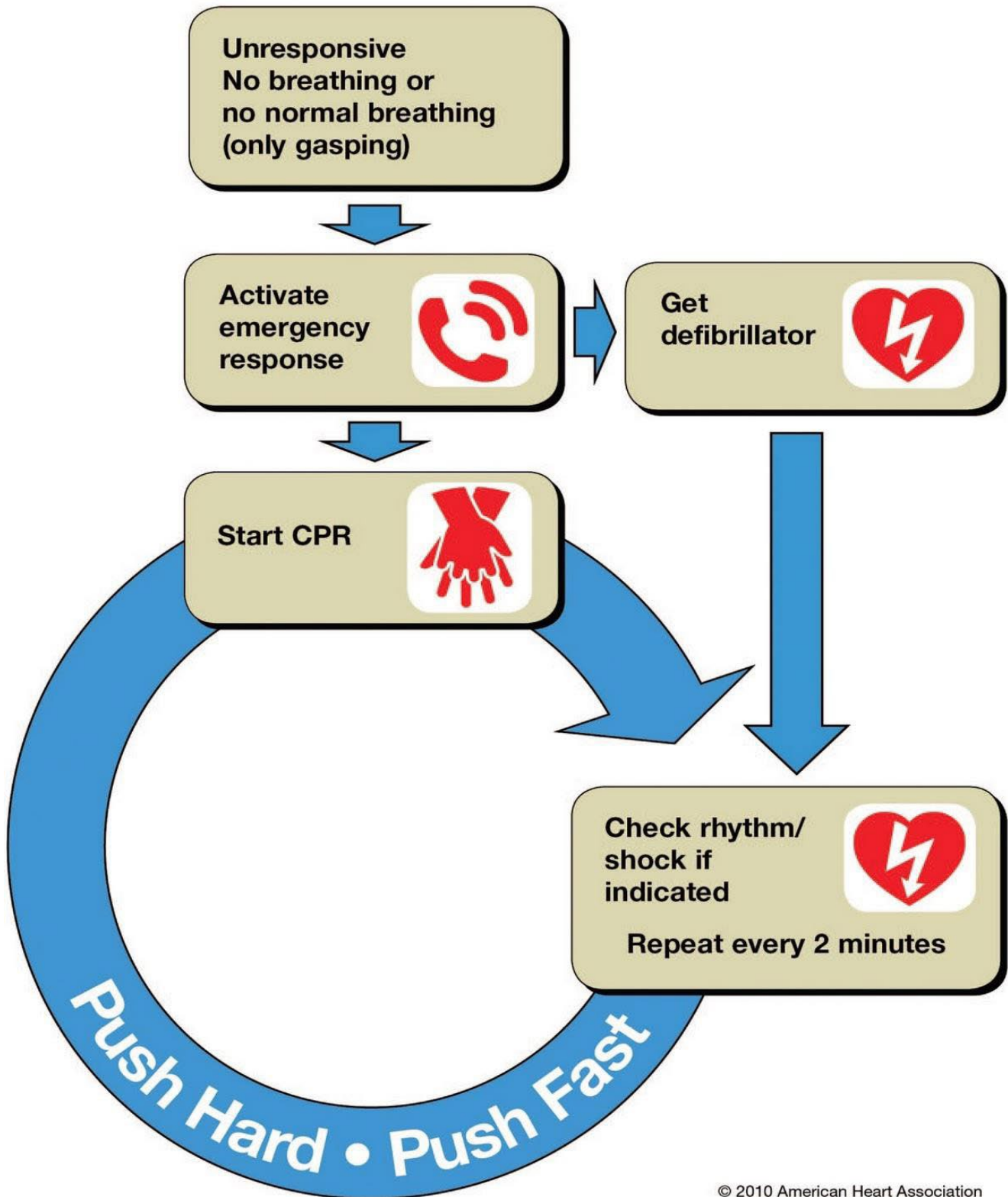
AED Location--Main Building

AED Location –Nurse Office

AED Location Middle School Building

AED Location-Rm 704

Simplified Adult BLS



Cirrus Academy Charter School shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the school's response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school- based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.
Post-event documentation and action shall include the following:
 - (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

Cirrus Academy Charter School
Protocol for School Cardiac Emergency Responders

For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff, and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(d) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this could cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(e) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. _____ Classroom, Room # _____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) enroute to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an

extra set of AED pads.

(f) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(g) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(h) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(i) Action to be taken by Office /Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.

- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and scholars when to return to the normal schedule.
- Contact school district administration.

LEARNING- TEACHING- ASSESSMENT

Curriculum

CACS is a Title I school with a curriculum focused on Science, Technology, Engineering, Arts and Math (STEAM). Our doors opened to scholars in kindergarten through eighth grade on August 1, 2016.

STEM Education

Cirrus Academy uses STEM curriculum. The curriculum is designed to help every scholar learn, grow, and succeed in the classroom and in life. Our curriculum helps scholars excel through STEM lessons, modules, and activities that are robust and engaging. The age- appropriate, scholar- centered K-8 learning solutions in STEM are composed of standards-based, relevant, and hands-on activities delivered via a scholar-focused learning process.

STEM + Arts

The arts play allows scholars to take an active role in their education and progress while encouraging teamwork and cooperative learning. Through experiments, modules, and more, CACS encourages self-directed learning in addition to traditional, lecture-based learning.

At CACS learning and achieving are cool! CACS fosters a safe learning environment where scholars are free to grow, ask questions, and be themselves. CACS is committed to seizing the golden opportunity regarding the latest research the learning/ brain connections to create a dynamic, enriched learning environment that will maximize brain growth for the future of the world- our children. Current studies on child development have concluded that from birth, children are able to develop necessary life skills and begin an educational foundation. CACS has found these conclusions to be true. During early childhood, the brain is actively receiving direction from its environment.

The natural curiosity of children and their desire to learn provide a unique opportunity for developing and building a solid foundation for their success in school and life.

Preparing a child for a successful and happy life is an important goal for parents. The professional staff at CACS shares this goal as we introduce children to learning- presented in fun, hands-on, experimental, and creative atmosphere. CACS teachers integrate STEAM into their Language Arts, Social Studies, Science, Math, and Fine Arts curriculum.

CACS provides an exceptional and revolutionary approach to developing a child's imagination, creativity, basic life skills, as well as intellectual and social development.

Our Learning Environments

As future citizens of the world, CACS scholars gain an early understanding of STEAM, professionalism and respect for other cultures.

Surrounded by supportive teachers and exceptional campus resources, our scholars take on new, exciting and complex projects such as coding projects, video production, winning “Olympic” medals, participating in Challenge laboratory projects, entrepreneurial and professional development activities, academic competitions, and more. These hands-on-lessons give scholars self-confidence to attempt new tasks and foster a commitment to see things through.

Each child is gifted with an amazing capacity to learn. Their individually unique talents wait to be discovered. In the right hands, their natural curiosity can become the source for a lifetime of academic success. At CACS, we are devoted to making the difference in a child's life. All CACS teachers and staff have embraced the belief that every child that enters our doors is a success story waiting to happen and realizes that it is our responsibility to help make it happen. In our safe, creative, and positive environment, children of all abilities learn and practice the tools they need for continued academic success. Our innovative programs identify and promote each child's natural gifts and talents through our stimulating STEAM facility.

TESTING PROGRAM

In 1971, a statewide testing program was established in Georgia to facilitate instructional planning, to provide feedback to scholars and parents, and to evaluate the effectiveness of educational programs. The CACS Inventory will be administered three times yearly for scholars in grades Kindergarten through 5. Kindergartners are to be assessed throughout the school year with Georgia Kindergarten Inventory of Developmental Skills (GKIDS). Grades 1-5 are administered local and/or state assessments.

Grading Systems - Grading and Reporting

Promotion Standards and Criteria

Promotion decisions are based upon multiple criteria (e.g., teacher – made assessments, homework, curriculum- embedded assessments, and teacher observation of scholar performance). The scholar will be promoted if the established grade- level criteria are met or exceeded, as evidenced by the scholar receiving a passing grade in core subjects.

Requirements for Grades: K

Kindergarten: To be promoted to grade 1, a scholar must meet the following requirements:

- Demonstrate progress or mastery of reading and math standards
- The indicators below will be used to report scholar progress on essential skills in the content areas and social development on the report card.
- These reflect the Georgia Kindergarten Inventory of Developing skills (GKIDS).

Academics - Mastered PR - Progressing EM – Emerging ND - Not Demonstrated

Requirements for Grades 1-8

Grade 1: To be promoted to grade 2, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn one or more “Meets” in Science and Social Studies.
- Meet attendance requirements.

Grade 2: To be promoted to grade 3, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn one or more “Meets” in Science and Social Studies.
- Meet attendance requirements.

Grade 3: To be promoted to grade 4, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).

- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- Score “On/Above grade level “on the Georgia Milestone End-of- Grade Assessments inreading.
- Meet attendance requirements.

Grade 4: To be promoted to grade 5, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- Meet attendance requirements.

Grade 5: To be promoted to grade 6, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- Score “On/Above grade level “on the Georgia Milestone End-of- Grade Assessments inreading.
- Earn an achievement level of “Developing Learner”, “Proficient Learner”, or Distinguished Learner”, on the Mathematics section of the Georgia Milestones End-of-Grade Assessment.
- Meet attendance requirements.

Grade 6: To be promoted to grade 7, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- May not fail three or more other courses.
- Meet attendance requirements.

Grade 7: To be promoted to grade 8, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- May not fail three or more other courses.
- Meet attendance requirements.

Grade 8: To be promoted to grade 9, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- Score “On/Above grade level “on the Georgia Milestone End-of- Grade Assessments inreading.
- Earn an achievement level of “Developing Learner”, “Proficient Learner”, or Distinguished Learner”, on the Mathematics section of the Georgia Milestones End-of-Grade Assessment.
- Meet attendance requirements.

The purpose of grading and reporting is to communicate to parents/guardians and scholars

the Georgia Standards of Excellence (GSE) that scholars are expected to meet, each scholar's level of performance in meeting those standards, and the adequacy of that level of progress or proficiency at the time of reporting so that success may be recognized, and improvements can be made when needed.

It is expected that scholars will be provided multiple opportunities with fair and valid classroom assessments to demonstrate proficiency on each course standard. Every assessment will correlate to Georgia Standards of Excellence (GSE) and all standards will be assessed.

Diagnostic, formative, and summative assessments will be utilized by teachers to gather data regarding scholar performance so that instruction may be aligned to scholars' needs. Diagnostic data provides a snapshot for teachers to gauge the scholars' prior knowledge and will not be included in grading. Formative assessments are opportunities for scholars to practice new learning, can occur during instruction, and may include observations of scholars and conversations with scholars. Formative assessments, being a practice opportunity for scholars, may or may not be included in grading. Summative assessments are given after instruction and ample practice opportunities, when the teacher is soliciting demonstration of mastery of the standards from the scholars.

Parents will receive progress reports indicating scholar progress toward grade level/course standards at the midpoint of the grading term and report cards at the end of each grading term. Parents can access scholar grades through the Scholar Information System (SIS) for scholars in kindergarten through eighth grade. Parents of scholars enrolled in special education, ESOL, EIP, Title I, REP, or gifted courses may receive supplemental progress reports from their child's teacher. These reports reflect progress toward specific program goals that may or may not reflect grade level/ course standards.

Any grade change will be supported by written documentation on the Administrative Grade Change Authorization Form supporting the change which shall include the name of the person requesting the change and all required approvals.

This procedure does not prevent the Dean of schools or other administrators from discussing grades and grading with the classroom teacher.

This procedure does not prevent a school or central office administrator, or the Superintendent/CEO from changing a scholar's grade. Any grade change made by a person other than the classroom teacher must follow the established procedure and must be approved in writing by the governing Superintendent/CEO and the Dean of schools. This must be clearly indicated in the scholar's school records and must indicate the person responsible for making such grade change (see grade change form).

Make-up Assignments

The teacher must permit the scholar to complete missed homework, tests, or examinations within five school days after the scholar returns to school from an excused absence. If it is the fourth marking period, the teacher must permit the scholar to complete the homework, test, or examination by the end of the teacher's post planning days.

Teacher discretion may be used to extend the make-up time in extenuating circumstances. It is the scholar's/parent's responsibility to arrange with the teacher to make-up homework assignment, test or examination, the teacher will report the score, and the school registrar will update the scholar's transcript and report card upon signed approval by the Superintendent or designee.

Make-up Work after Absences

Teachers must permit scholars to make up work missed during absences for any of the following reasons:

Participation in school-sponsored activities such as field trips or other designated events, personal illness, medical requirements, family illness, death of a family member, observance of a religious, holiday, orders of government agencies, hazardous conditions, and suspensions (ISS and OSS).

Any assignments or projects given prior to the absences are due immediately upon the first day a scholar return. However, in extenuating circumstances, this may be extended.

Extra Credit

Teachers may assign scholars extra credit projects/assignments. These projects/assignments must be directly related to instructional material for improvement or enhancement and must be made available to the entire class.

Conversion of Letter Grades to Numerical Grades for Transfer and Dual Enrollment Scholars -(Grades K-8)

If a grade range is provided by previous schools attended, conversion will be made by assigning the midpoint of the range, not to exceed the values listed in the following conversion scale. If a grade range is not provided, the following conversion scale will be used. Grades earned by a scholar who is involved in a dual enrollment program with a post-secondary institution will have numeric grades recorded based on this scale.

Letter Grade	Numerical Equivalent	Grading Scale	Progress	Mid-Point Conversion Scale
A+				98
A	4.0	90-100	Excellent	95
A-				92
B+				88
B	3.0	80-89	Satisfactory	85
B-				82
C+				78
C	2.0	70-79	Needs Improvement	75
C-				72
D	1.0	70		70
F	0	69 or below	Unsatisfactory	65

Grading

A. **Grades K-5**

Scholar Grades for School Subjects

Numerical grades will be assigned to the core subjects of Language Arts (K-5), Reading (K-5), Science (K-5), and Social Studies (K-5):

90-100= Excellent Progress

89-80= Satisfactory Progress

79-70= Needs Improvement

Below 70 = Unsatisfactory Progress

Fail = Incomplete Work for the grade level

An "I" must be approved by the Superintendent or designee. The scholar must make up the incomplete work by the mid-term of the succeeding marking period. A low score of 75 and below signals the need for intervention, which should be provided immediately to the scholar to assist with mastery of content.

Computation of Grades

The following will serve as the basis for grading progress in all subjects:

1. Assessments for Learning - Quizzes, classwork, and observations with rubric/checklist, projects with rubric, labs, and Math Exemplars will constitute 50% of the grade.
2. Assessments of Learning - Tests, projects, finals drafts and Math Exemplars will constitute 40% of the grade.
3. Assessments of Learning- Homework will constitute 10% of the grade.

Number of grades per grading period in each category shall be at least:

1. Five (5) from no.1 above per 9 weeks
2. Two (2) from no. 2 above per 9 weeks

Teachers of First grade will only report Readiness at the 4.5 grading period and will reflect grades at the 9- week mark. Due to this adjustment, the number grades in the first grading period in each category shall be at least:

1. Three (3) from no.1 the first 9 weeks
2. One (1) from no.2 the first 9 weeks

The final grade in each of the core subjects (Language Arts, Reading, Mathematics, Science, Social Studies, and Health) will be calculated by averaging numerical grades for the four marking periods.

The final letter grade in Art, Music, Band, PE, Computer and Foreign Language will be calculated by converting the four marking period grades to numerical equivalents and averaging the numerical equivalent to determine the final grade. Five- tenths percentage points or above in any subject area grade should be rounded upward to the next highest grade.

E= 3

M= 2

N= 0

B. Grades 6-8

Standard Grades for School Subjects. The following grading scale will be used to report scholar achievement in the school subjects: 90-100 = **A**; 80-89 = **B**; 70-79 = **C**; 60-69 = **D**; 50-59 = **E**; 40-49 = **F**
Computation of Grades

Teachers will calculate the grades for each of the following components to determine a numerical grade:

- *Assessments during Learning* - (Independent Assignments) Quizzes, labs, close reading practice, question and answers will constitute for 50% of the grade.
- *Assessments of Learning* - (Summative Assessment) Tests, Science Fair Projects, essays, research papers, etc. will constitute for 40% of the grade.
- *Homework* - Work that is done independently at home for practice and reinforcement after teacher instruction will constitute for 10% of the grade.

Number of grades per grading period in each category shall be a least:

1. Five (5) from no. 1 above per 9 weeks
2. Two (2) from no. 2 above per 9 weeks
3. Two (2) from no. 3 above per 9 weeks

II. Scholar Conduct Grades K through 8th

Scholars will earn a conduct grade for each marking period which will be documented on the report card. Its purpose is to encourage scholars to conduct themselves in an orderly, courteous, dignified, and respectful manner. The conduct grade will reflect scholar conduct during the previous grading period.

Scholar Conduct Rubric

Excellent

E No infractions

Satisfactory

S One or more minor infractions

Needs Improvement

N Any moderate infractions

Unsatisfactory

U One or more serious infractions or multiple moderate infractions

Overall Excellent (E) or Satisfactory (S) Conduct Grade Actions

Scholars receiving an excellent or satisfactory conduct grade may earn extra privileges/incentives which will be determined at the school level.

Overall Needs Improvement (N) Conduct Grade Consequences

Scholars receiving a needs improvement conduct grade may be referred for participation in the RTI/Scholar Support Team process for the development of a behavior intervention plan which includes positive interventions, strategies and supports designed to address the behavior in question.

Overall Unsatisfactory (U) Conduct Grade Consequences

Scholars receiving an unsatisfactory conduct grade may be referred for participation in the RTI/Scholar Support Team. **Any personal recognitions or serving as a representative of these schools may be denied.** *Using grades for punishment is a violation of the Georgia Code of Ethics. Anyone using grades for discipline will face investigation of by the Professional Standards Commission (PSC).*

Purposes and Guidelines

The purpose of the report to parents is for the teacher to communicate the scholar's progress. Grading should be a professional assessment of a child's progress based on standards.

Examples: Teacher observation of scholars:

Counting money, measuring objects, demonstrating concepts with manipulatives, reading and answering questions orally, conducting a science experiment, participating in a group activity- (cooperative learning), developing a Social Studies project, playing learning games, summarizing a story that has been read silently, and researching a topic.

Report Cards/Progress Reports/Deficiency Notices

Report cards are released through the Parent Portal; every nine weeks (about 45 days) with Progress Reports issued Every 4.5 weeks. Teachers may send notices of failing grades at any time if there are major concerns with a scholar's performance. Progress reports may be sent home to parents any time during a nine-week period that the teacher judges appropriate when a scholar's progress is unsatisfactory. Parents should discuss these deficiency reports with the scholars, schedule a conference, if desired, and promptly sign and return the deficiency report to their scholar's teacher. The parent/ guardian will be notified if his/her scholar is in danger of receiving an unsatisfactory grade in art, foreign language, STEM lab, or physical education. Progress reports will be sent home at the mid nine- weeks. Reports cards will be issued on the dates listed below.

Documentation of progress may be maintained through checklists, rubrics, conference notes, anecdotal records, completed projects, contracts, etc. It is also important for scholars to be aware of progress and to receive immediate feedback when they are assessed. A second purpose of report cards and grading is to utilize assessments procedures as an instructional tool. If the assessment procedures reveal weakness, instructional strategies or modifications should be implemented to encourage mastery of skills and concepts. Lowering grades for disciplinary reasons is prohibited at CACS

Cirrus Academy 22-23 Grading Period

Grading Period	# of days	Start Date of Reporting Period	End Date of Reporting Period
1	43	8/2/2022	9/30/2022
2	46	10/3/2022	12/19/2022
3	48	01/05/2023	3/17/2023
4	43	3/27/2023	5/24/2023

Quarter	Report Name	Posting Window Opens	Posting Window Closes	Date to Post Report Cards
1	Progress Report 1	8/29/2022	8/31/2022	9/6/2022
1	Report Card 1	9/26/2022	9/28/2022	10/3/2022
2	Progress Report 2	11/14/2022	11/16/2022	11/28/2022

2	Report Card 2	12/12/2022	12/14/2024	1/09/2023
3	Progress Report 3	2/6/2023	2/8/2023	2/13/2023
3	Report Card 3	3/13/2023	3/15/2023	3/27/2023
4	Progress Report 4	4/17/2023	4/19/2023	4/24/2023
4	Report Card 4	5/17/2023	5/19/2023	5/23/2023

Homework

Homework is designed to be a constructive tool in the teaching- learning process; and, as such, can be an effective aid to scholar learning. Scholars will have a grade appropriate degree of homework on a regular basis for the following reasons:

1. To help scholars develop independent study skills
2. To reinforce learning which has taken place at school
3. To bring the home and school closer together
4. To relate school learning to out-of-school interests

Parents are encouraged to:

1. Show a positive interest in homework as well as in all other schoolwork
2. Provide children with a suitable place and quiet time for homework
3. Cooperate with the teacher to do homework more effective
4. Serve as consultants for problems and avoid doing the homework for the child
5. Allow for breaks if the homework completion becomes too emotional or tense

Types of homework to be expected include:

1. Practice assignments
2. Book reports
3. Special projects which are related to class activities
4. Reading assignments which will expand understanding of material introduced in class
5. Independent reading for a minimum of twenty (20) minutes daily

Scholars are encouraged to read a minimum of 20 minutes daily independently or with a family member.

HONOR ROLL/HONORABLE MENTION

Scholars in grades 3-5 may achieve Honor Roll status each grading period by meeting the following criteria:

- Earn "A's": in all academic subjects.
- Earn Satisfactory (S) in the subjects.

Promotion and Retention

CACS recognizes its responsibility for its scholars. Part of this responsibility includes a commitment for the scholar's understanding and mastery of the basis of mastery of the

basics in reading and mathematics. Promotion standards help to provide consistency in instructional emphases and clear expectations for teachers, parents, and scholars. Promotions are made based on mastery of standards and/or the ability of the pupil to do the work at the next level of instruction, as well as a consideration of social and emotional needs of the scholar. Promotion and retention of scholars are administrative matters and are to be done by teachers and Dean of students. The welfare of the scholar is the primary consideration.

Promotion of scholars annually is desired; however, it is recognized that under certain circumstances retention must be considered for some scholars. Retention of elementary school scholars shall conform to the following: Every effort shall be made to identify potential scholars to be retained as early as possible during the school year.

1. The teacher is responsible for the early identification of any scholar having learning difficulties. The identification shall be made known to the scholar, parent, and Dean of Students through written notification.
2. Grade 4- Effective the 2003-2004 school year, results of the Georgia Milestones Assessment may be considered in addition to grades, attendance, and other local requirements for promotion. Test results shall also be used to determine a scholar's need for accelerated, differentiated, or additional instruction.
3. When a child is retained, his instructional program will be modified to accommodate his individual needs within resources available.
4. Individualized Educational Plans (IEP) for scholars with handicapping conditions shall establish standards for promotion.

The Dean of students may retain a scholar who performs satisfactorily on the Georgia Milestones Assessment but who does not meet promotion standards and criteria established by the local board of education.

Promotion of scholars in grades 3 and 5 shall follow requirements set forth in Georgia Board of Education Rule 160-4-2.11;

- Grade 3- Effective the 2003-2004 school year, no third-grade scholar shall be promoted to the fourth grade if the scholar does not meet expectations on the Georgia Milestones Assessment in reading and meet promotion standards and criteria established by the local board of education for the school that the scholar attends.
- Grade 5- Effective the 2004-2005 school year, no fifth- grade scholar shall be promoted to the sixth grade if the scholar does not meet expectations in reading and in math on the Georgia Milestones Assessment and meet promotion standards and criteria established by the local board of education for the school that the scholar attends.

For 3rd and 5th grade scholars who do not meet expectations in reading and in math on the Georgia Milestones Assessments: An opportunity will be provided for intense intervention prior to the Georgia Milestones retest. If the child still does not meet expectations on the

retest, the child will be retained. The parents may appeal the retention to the Dean of students. A committee made up of the Dean of students, the teacher of the Georgia Milestones subject (s) that the scholar failed, and the parent will make the best decision regarding the promotion/ retention of the child. The decision to promote the scholar must be unanimous committee decision. The committee's decision is final.

The decision to promote or retain a child is made jointly by the Dean of students and teacher. The teacher will notify parents and have at least two conferences prior to retaining a child. A parent may request an appeal of a retention decision. The request must be in writing and submitted to CACS within five (5) calendar days of the last day of the school year. A Retention Appeals Committee will review information relative to the retention and make a final decision.

After School Program (Virtual)

Cirrus Academy Charter School is pleased to offer a Virtual after School Program for those families that need tutoring for their scholars beyond the normal school day. The after school tutorial program times are 4:30 p.m. to 6:30 p.m. Tuesday and Thursdays. This program is free to all CACS Scholars.

FEDERAL PROGRAMS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

It is the policy of Cirrus Academy Charter School's Board of Directors, and Superintendent/CEO to comply with state and federal laws including Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA) and the Pupil Protection Rights Amendment (PPRA), adhering to the confidentiality and releasing of student records and information. The Superintendent/CEO, or designee have developed rules and procedures to be followed for parents, guardians, and eligible students of any type of information designated as Directory Information on an annual basis and provide parents, guardians, and eligible students with an opportunity to opt out of the disclosure of any type of directory information by submitting the appropriate documentations and forms.

Family Education Rights and Privacy Act (FERPA)

Statute: 20.U.S.C. 1232 Regulations: 34 C.F.R. Part 99

The Family Education Rights and Privacy Act (FERPA) provide parents and eligible students certain rights relating to accessing education records. An eligible student is a student that is at least eighteen years of age, or attends a postsecondary school. FERPA also restricts a school's disclosure of education records. Except in limited circumstances, a school cannot disclose educational records without prior written consent from the parent or eligible student.

Additionally, schools may release "directory information" of students after providing notice to parents and eligible students that includes the types of information that the school designated as directory information, the

right of a parent or eligible student to refuse to designate information related to the student as directory information, and the period of time within which a parent or eligible student must notify the school in writing that the school may not designate the information related to the student as directory information.

Cirrus Academy Charter School has designated the following information as directory information:

- a. Student's name, address, and telephone number; email address
- b. Student's date and place of birth
- c. Student's participation in official school clubs and sports
- d. Dates of attendance at Cirrus Academy Charter School
- e. Awards received during the time enrolled in Cirrus Academy Charter School

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. You have the right to refuse to allow all or any part of the above information to be designated as directory information and to be disclosed to the public upon request. If you wish to exercise this right, you must notify the principal in writing within 5 days after officially enrolling in school.

Protection of Pupil Rights Amendment (PPRA) – Notice to Parents

August 1, 2022

Dear Parent(s)/Guardian(s)

This letter serves as official notice of Cirrus academy's policy regarding Protection of Pupil Rights Amendment (PPRA) which affords parents certain rights regarding the schools' conduct of surveys, collections and use of information for marketing purposes, and certain physical exams.

These include the right to:

- a) Consent before students is 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:
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student nor parents; or

8. Income, other than as required by law to determine program eligibility.

b) Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. 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; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

c) Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as a part of the educational curriculum.

Parents of eligible students should submit to the Dean of students a written request that identifies which items set forth above that they wish to inspect. The Dean of students will plan for access and notify the parents or the eligible student of the time and place where the materials may be inspected. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Cirrus Academy has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collections, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

Cirrus Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Cirrus Academy will also directly notify, such as through U.S. Mail, e-mail or website posting, 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.

Cirrus Academy will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. 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 are 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.

Following is a list of the specific activities and surveys covered under this requirement:

- a) Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- b) Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- c) 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**

Cirrus Academy thank you for doing your part to make 2022-2023 school years a healthy, safe, and positive learning experience for ALL students as we continue to more FULL STEAM AHEAD!

Superintendent/CEO
Dr. Gail M. Fowler

Title I Program

Cirrus Academy Charter School Stakeholder

Title I, Part A, Section 1116 of the Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA) requires that all schools receiving Title I, Part A funds must: Provide parents and families members of Title I students with opportunities to have meaningful input into the development of family engagement activities, programs, and procedures. This includes the annual review and revision of the LEA Parent and Family Engagement Policy/Plan; the School Parent and Family Engagement Policy/Plan; and School- Parent Compacts. Family input is also required when planning Title I, Part A family engagement budgets if LEAs (Local Educational Agency) (Local Educational Agency) receive \$500,000 or more. One percent of at least 90% of the budget must be set aside for family engagement. Input into building the capacity of school staff in how to best communicate with and build partnerships with parents and families is also required by ESSA. In addition, ESSA requires that LEAs receiving these funds must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy and program. This section provides Title I schools and districts with guidance and resources for meaningful consultation with parents and family members.

Student Responsibilities:

Cirrus Academy Charter School students joined staff and parents to develop ideas about how they can succeed in school and reach for the stars in literacy and math. Students

thought of the following ideas to make connections between learning at home and school:

- To work with my family using the materials in the online HMH Reading Series and HMHGo Math series to practice word problems.
- Remind my parents about Family Reading nights that will help me with problem solving strategies in literacy and math.
- Bring home our class newsletter and read it with my family.
- Play the games/activities from the websites posted on our class webpage.

Commitment of Parents/ Guardian of Cirrus Academy Students:

For students to be successful in school, everyone must do their part to hold up the high standards and expectations to the CACS community. It is understood that students and families want and deserve a high-quality educational experience at CACS. CACS believes that family participation in their child's education is vital, and as such encourages all families of CACS students to participate at school by providing a wide variety of opportunities to volunteer along with various school events they can attend. As applicable, all parent/ guardian volunteers shall complete a criminal history background check before volunteering.

Parents/ Guardians of CACS Students must make a commitment to stay involved in their children's school life by:

- Attending CACS major school and family events
- Communicating any changes in family information, concerns about students' progress
- Questions or feedback for the school
- Communicate with administration about any difficulties in contacting teachers
- Fully support all CACS policies and procedures, including the discipline, program, and uniform expectations
- Communicate regularly via email, conference, or telephone with teachers
- Ask students about his/ her nightly homework assignments and upcoming projects and assignments
- Make every effort to schedule appointments, court dates, vacations, etc. on days when school is not in session.

FAMILY ENGAGEMENT at CACS is a cornerstone of the foundation of CACS. Parents and guardians are welcome at the school always. We value your presence and your active participation in extra-curricular, academic and social activities. Our staff is committed to providing you and your child with a high quality public education. We know that this occurs when families are actively engaged in their child's educational experiences as partners with the school. Recognizing that families have busy and varying schedules, we have identified a variety of ways families can participate and stay engaged in their student's education. Based on your availability and interests, our schools personnel will help match you with volunteer opportunities that support the school community. At CACS, families are included as active participants in school decisions, with parents/guardians serving on committees and volunteering at the school.

Parent Teacher Student Organization (PTSO)

We will have an active Parent Teacher Student Organization. The PTSO will regularly schedule meetings. Look for PTSO information to come home with your child regularly or call your child's school for more information.

Notice of Rights of Scholars and Parent under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled scholars have educational opportunities and benefits equal to those provided to non-disabled scholars.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact Cirrus Academy Charter School 504 Coordinator Dr. Cheryl Chapman at the following address: **1870 Pio Nono Avenue Macon, Ga 31204**
478.250.1376

The implementing regulations for Section 504 as set out in 34 CFR 104 provides parents and/or scholars with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled scholars. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled scholars or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled scholar. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with nondisabled scholars to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled scholars. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement test, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34. CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's action regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34.104.36.
14. You have the right to receive a copy of the school system's impartial hearing procedure upon request. 34. CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34.CFR 104.36.
16. You have the right to, at any time, to file a complaint with the United States Department of Education's Office for Civil Rights.

Office for Civil Rights

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100

Additionally, you may contact us at:

Toll-free: (800) 368-1019

TDD toll-free: (800) 537-7697

TITLE I/TITLE II PARENT/SCHOLAR GRIEVANCE PROCEDURES

Although the below steps are recommended for the most efficient resolution at the lowest level, the parent/scholar has the right to by-pass these steps at any time and request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the scholar may take part in the hearing and have an attorney represent you at your own expense. The impartial Hearing Officer will be selected by the district. Hearing requests must be made to the Title Coordinator identified in Step II below.

Step I

The complaint shall be presented orally or in writing to the Dean of students within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time.

The administrator will investigate and render a written decision within ten (10) calendar

days of the filing of the complaint.

Step II

A complainant dissatisfied with the decision of the Dean of students may appeal to the System Title I/Title II Coordinator by submitting a written statement of complaint to the System Title I/Title II Coordinator. This statement must be filed within ten (10) Calendar days after the complainant receives the decision from the Dean of students. Upon receipt of the written statement, the Title I/Title II Coordinator will schedule a meeting to attempt resolution of the concerns. The System Title I/Title II Coordinator will render a written decision within ten (10) calendar days after the meeting.

Step III

A complainant dissatisfied with the decision of the System Title I/Title II Coordinator may appeal to the CACS CEG Board by filing a written request to the Office of Dr. Gail M. Fowler, Superintendent/CEO. The appeal must be filed within ten (10) calendar days after the complainant receives the decision from the System Title I/Title II Coordinator. The Board will act on the complaint at the next scheduled Board meeting.

Parent Involvement Policy

Statement of Purpose: Cirrus Academy Charter School provides quality education for every student. To accomplish this objective, we will develop and maintain strong partnerships with parents. Parents and teachers working as partners increase student achievement and develop positive attitudes about self and school. Teachers will keep parents informed of grade level learning objectives. All students will be expected to work toward mastering these objectives.

As a school-wide Title I school, Cirrus Academy School intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home/ school partnership.

Parent Involvement in Developing the Policy: Parents, members of the community, and school staff will meet to discuss the design and implementation of the Parent Involvement Policy. Cirrus Academy will recruit participants through various avenues of publicity. Meetings will be planned at convenient times and locations for all concerned parents. Parents will be encouraged to become involved in revising and updating the policy as necessary.

Cirrus Academy will hold a minimum of two Title I meetings with parents during each school year. During each meeting parents will be informed of Title I guidelines and copies of the Parent Involvement Policy will be distributed. The meetings will be held at a convenient time and location. Written notices will be directed at attracting as many parents as possible.

School/ Parent/ Student Compacts: In accordance with Title, I regulations, the school

must develop a parent/ student compact with the parents of students participating in the program. This compact will enable the school and parents of students to participate in the program. This compact will enable the school and parents to share responsibility for student performance and success. The compact must explain how students, parents, and staff will share responsibility for promoting student performance and success. All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish their goals. Parents are asked to discuss the contents of the compact with their child. All Compacts are signed at the beginning of each school year by the Parent/Guardian, the Student, the Teacher and the Superintendent/ CEO or his/ her designee.

Types of Parent Involvement: There are many ways in which parents can be involved with their children's education. Cirrus Academy values both the at home contributions and those which take place at school. Many types of parental involvement are needed in a home-school partnership that will help all our children succeed.

Parent Involvement Opportunities Include:

- Supporting their child/children's learning at home.
- Volunteering in the classroom (must possess appropriate clearances).
- Volunteering to help with field trips and other Title I- related activities/ projects and activities.
- Parent/ teacher conferences throughout the year.
- Matching Programs to the Needs of Our Parents and Students.
- Parent and student needs will be assessed through questionnaires and parental suggestions as well as a variety of other measures targeted at creating a successful school environment.
- Workshops and programs will be tailored to meet the unique needs of our students and parents.
- Parents will be informed of involvement activities through the school office and teachers. Cirrus Academy welcomes and promotes parent suggestions.
- Staff/ Parent Communication Parents will be welcomed through various avenues of communication throughout the school year.
- Newsletters, conferences, personal contacts, and written notices will be utilized to establish and maintain an open line of communication.
- Staff members will be trained in positive communication activities, as well as effective ways to work with parents and community members.
- Evaluation Feedback will be sought from parents to assess the effectiveness of all programs and offer suggestions for improvement. The evaluation procedure will include assessment of successes in the Parent Involvement Policy as well as recommendations for improvement.

The school will revise its Parent Involvement Policy based on the results of this annual review.

Parent and Family Engagement Policy

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. That parents play an integral role in assisting their child's learning.
2. That parent is encouraged to be actively involved in their child's education.
3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
4. The carrying out of other activities, such as those described in Section 1116 of Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Cirrus Academy Charter School District has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe Cirrus's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Cirrus will work with its Title I to ensure that the required school-level parent and family engagement policies meet the requirements of federal law, and each include, as a component, a school-parent compact.

Jointly Developed

During the annual Title I Input meeting in May 2022, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2022-2023 school year. The district sent out notices to all parents informing them about this meeting and posted an announcement on the school district website. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), the Comprehensive Support and Improvement School's Plan, and Improvement School's Plan. Additionally, each Cirrus' Title I used its Annual Title I meeting to review the district parent and family engagement policy before the end of the 2022-2023 school year.

Upon final revision, Cirrus Academy's parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are

welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by June 2022 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on the school website and in parent resource centers, disseminate it during the Annual Title I School Input Meetings in the fall, and email the link to all parents in a format and language they can understand.

As a component of the parent and family engagement policy developed under subsection (b), Cirrus Academy has jointly developed with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards.

Strengthening Our School

This year, Cirrus Academy Charter School family engagement coordinator will provide technical assistance and support to Cirrus Academy to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I school will receive notifications and resources from the Parent Family Engagement Coordinator to help improve and strengthen family engagement. In addition to frequent communication, the Parent Family Engagement Coordinator will hold monthly meetings and training to review family engagement plans and activities.

Additionally, Cirrus Parent Family Engagement coordinator will review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.

Reservation of Funds

Cirrus Academy Charter School will reserve 1 percent of the total amount of Title I funds it receives in 2022-2023 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, Cirrus Academy will distribute 90 percent of the amount reserved to Title I school to support their local-level family engagement programs and activities. Cirrus will provide clear guidance and communication to assist the school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations. Cirrus Academy will host its annual Back to School Improvement Forum in July for parents to provide suggestions on how these family engagement funds could be used in the upcoming year. Comment cards and minutes from Back to School will be reviewed to determine

areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the Parent Family Engagement Coordinator at Cirrus Academy Charter School.

Opportunities for Meaningful Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Back to School Bash July 2022

All parents are welcome to hear the latest updates from the Cirrus Academy Charter School as well as review and provide input into the parent and family engagement policy and the Consolidated LEA Improvement Plan for the 2022-2023 school year. Notices regarding this meeting will be mailed to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school website.

Annual Title I Meeting – September 2022

During the month of September, Cirrus Academy will host a forum for parents and family members to participate in roundtable discussions to review the schoolwide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Cirrus will send invitations home as well as email and text parents to notify them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites.

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Unable to attend these meetings? Please visit www.cirrusacademy.org to review the meeting documents and minutes and leave your input.

Building Capacity

Cirrus Academy Charter will build partnerships between its families and community with the goal of developing mutual support for student achievement. To develop capacity for this support, Cirrus will implement a variety of family and community engagement initiatives. Cirrus has a Success Team through the Georgia Charter School Association who is providing all teachers with Professional development to improve Literacy, Content Development, Differentiation of Instruction, and increase proficiency on the Georgia Milestones.

Of Parents – Cirrus Academy will provide families with information about the overall Title I program and its requirements. Cirrus will work to help families understand academic expectations for student learning and progress. Specific information related to Success Team, the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. Cirrus also offers assistance to parents in understanding the use of its online student information system and other digital

resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the Cirrus website and shared through school messaging systems, newsletters, and social media postings.

In addition, Cirrus websites contain resources and materials such as parent guides, study guides, practice assessments, and Success Team materials for at-home learning. Hard copies of these materials are also available at Cirrus Academy, including copies in Spanish.

Cirrus Academy Charter School Parent Teacher Student Organization (PTSO), made up of parent representatives, teacher representatives, and student representatives advises Cirrus Academy Charter School on all matters related to family engagement. Community leaders and business partners are also invited to serve on the PTSO. The participation of all our partners is encouraged through video conferencing and recording options to accommodate varying schedules.

Cirrus Academy Charter School will coordinate and integrate the family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. Cirrus will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Ready days, Middle and High School Transition Nights, so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff – Cirrus Academy will conduct four trainings during the school year for the Dean of students and school staff to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. This training will be redelivered to the faculty and staff of Cirrus Academy.

To ensure that information related to district, school, parent programs, and activities is available to all parents, Cirrus Academy is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events on the district website will be translated to the extent practicable. Cirrus will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, Cirrus Academy will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I school through an annual parent survey and the School Improvement Forums.

Beginning in April, Cirrus Academy will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the school websites for parents to complete. In addition to the annual survey, each Title I school will also use the

School Improvement Forum to facilitate group discussions to discuss the needs parents of children eligible to receive Title I services to design strategies for more effective family engagement.

Cirrus Academy will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, Cirrus Academy Charter School family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure 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.

Mark Your Calendars

For Parents

Annual Parent Survey

April 2023

School Improvement Forum

May 2023

State of the District

May 2023

For Schools

Welcoming Schools Training

August 2022

Dean of students and FEC Meetings

First Wednesday of every month

Adoption

Cirrus Academy Charter School's parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the Annual Title I Meeting.

This policy was adopted by Cirrus Academy Charter School District Board on _06/22/2021_ and will be in effect for the 2022-2023 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children

before or during the first week of fall semester.

ESOL – ENGLISH SPEAKING OTHER LANGUAGES POLICY

Cirrus Academy Charter School ESOL Policy adopted: 9.23.19

Introduction

As cultural and linguistic diversity in the state of Georgia increases, school personnel have a critical need for information to effectively instruct English Learners (ELs). Cirrus Academy Charter School will aid with program management and the effective instruction of ELs. Cirrus Academy provides specific information about ESOL/Title III and federal and state guidelines. The goal of Cirrus Academy is to present an organized and clearly written document that facilitates the communication between the ESOL/Title III Department and the schools. This handbook will be updated as needed.

English to Speakers of Other Languages (ESOL) is the state-funded language instruction educational program for eligible English learners (ELs) in grades K-8 at Cirrus Academy Charter School (Georgia School Law Code 1981, §20-2-156, enacted in 1985). ESOL language instruction is focused on developing EL (English learners) scholars' academic English proficiency in each content area of the Georgia Standards of Excellence (GSE). The WIDA Consortium English Language Development (ELD) Standards aligned with the GSE guide the work of ESOL teachers.

Differentiated instructional practices, both in ESOL and general education classes, ensure that the language development needs of Georgia's EL scholars are met. In ESOL language programs it is appropriate, when practicable, to use the scholar's home language as a means of facilitating instruction and providing limited English-proficient (LEP) parents with school-related information.

Cirrus Academy Charter School Special Education and 504 Procedures for the Distribution of Parent and Scholar Rights

All Special Education Staff and the 504 Coordinator issue the Parent/Scholar Rights documentation using the following method:

Special Education:

1. A copy of the Parental rights is issued at all SPED parent meetings but during the following parent/guardian meetings the long version of the parent rights is reviewed and shared with the parent or guardian.
 - Parent Consent for Evaluation Meeting
 - Eligibility or Redetermination Meeting
 - Parent Notification Letter of IEP Meeting
 - IEP Meeting
2. During the following conferences or meetings, the short version of the rights are reviewed and shared with the parents or guardians. The extended version of the rights is available at each meeting as well.

- Teacher/ Parent/ SPED Case Manage conferences
- Scholar Support Parent Meetings or conferences

504 Parental Rights

1. 504 Parental Rights are issued at all meetings held with the parent or guardian.

Cirrus Academy Charter School

Rights as Parents - Regarding Special Education

The Individuals with Disabilities Education Act, 34.C.F.R. 300 et seq. (IDEA), the federal law concerning the education of scholars with disabilities, requires schools to provide parents of a child with a disability with notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education.

Terms used in this document

The terms “Local Educational Agency (LEA),” “public agency,” “agency,” “local system,” or “system” refer to school systems as designated by the state of Georgia to provide special education and related services to eligible children, including public nonprofit charter schools.

The term “parent” refers to the same broad definition of parent as found in the IDEA, including the biological or adoptive parent, a foster parent, a guardian authorized to make educational decisions for the child, a person acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, an individual who is legally responsible for the child’s welfare, or a surrogate that has been appointed. (34.C.F.R.300.30)

A copy of this notice must be given to parents only one time a school year, except that a copy must also be given to the parents: (1) upon initial referral or parent request for evaluation to determine if the scholar is a scholar with a disability; (2) upon receipt of the first written formal complaint involving the scholar’s school system; (3) upon receipt of the first due process complaint involving the scholar’s school system in a school year; (4) when a decision is made to take a disciplinary action that constitutes a change of placement; (5) prior to accessing a scholar’s or parent’s public benefits or insurance for the first time; and (6) upon parent request. [34. C.F.R.300.504 (a)]

Confidentiality of Information:

The information about your child being a child with a disability eligible under the IDEA, his or her special education and related services, and other personally identifiable information is confidential and is not released to others within the system unless they have a legitimate need to know nor is it released to other agencies or groups except under limited circumstances.

Regarding when confidential information is released, you have the right to:

1. Restrict third party access to your child's records by withholding consent to disclose records except (a) in certain limited circumstances described in the federal regulations implementing the Family Educational Rights and Privacy Act of 1974, 34 C.F.R. Part 99(FERPA), and (b) when the records are released to officials of participating agencies for purposes of meeting a requirement under the IDEA;
2. Restrict the release of your child's personally identifiable information to officials of participating agencies that provide or pay for transition services to your child;
3. Restrict the release of your child's personally identifiable information to a private school that is not located in the LEA of your residence;
4. Be notified and receive copies before information in your child's record is destroyed;
5. Be told to whom information has been disclosed; and
6. Review and receive copies of all information sent to another agency where your child seeks or is eligible to enroll.

Records:

"Education records" means the type of records covered under the definition of "education records" in the FERPA. Those regulations define "education records" as follows:

Education records mean those records that are:

1. Directly related to the scholar; and
2. Maintained by an educational agency or institution or by a party acting for the agency or institution.

The term does not include:

1. Records that are kept in the sole possession of the maker, are used only as a person memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the

2. Records of the law enforcement unit of an educational agency subject to the provisions of 99.8.
3. Records relating to an individual who is employed by an educational agency or institution that are made and maintained in the normal course of business; related exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose. However, records relating to an individual in attendance at an educational agency or institution who is employed as a result of his or her status as a scholar are education records.
4. Records on a scholar who is 18 years of age or older. Or is attending an institution of postsecondary education, that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity; made, maintained, or used only in connection with treatment of the scholar; and disclosed only to individuals providing the treatment. For the purposes of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction at the agency or institution.
5. Records created or received by an educational agency or institution after an individual is no longer a scholar in attendance and that are not directly related to the individual's attendance as a scholar.
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

Regarding educational records, you have the right to:

1. Inspect and review all education records relating to your child without necessary delay and before any meeting regarding an Individualized Education Program (IEP), or due process hearing, or resolution session, and in no more than 45 days after your request has been made;
2. Have your representative review the records;
3. Request that the public agency provide copies of the records if failure to provide those copies would effectively prevent you from exercising the right to inspect and review the records;
4. Have the public agency presume that you have authority to inspect and review records of your child unless the agency has been notified that you do not have authority under state law;
5. Inspect and review only the information relating to your child if any educational record includes information on more than one child;
6. Have the public agency keep a record of parties obtaining access to your child's personally identifiable information included in education records collected, maintained, or used under the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records;
7. Have the public agency search for or retrieve educational records without charge;
8. Only be charged a fee for copies of records if the fee not effectively prevent you from exercising your right to inspect and review those records;
9. Be informed of all types and locations of records being collected, maintained or used by the agency;
10. Ask for an amendment of any record if the record is inaccurate, misleading, or violates the privacy or other rights of your child;
11. Ask for an explanation and interpretation of any item in the records;
12. Have the agency decide whether to amend the information within a reasonable time after being asked to do so;
13. Be informed of a refusal to amend the record and your right to a hearing if the agency refuses to make the requested amendment;
14. Be informed, in writing, if the agency decides in a hearing that the information is inaccurate, misleading, or violates of the child's rights, and to have the record amended;
15. Be informed of your right to place a statement in the record commenting on information or setting forth your reasons for disagreeing with the agency decision if it decided in a hearing that information need not be amended; and
16. Have your explanation maintained in the record as long as the contested record is maintained, and disclosed if the contested record is disclosed.

Independent Educational Evaluation:

"Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child. "Public expense" means that the school system either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of the IDEA, which allow each state to use whatever state, local, federal and private sources of support that are available in the state to meet the

requirements. [34 C.F.R. 300.502 (a)(3)(i-ii)]

You are entitled to only one independent educational evaluation of your child at public expense each time your school system conducts an evaluation of your child with which you disagree.

If you request an independent educational evaluation of your child at public expense, your school system must, without unnecessary delay, either: (a) file a due process complaint to request a hearing to show that an evaluation of your child is appropriate; or (b) provide an independent educational evaluation at public expense, unless the school system demonstrates in a due process hearing that the evaluation of your child that you obtained did not meet the school system's criteria.

If your school system requests a hearing and the final decision of the administrative law judge (ALJ)/ hearing officer is that your school system's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.

If you request an independent educational of your child, the school system may ask why you object to the evaluation of your child obtained by your school system. However, your school system may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school system's evaluation of your child.

Regarding independent educational evaluations, you have the right to:

1. Obtain an independent educational evaluation by a qualified examiner;
2. Have the independent educational evaluation, which was obtained at either public or private expense and meets the school system's criteria, (a) considered in meetings where placement or program decisions are made regarding a free appropriate public education (FAPE) for your child, and (b) used as evidence in a due process hearing;
3. Be told by your child's school system where an independent educational evaluation may be obtained at no expense or low expense., and the school system's applicable criteria for such evaluation,
4. An independent educational evaluation at public expense under the same criteria as those used by the public agency under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, if you disagree with the agency's evaluation, except that the public agency has the right to initiate a hearing regarding a FAPE to show that its evaluation is appropriate; and
5. Right to an independent educational evaluation at public expense when the evaluation is requested by an ALJ/ hearing officer during a hearing.

Notice:

"Notice" means written information provided to the parent about proposed evaluations, meetings, and/or changes in program or eligibility or any other information related to the identification, evaluation, and services provided to a child with a disability under the IDEA. Written notice is provided to give you information and the opportunity to respond prior to the changes being made.

Regarding notice, you have the right to:

1. Be notified and present at all meetings before the school system initiates or changes (or refuses to initiate or change) the identification, evaluation, placement, or provision of a FAPE for your child;
2. Have that notice in writing, in your native language, or other principal mode of communication, at a level understandable to the public;
3. Have the notice translated orally or by other means in your native language or other mode of communication, if your native language or other mode of communication is not a written language;
4. Have the notice describe the proposed action, explain why it is proposed, describe the options considered by the school system, and explain why those other options were rejected;
5. Be notified of each evaluation procedure, test, assessment, record, or report the school system has used as a basis for any system-proposed action or basis for refusal;
6. A description of any other factors which are relevant to the agency's proposed action or basis for refusal;
7. A notice that includes a full explanation of all the procedural safeguards available to you;
8. Be notified of sources to contact to obtain assistance in understanding provisions of the IDEA;
9. Notice before a school system accesses your child's or your public benefits or insurance for the first time, and prior to obtaining the one-time parental consent and annually thereafter;
10. **Prior written notice** that contains all information in items 2 through 8 above **before** the agency initiates or changes or refuses to initiate or change the identification, evaluation, placement, or provision of a FAPE for your child;
11. To be present at all IEP Team meetings, including the right (a) have the meeting at a mutually agreeable time and location, (b) be notified of whom will be in attendance, and (c) bring anyone with you that has knowledge or expertise about your child with a disability; and
12. Choose to receive all notices by email, if available in your school system. These include prior written notice, the procedural safeguards (parents' rights) notice, and notices related to due process complaints.

CONSENT:

"Consent" means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all relevant information about the action for which you are giving consent;
2. You understand and agree in writing to that described action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and you may withdraw your consent at any time. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

Regarding consent, you have the right to:

1. Give consent before an *initial* evaluation of your child to determine whether your child is eligible under the IDEA to receive special education and related services. You must also receive prior written notice of the proposed action from the school system.
 - a. If you refuse to provide consent or fail to respond to a request for consent, the school

system may, but is not required to, pursue the initial evaluation by using mediation or due process hearing procedures to obtain that evaluation.

- b. Consent to an initial evaluation is NOT consent to provide services under the IDEA.
 - c. The public agency does not violate its child find obligations if it does not pursue the evaluation if you do not provide consent.
 - d. Give consent before a reevaluation is conducted. This is true unless your school system can demonstrate that: (1) it took reasonable steps to obtain your consent for your child's reevaluation, **and** (2) you did not respond. If you refuse to consent to your child's reevaluation, the school system may, but is not required to, pursue your child's reevaluation by using mediation or due process hearing procedures to seek to override your refusal to consent to your child's reevaluation.
 - e. As with initial evaluations, your school system does not violate its obligations under the IDEA if it declines to pursue the reevaluation in this manner.
2. NOT be subject to the procedures of mediation or a due process hearing to obtain consent if you are the parent of a child who is in home school or placed in private school at parental expense and you do not provide consent for the initial evaluation or reevaluation of your child, or you fail to respond to the request to provide such consent.
 - a. The public agency is not required to consider the child eligible for services.
 3. Give consent before initial placement can be made in special education. The school system must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services.
 - a. If the parent fails to respond or refuses to provide consent for the initial provision of special education and related services, the school system may NOT use mediation or due process hearing procedures to obtain that consent.
 - b. The school system will not be in violation of its child find responsibilities nor its obligation to make a FAPE available to your child if you do not consent.
 - c. The school system is not required to convene an IEP Team meeting or to develop an IEP for a child for which consent for special education and related services has not been provided.
 4. One-time written consent before the school system accesses your child's or your public benefits or insurance for the first time. You also have the right to written notification before the school system assesses your child's or your public benefits or insurance for the first time, and each year thereafter.
 5. Revoke consent at any time. If at any time subsequent to the consent for initial provision of services, you revoke consent in writing for the continued provision of special education and

related services to your child, the school system:

- a. May decide not to continue to provide special education and related services to your child, but must, prior to ceasing the provision of services, provide prior written notice;
- b. May not use mediation or due process hearing procedures to obtain consent;
- c. Will not be in violation of the provision of a FAPE if you withdraw consent;
- d. Is not required to convene an IEP Team meeting or develop an IEP for further provision of services; and
- e. Is not required to amend your child's education records to remove any reference to your child's receipt of special education and related services.

NOTE: Consent is not required prior to reviewing existing data as part of an evaluation or reevaluation or prior to administering a test that is administered to all children unless consent is required for all children.

DISPUTE RESOLUTION

IDEA regulations set forth separate procedures for State complaints and for due process complaints and hearings. While a detailed explanation and description of all dispute resolution is contained in State Board Rule 160-4-7-.12 Dispute Resolution, both complaint procedures are explained below:

State Complaint Process

Any individual or organization may file a formal written state complaint (state complaint) alleging a violation of any IDEA requirement by a school system, the State Educational Agency (SEA), or any other public agency. A state complaint must be resolved by the SEA within a 60-calendar-day timeline, unless the timeline is properly extended.

State Complaint: The complaint must be a signed, written complaint that sets forth an alleged violation of the IDEA. The complaint shall include a statement that the local system has violated the requirements of IDEA and the facts on which the statement is based. The complaint must allege a violation that occurred not more than **one (1)** year prior to the date the complaint is received.

- Whenever a state complaint is filed, there is a right to mediation, if both parties agree.
- State complaints are investigated by the Georgia Department of Education (GaDOE) or its contractors. Both the complaining party and the public agency involved have the opportunity to provide information to the GaDOE during the investigation.
- Decisions of state complaints are issued by the GaDOE within 60 calendar days, unless extended for extenuating circumstances.
- The decisions of state complaints cannot be appealed.

Due Process Complaint Process

Only a parent, a child with a disability who has reached the age of majority, or a school system may file a

due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a FAPE to the child. For a due process complaint, an impartial due process hearing officer must hear the complaint (if it is not resolved through a resolution meeting or mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document in the section entitled "Resolution Process," unless the hearing officer grants a specific extension of the timeline at request of either you or the school system.

Due Process Complaint: The complaint must set forth an alleged violation that occurred not more than **two (2)** years before the date the complaining party knew or should have known about the alleged action that forms the basis for the complaint. A due process complaint is a request for a hearing to occur to resolve the matter. The two-year time limitation does not apply if the complaining party could not file a due process complaint within the timeline because: (1) the school system specifically misrepresented that it had resolved the issues identified in the complaint; or (2) the school system withheld information from the complaining party that it was required to provide to the complaining party under Part B of the IDEA.

1. **Responsibility to file due process complaint notice.** A parent or school alleging a due process violation under IDEA, or his or her attorney, is required to provide a due process complaint notice to the other party (or their attorney) and the GaDOE. The notice must include the name and home address of the child; the name of the school the child attends; in the case of a homeless child or youth, the child's contact information and the name of the child's school; a description of the nature of the problem; and a proposed resolution. The party presenting the due process complaint must file this notice before a due process hearing can occur.
2. **Responsibility to provide sufficient notice of the nature of the problem for which you are filing a due process complaint.** If the school system feels that the parent's due process complaint notice is insufficient, the system must notify the hearing officer in writing within 15 days of receiving the complaint.
 - a. ALJs/hearing officers then have up to 5 days to determine if the notice meets the requirements of the IDEA. Upon making a determination, the ALJ/hearing officer must immediately notify all parties in writing of the decision. If the ALJ/hearing officer determines that the complaint is sufficient, the school must respond to the due process complaint. If the ALJ/hearing officer determines that the complaint is not sufficient, the parent has the opportunity to resubmit a new complaint and the timelines start over.
3. **Prior written notice regarding the subject matter of the due process complaint.** When the school system receives a due process complaint notice, it must first determine whether it provided prior written notice regarding the subject matter of the due process complaint. If it had not done so, the school system must provide a response to the parents within 10 days of receiving the due process complaint notice. Prior written notice must contain the following:
 - a. An explanation of why the agency proposed or refused to take the action raised in the due process complaint;
 - b. A description of other options that the IEP Team considered and the reasons those options

- were rejected;
 - c. A description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and
 - d. A description of the relevant factors in the school system's proposal or refusal.
- 4. **Resolution Session.** Within 15 days of when a complaint is filed, the system must convene a resolution session between the parents and relevant members of the IEP Team. A resolution session provides an opportunity for parents and school systems to resolve any issues in the due process complaint so that the parents and systems can avoid a due process hearing and provide immediate benefit to the child. The resolution session must occur before a due process hearing may proceed unless both parties agree to use the mediation process or they both agree in writing to waive the resolution session and mediation.
 - a. The session must include a representative of the school system who has decision-making authority on behalf of the school system.
 - b. The session may not include an attorney for the system unless the parent is also accompanied by an attorney.
 - c. The session provides an opportunity for the party who filed the due process complaint to discuss the complaint and the facts forming the basis of it and an opportunity for the responding party to resolve the complaint.
 - d. If the parties reach an agreement, they must execute a legally binding agreement that is signed by the parents and the school system representative.
 - e. The agreement is enforceable in any state court of competent jurisdiction or in a U.S. District court. Either party may void the agreement up to three (3) days after its execution.
 - f. If the due process complaint is not resolved to the satisfaction of the parent within 30 days of the receipt of the complaint through this resolution session, the parties may proceed to a due process hearing.
- 5. **Impartial Due Process Hearing.** Whenever a due process complaint is filed, the parties have the right to an impartial due process hearing conducted by GaDOE or a contracted impartial agent of the GaDOE. The hearing shall be at no cost to either party. However, each party is responsible for his, her, or its costs associated with hiring legal counsel or expert witnesses, unless a court awards the recovery of such costs to the prevailing party.

Regarding due process hearings, you have the right to:

1. Have the hearing chaired by an ALJ/hearing officer who is not employed by a public agency involved in the education of your child or otherwise personally or professionally interested in the hearing (the ALJ/hearing officer is not an employee of the agency solely because he or she is paid by the agency to serve as an ALJ/hearing officer).
2. A list of the persons who serve as ALJs/hearing officers, including a statement of the qualifications of each of those persons.
3. Be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities at a hearing.

4. Be told by the local system of any free or low-cost legal and other relevant services available (e.g., an expert on disability conditions that may be a witness at the hearing) when you request information or you or the system initiate a due process complaint.
5. An expedited due process hearing whenever you file a due process complaint regarding the manifestation of a disability
6. Have your child present at the hearing.
7. Have the hearing open to the public.
8. Present evidence and confront, cross-examine, and compel the attendance of witnesses at the hearing.
9. Have the hearing or an appeal set at a time and place reasonably convenient to you and your child.
10. Have, at least five (5) business days prior to a hearing, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
11. Ask an ALJ/hearing officer to prohibit the introduction of any evidence at the hearing that has not been disclosed at least five (5) business days before the hearing.
12. Have a written or, at your option, electronic, verbatim record of the hearing.
13. Obtain written or, at your option, electronic findings of fact and decisions within 45 days after the resolution session period, except that the ALJ/hearing officer may grant a specific extension of time at the request of either party.
14. The implementation of a final decision made by the ALJ/hearing officer, unless a party brings a civil action in a state court of competent jurisdiction or a U.S. district court. If a party chooses to bring a civil action, your child will remain in his or her present educational placement until the completion of all appeals unless both parties agree otherwise. Any corrective or compensatory actions required in the decision will not occur until completion of all appeals.
15. Appeal the decision of the ALJ/hearing officer by bringing a civil action in state or federal court within 90 days from the date of the decision of the ALJ/hearing officer.
16. Have your child remain in his or her present educational placement until completion of all hearing and appeal proceedings, unless you and the agency agree otherwise. This right does NOT apply to appeals regarding placement under discipline procedures, manifestation determinations, or when a school system believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others. During those appeals, the child must remain in the interim alternative educational setting pending the decision of the ALJ/hearing officer or until the expiration of the time specified in the disciplinary code or federal law, whichever occurs first, unless the parent and the State or school system agree otherwise.
17. Have your child placed in the public-school program until the completion of all the proceedings if the due process complaint involves an application for initial admission to the public school.

NOTE: You may file a state complaint or a due process complaint if you disagree with a determination by the school system that your child's behavior was not a manifestation of your child's disability.

Attorneys' Fees

U.S. District Courts can award reasonable attorneys' fees to prevailing parties, whether they are a parent, SEA, or local system as part of any settlement of a due process complaint or civil action. Attorneys' fees awarded to SEAs or local systems may only be granted under certain guidelines.

1. The attorney of a parent may be forced to pay the public agency's attorneys' fees when that attorney files a complaint or civil action that is frivolous, unreasonable, or without foundation, or if the attorney continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation.
2. The parents or their attorney may be forced to pay the public agency's attorneys' fees if the parents' due process complaint or subsequent civil action was presented for any improper purpose, such as to harass, cause unnecessary delay, or needlessly increase the cost of litigation.
3. Not all legal and administrative proceedings and services are eligible for reimbursement. A court may not award attorneys' fees for any services performed subsequent to the time of a written offer of settlement that is made to the parents if:
 - The offer is made in accordance with Rule 68 of the Federal Rules of Civil Procedure, or in the case of an administrative hearing, at any time more than 10 days prior to the hearing.
 - The offer is not accepted within 10 days; and
 - The court or administrative hearing officer find that the relief finally obtained by the parents is not more favorable than the offer of settlement. However, attorneys' fees may be awarded to parents who were substantially justified in rejecting the settlement offer.
4. In addition, IEP Team meetings are not eligible for reimbursement unless the meeting is convened as a result of an administrative proceeding or judicial action, or, at the discretion of the state, for a mediation session.
5. Attorneys' fees for Resolution Sessions are also ineligible for reimbursement

Mediation

Mediation may be requested by the parent, school system or any party to disagreements related to the IDEA.

1. Mediation shall be at no cost to either party, except that either party shall be responsible for the cost of an attorney or other representative or advisor.
2. Mediation is voluntary.
3. Mediation shall not be used to deny or delay a right to a hearing.
4. Mediations shall be scheduled in a timely manner and held in a location convenient to the parties in the dispute.
5. Mediations shall be conducted by a qualified and trained mediator who is impartial and randomly selected by the state.
6. Discussions during mediation are confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding.
7. If the dispute is resolved in mediation, the parties must enter into and sign a legally binding agreement that sets forth the resolution.

NOTE: Resolution session agreements, mediation agreements, and due process decisions are legally binding and may be enforced through state court of competent jurisdiction or U.S. district court.

NOTE: Any party may also file a state complaint alleging that a resolution agreement, a mediation agreement, or a due process decision has not been carried out by the parties. The GaDOE will conduct an investigation under the state complaint procedures and issue a written decision.

EVALUATIONS:

Evaluations may occur when a child is suspected of being a child with a disability who needs special education and related services. Evaluations (usually termed “reevaluations”) may also occur to determine the current educational needs for a child who is eligible and is receiving special education and related services. A school system may refuse to evaluate your child, but the school system must provide you with prior written notice that explains its refusal and explains that you are entitled to a due process hearing to determine if your child should be evaluated.

In reference to evaluations, you have a right to:

1. Have a full and individual evaluation of your child’s educational needs;
2. Have the evaluation conducted by a multidisciplinary team, including at least one specialist with knowledge in the area of the suspected disability;
3. Have your child assessed in all areas related to any suspected disability;
4. Have appropriate tests administered by qualified examiners;
5. Have a variety of assessment tools and other factors used to gather relevant functional, developmental, and academic information in determining the eligibility of your child for special education and related services and the appropriate educational program for your child;
6. Have more than one assessment or piece of data used to determine eligibility and the appropriate educational program;
7. Provide information on other privately obtained assessments (conducted by qualified examiners) and have that information considered in the process of determining whether your child is a child with a disability and the educational needs of your child;
8. Have the evaluation administered in your child’s native language or mode of communication;
9. Have a reevaluation at least once every three years;
10. Have a reevaluation in less than three years if you or your child’s teacher requests it. However, reevaluations shall not occur more frequently than one time per year unless you and the school system agree otherwise;
11. Have initial evaluations completed and an eligibility decision made within 60 calendar days of receiving parental consent, unless the referral occurs less than 30 days prior to the end of the school year or in the summer;
 - a. Any summer vacation period in which the majority of a school system’s teachers are not under contract shall not be included in the 60-day timeline for evaluation. However, a school system is not prohibited from conducting evaluations over a summer vacation period.
 - b. Holiday periods and other circumstances when children are not in attendance for five

consecutive school days shall not be counted toward the 60-day timeline, including the weekend days before and after such holiday periods.

- c. Scholars who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday.
12. Have the eligibility decision for initial determination based on: (a) the presence of a disability as defined in the IDEA; and (b) the documentation of the impact of the disability on the education of your child;
 13. Have a copy of the evaluation report and documentation of eligibility provided to you at no cost.
- NOTE: In the case of a previous revocation of consent to provide special education and related services, a new referral shall be treated as an initial evaluation.

LEAST RESTRICTIVE ENVIRONMENT:

“Least restrictive environment” is the term used to describe the right for a child with a disability to remain with his or her peers without disabilities to the maximum extent appropriate for his or her education. Each child is different and the IEP Team determines the setting for special education services to be delivered. A child should remain in the regular classroom with special education and related services provided in the regular classroom unless there is evidence that this environment is not successful even with supports and services.

Regarding the least restrictive environment, you have the right to:

1. Have your child educated with non-disabled children to the maximum extent appropriate as determined by the IEP Team;
2. Have your child remain in a regular education environment, unless a special class or separate school is needed. Removing a child from a regular class environment should be done only when the nature or severity of the disability is such that education in the regular class with the use of supplementary aids and services cannot be achieved satisfactorily;
3. Have available a continuum of alternative placements so that removal from the regular educational program can be the least restrictive situation;
4. Have supplementary services, such as resource room or itinerant instruction, to make it possible for your child to remain in a regular class placement for the majority of the school day;
5. Have your child placed in the school he or she would attend if non-disabled, unless your child’s IEP requires some other arrangement;
6. Have your child participate in non-academic and extracurricular services and activities, such as meals, recess, counseling, athletics, and special interest groups, to the maximum extent appropriate to the needs of your child. The school system must ensure that each child with a disability has the supplementary aids and services determined by the child’s IEP Team to be appropriate and necessary for your child to participate in non-academic settings.

SURROGATE PARENTS:

A “surrogate parent” is a person appointed for a scholar for whom no parent can be identified or who is a ward of the state or whose parent’s whereabouts cannot be discovered, after reasonable efforts by the school system.

1. When a child is a ward of the State, the surrogate may alternatively be appointed by the judge overseeing the child’s case provided that the surrogate meets the requirements of the IDEA.

2. When a child is an unaccompanied youth, as defined in section 725(6) of the McKinney- Vento Homeless Assistance Act (42 U.S.C. § 11434a(6)), the local system shall appoint a surrogate in accordance with those requirements.
3. The school system shall make reasonable efforts to ensure the assignment of a surrogate not more than 30 days after there is a determination by the system that the child needs a surrogate.
4. The school system must have a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child, and the provision of a FAPE to the child. A surrogate parent must:

1. Have no personal or professional interest that conflicts with the interests of the scholar represented;
2. Have knowledge and skills that ensure adequate representation of the scholar; and
3. Not be an employee of the GaDOE, the local system, or any other agency that is involved in the education or care of the child.

PRIVATE SCHOOL PLACEMENT AT PUBLIC EXPENSE:

The IDEA does not require a school system to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the school system made a FAPE available to the child and the parent chose to place the child in a private school or facility. However, for scholars enrolled in private schools, the school system where the private school is located must include the child in the population of those whose needs are addressed under the IDEA provisions regarding children who have been placed by their parents in a private school.

1. When a child is placed by the parent in a nonprofit private elementary or secondary school, the system where the private school is located must consider the scholar an eligible child in any provision or consideration of proportionate share of federal funds. There is no individual entitlement to special education and related services when a child is parentally enrolled in a private elementary or secondary school in the circumstances described above.
2. If a child with a disability who has previously received special education and related services from the school system has been enrolled by his parents in a private elementary or secondary school without the consent of, or referral by, the school system due to a disagreement about the provision of a FAPE, a court or ALJ/hearing officer may require the school system to reimburse the parents for the cost of that enrollment if the court or ALJ/hearing officer finds that the school system had not made a FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate.
3. The cost of any reimbursement described in paragraph (2) above may be reduced or denied if:
 - a. At the most recent IEP Team meeting that the parents attended prior to removal of the child from the public school, the parents failed to inform the IEP Team that they were rejecting the placement proposed by the school system to provide a FAPE to the child, including stating their concerns and their intent to enroll their child in private school at public expense; or
 - b. The parents failed, at least 10 business days (including any holidays that occur on a business day) prior to removal of the child from the public school, to give the school system

- written notice that they were rejecting the placement proposed by the school system to provide a FAPE to the child, including stating their concerns and their intent to enroll their child in private school at public expense; or
- c. Prior to the parents' removal of the child from the public school, the school system provided to the parents written notification of its intent to evaluate the child, along with a statement of an appropriate and reasonable purpose of such evaluation but the parents did not make the child available for the evaluation; or
 - d. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.
4. Reimbursement must not be reduced or denied for failure of the parent to provide notice referred to in paragraph (3) above if:
 - a. The school prevented the parent from providing the notice;
 - b. The parent had not received his or her notice of rights; or
 - c. Compliance with the notice requirements would likely result in physical harm to the child.
 5. Reimbursement may, in the discretion of the court or ALJ/hearing officer, not be reduced or denied for failure of the parent to provide notice referred to in paragraph (3) above if:
 - a. The parent is illiterate or cannot write in English; or
 - b. Compliance with the notice requirements would likely result in serious emotional harm to the child.

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES:

School personnel may, for not more than ten (10) school days in a row, remove a child with a disability who violates the code of scholar conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension without consulting the scholar's IEP Team. School personnel may also impose additional removals of not more than ten (10) days for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

Once a child has been removed from his or her current placement for a total of ten (10), consecutive or non-consecutive, school days in the same school year, the school system must, during any subsequent days of removal in that school year, provide services that enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set forth in the child's IEP.

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of scholar conduct (except for a removal that is less than ten school days and is not a change in placement), the school system, the parent, and relevant members of the IEP Team (as determined by the parent and the school system) must review all relevant information in the scholar's file, including the IEP, any teacher observations, and any relevant information provided by the parent to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the

- child's disability; or
- 2. If the conduct in question was the direct result of the school system's failure to implement the child's IEP.

If the school system, parents, and relevant members of the IEP Team determine that either of these conditions was met, the conduct must be determined to be a manifestation of the child's disability. If the conduct was the result of the school system's failure to implement the IEP, the school system must take immediate action to remedy those deficiencies.

When the conduct is determined to be a manifestation of the scholar's disability, the IEP Team must conduct (or review if already in place) the functional behavioral assessment (FBA) and develop and implement (or review and modify) a behavioral intervention plan (BIP) for the scholar to address the behavior so as to prevent it from occurring in the future. The child shall be returned to the placement from which he or she was removed, unless the parent and the school system agree to a change of placement as part of the modification of the BIP.

If the determination is that the behavior of your child was not a manifestation of his or her disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities, except that the child must:

- a. Continue to receive educational services so as to enable your child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in your child's IEP; and
1. Receive, as appropriate, a FBA, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. If your child carries a weapon to school or to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance while at school or a school function, inflicts serious bodily injury on another person while at school, on school premises, or at a school sponsored function, school system personnel may order a change in the placement of your child to:
 - a. An appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives would be applied to children without disabilities), or
 - b. An appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days without regard to whether or not the behavior was a manifestation of disability.

The alternative educational setting shall be determined by the IEP Team.

2. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate.
3. An ALJ/hearing officer may order a change in the placement of your child to the IEP- determined appropriate interim alternative educational setting for not more than 45 days if the ALJ/hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others and determines that the interim alternative educational setting meets the requirements of paragraph (4).

4. Any interim alternative educational setting in which your child is placed pursuant to paragraph (1) or paragraph (4) in this section shall be selected so as to enable your child to continue to:
 - a. Receive educational services in order to participate in the general curriculum, although in another setting, and to continue to progress toward the goals set out in the IEP; and
 - b. Receive, as appropriate, the services and modifications of a FBA and BIP designed to address the behavior so that it does not recur.
5. If you request an expedited due process hearing regarding a disciplinary action described in paragraph (1)(b) or paragraph (3) to challenge the interim alternative educational setting or the manifestation determination, your child shall remain in the interim alternative educational setting pending the decision of the ALJ/hearing officer or until the expiration of the time period provided for in paragraph (1)(b) or paragraph (3), whichever occurs first, unless you and the State or the school system agree otherwise. Such expedited due process hearing must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing. A resolution session meeting must occur within seven (7) days of the date the hearing is requested, and the hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request. The decision of an expedited due process hearing may be appealed.
6. If a child has not been determined eligible for special education and related services and violated a code of scholar conduct, but the school system had knowledge before the behavior occurred that the child was a child with a disability, then the child may assert the protections described in this notice.
 - a. A school system has knowledge that the child may be a child with a disability if:
 - The parent of the child has expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel or the teacher of the child;
 - The parent requested an evaluation related to eligibility for special education and related services under the IDEA; or
 - The child's teacher or other school system personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the school system's director of special education or to other supervisory personnel of the school system.
 - b. A school system does not have knowledge if:
 - The child's parent has not allowed an evaluation of the child, has refused special education and related services, or has revoked consent for the delivery of special education and related services; or
 - The child has been evaluated and determined not to be a child with a disability eligible for services under the IDEA.

If you would like a further explanation of any of these rights, you may contact the following persons or organizations for assistance:

1. The Special Education Director for Cirrus Academy Charter School: Phone #: (478) 250- 1376; Fax # (478) 259-1220
2. The Division for Special Education Supports and Services at the Georgia Department of Education, located at Suite 1870, Twin Towers East, Atlanta, Georgia 30334-5010. The telephone number is (404) 656-3963; and
3. Regional Georgia Learning Resource System (GLRS) Centers .Their contact information is located at [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special- Education-](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-)

[Services/Pages/Georgia-Learning-Resources-System.aspx](http://www.gadoe.org/Services/Pages/Georgia-Learning-Resources-System.aspx).

The rules for special education are posted on the Georgia Department of Education's website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Special-Education-Rules.aspx>.

WHAT IS CHILD FIND?

The purpose of Child Find is to identify, locate, and evaluate children and youth, birth to age 21, who are suspected of, or have a disability or developmental delay. Cirrus Academy Charter School serves children ages 3 through 21 with identified special education needs.

How can children be referred?

A referral may be made by anyone who has a concern about a child's development. All referrals are considered confidential. The parent retains the right to refuse services. Children may be referred by any of the following:

- Parents/legal guardians/foster parents
- Other family members
- Physicians/health care providers
- School system personnel
- Community agencies
- Private school personnel
- Others who are concerned about a child's development

When should a child be referred to Child Find? A child should be referred to when:

- A health or medical disorder interferes with development or learning
- A child seems to have difficulty seeing or hearing
- A child appears to have social, emotional or behavioral difficulties that affect his/her ability to learn

A child has a diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn

- A child seems to have difficulty understanding directions like others that are his/her age
- A child's speech is not understandable to family or friends
- A child has difficulty with reading, math or other school subjects

Where can I find out more about Child Find?

Parents of scholars, kindergarten through 12th grade, who suspect their child may have a disability, should contact the teacher, Dean of students or the counselor.

What is Special Education and who is eligible for services?

Special Education is instruction designed to meet the unique learning strengths and needs of individual scholars with disabilities from birth through age 21. A child must be evaluated and identified as having a disability to be eligible for Special Education and/or related services.

Programs are provided for scholars in all disability areas recognized by the State of Georgia. Disability categories are Autism spectrum disorder, Deaf/blind, Deaf/Hard of Hearing, Emotional and Behavioral Disorder, Intellectual Disabilities, Orthopedic Impairment, Other Health Impairment, Significant Developmental Delay, Specific Learning Disability, Speech/language Impairment, Traumatic Brain Injury, Visual Impairment. Once identified as eligible for special education services, a scholar will have an Individual Education Plan (IEP) put into place.

THE INDIVIDUAL EDUCATION PLAN (IEP)

The IEP is a legal document written for scholars determined to need special education services. This document addresses the unique abilities and needs and how the scholar will access the general education curriculum. This includes the special education and related services needed to participate in the educational environment. The IEP is developed by the IEP team. The IEP team is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. The IEP team includes the following participants: the parents or guardian of the child, the LEA, not less than one regular education teacher, and related service providers when appropriate.

A Quick Guide to the IEP can be found at the following address:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Sample-SpecialEducation-Forms.aspx>

From this page, you will need to select the "Quick Guide to IEP" to access the document.

If you would like a further explanation of any of this information, you may ask for assistance from the Georgia Department of Education, Divisions for Special Education Supports and Services, Suite 1870, Twin Towers East, Atlanta, Georgia 30334-5010, (404) 656-3963 or 1-800-311-3627 or www.gadoe.org. Regional assistance can be found by contacting the Georgia Learning Resource System (GLRS) by phone (1-800-282-7552), or through their website at www.glr.org.

MULTI-TIER SUPPORT SYSTEM (MTSS)-RESPONSE TO INTERVENTION (RTI)

Scholar Support Teams are problem solving teams and are required to be in every public school in Georgia. Scholar Support Teams function within Tier 3 of Georgia's Pyramid of Interventions, which is the framework for Response to Intervention. Georgia currently utilizes a four tier model. Scholars in grades K through 12 who have learning, speech, and/or behavioral problems may receive support at Tier 3 with research-based interventions to address skill deficits. Monitoring scholar progress enables the team to determine if the interventions are increasing the expected skills. Parents should be invited to participate in SST/Tier3 meetings. Scholar Support Teams are a function of general education.

Programs for Exceptional Scholars

CACS provides special education programs for scholars eligible for services. Information regarding special education services may be obtained from the front office.

TITLE IX - NON-DISCRIMINATION

Federal law prohibits discrimination based on race, color, or national origin (Title VI of the Civil Rights Act

of 1964); sex (Title IX of the Educational Amendments of 1972); or disability in educational programs or activities receiving federal financial assistance. Students and parents are hereby notified that the CACS Board does not discriminate in any educational programs or activities. For questions or concerns about Title IX, a student or parent should contact the Superintendent/CEO.

GENERAL INFORMATION

Locker Policy

Lockers will be made available to our Middle Grades Students as well as students participating in other after school activities for \$5.00. Lockers are provided to students at CACS to reduce the number of materials students are required to take with them from class to class. Lockers and locks will be assigned to students by the school. It is the responsibility of the student to maintain a neat locker and to utilize the locker in an appropriate manner. Lockers may be searched based on reasonable suspicion of specific concerns regarding drugs, weapons or any other unpermitted contraband. Locker privileges may be revoked and disciplinary action taken if a student misuses their locker or tampers with another student's locker. Students may only visit their lockers at assigned times; therefore, it is important that students secure all required materials needed for class from their locker. Students will not be allowed to visit lockers during instructional time.

Lost and Found

Each school will have a designated lost and found area. Any article marked with a scholar's name is immediately returned to the scholar. All hats, coats, jackets, lunchboxes, books, etc., should be plainly marked with the scholar's name. At the end of the grading period, all articles not claimed in the lost and found will be donated to a local charity.

If your child loses an item at school, encourage him/her to check the lost and found. Parents/guardians are also encouraged to check the lost and found for missing articles.

School Pictures

During the school year individual school pictures will be made available to parents and scholars for purchase. No scholar is expected to purchase any pictures, nor will a scholar be penalized in any way for not purchasing pictures.

Scholar Clubs

Many schools have created opportunities for scholars to join clubs. Their purpose is to focus on areas common interests for enhancement and enrichment. Scholars that belong to clubs will many times feel a sense of school spirit and ownership. Membership is voluntary. The clubs meet before or after school, and no instructional time is lost. All club activities shall be scheduled outside of the instructional day. Please check with your Dean of students regarding club membership rules and guidelines,

Scholar Extracurricular Activities Notification

Notification to parents and guardians shall be provided annually via the scholar handbook and shall include the name of the extracurricular activity, scholar organization or club; information regarding the purpose, activities or national affiliation of the extracurricular activity, organization or club. Any membership or financial requirements for a scholar to join or become a member of the activity, organization or club shall be included in the information provided.

No scholar shall be allowed to participate in school-sponsored extracurricular activity, organization or club if the scholar's parent or legal guardian has indicated in writing that the parent will not allow the scholar to participate and has provided a copy of such written notice to the Dean of students. For school clubs formed after publication of the scholar handbook, parents or guardians must approve their scholar's participation by submitting written permission to the school Dean of students.

School extracurricular activities, organizations, or clubs for purposes of this policy are those that are supervised or sponsored by a school system employee designated by the Dean of students and that meet in school facilities.

100% TOBACCO-FREE SCHOOL POLICY

The Cirrus Academy Charter School Board recognizes that the use of tobacco products is a health, safety, and environmental hazard for scholars, employees, visitors, and school facilities. The Board acknowledges that adult employees and visitors serve as role models for scholars and that the Board's acceptance of any use of tobacco products implies school approval, if not endorsement, of such use. In addition, the Board recognizes that it has an obligation to promote positive role models in schools and promote a healthy learning and working environment, free from unwanted smoke, for the scholars, employees, and visitors to the school campus. Finally, the board recognizes that it has a legal authority and obligation pursuant to the Georgia Smoke Free Air Act of 2005 (O.C.G.A. 31-2a-1 et seq.), the federal

Pro-Children's Act (Title X of Public Law 103-227), the Georgia Youth Access Law (GA.Code ANN. § 16-12-171 2004) and the No Child Left behind Act.

Tobacco Use Prohibited

No scholar, staff member or school visitor is permitted to use any tobacco product at any time, including non-school hours 24 hours per day, seven days per week:

- In any building, facility, or vehicle owned, leased, rented or chartered by Cirrus Academy Charter Schools.
- On any school grounds and property – including athletic fields and parking lots – owned, leased, rented or chartered by Cirrus Academy Charter Schools; or
- At any school-sponsored or school-related event on-campus or off-campus.

In addition, no scholar is permitted to possess a tobacco product. The policy may permit tobacco products to be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Consequences for scholars engaging in the prohibited behavior will be provided in accordance with the school's behavior management plan. Scholars who violate the school districts tobacco use policy will be referred to the school counselor, school nurse, or other health or counseling services for all offenses for screening, information, counseling and referral. All scholar violators will have access to an Alternative to Suspension (ATS) program. The ATS program will provide up-to-date information on the many consequences of tobacco use, offer techniques that scholars can use to stop tobacco use at school, and provide referrals to local youth tobacco cessation programs. Parents/guardians will be notified of all violations and actions taken by the school. School may also use community service as part of the consequences. Suspension will only be used after a scholar has several prior violations or refused to participate in other outlined measures. Please see the 100% Tobacco-Free School Policy for more information.

SCHOLAR BIRTHDAYS

If your child wishes to share special birthday goodies/treats with their class, please notify the teacher several days in advance. They will only be served during the scholar's lunch period in the cafeteria unless approved otherwise by the Dean of students. The teacher will inform you of lunch times and if precautions should be taken regarding food allergies of classmates, etc.

If you are not inviting the entire class to the birthday party outside of school, invitations for the party should be mailed. In accordance with FERPA, CACS is unable to give out addresses or telephone numbers of other scholars for contacting children in the class.

BALLOONS/GIFTS AT SCHOOL

Scholars will not be allowed to accept flowers, balloons, or other gifts sent to the school during the school day.

PERSONAL ARTICLES AT SCHOOL

School personnel are not responsible for lost, damaged, or stolen personal articles belonging to scholars therefore, should not bring toys, electronic games, radios, tape players, cell phones, pagers, etc., to school.

VISITORS

Visitors are welcome at CACS. All visitors are required to report to the school office upon entering and leaving the school building to obtain a pass. Visits to individual classrooms during instructional time are permitted only with the Dean of student's approval and teacher notification. Classroom visits are not permitted if they are in duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Classroom visits should be limited to no more than 30 – 45 minutes as determined by the Dean of students.

Parents/guardians are encouraged to visit school during the lunch break. Parents/guardians are welcome in our schools, and lunchtime is a great time for you to visit us. Any person who shall not

have any legitimate cause or need to be present upon the premises or within the school safety zone of any school and who willfully fails to remove himself or herself from such premises after the Dean of students of such school requests him or her to do so shall be guilty of a misdemeanor of a high and aggravated nature.

All visitors are reminded of the following Georgia law:

Any parent, guardian, or person other than a scholar at a public school who has been advised that minor children are present who continues to upbraid, insult, or abuse any public school teacher, public school administrator, or public school bus driver in the presence and hearing of a scholar while on the premises of any public school or public school bus may be ordered by any of the above designated school personnel to leave the school premises and upon failure to do so, such persons shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine not to exceed \$500.

The school shall have the authority to exercise such control over the buildings and grounds upon which a school is located so as to prohibit any person who does not have a legitimate need or cause to be present thereon from loitering on such premises. Any person who is not a member of the school staff or scholar body who loiters on or about any school building without written permission or who causes disturbances may be prosecuted according to law.

Visitation Policy

Building Visitation: Upon entering the building, please stop in the office and secure a visitor's pass.

Parent Visitation: The administration and faculty of Cirrus Academy Charter School wish to support home/school cooperation. To make the visit to school more profitable to you and yours, and safe for all students, we ask:

1. Please schedule your visit in advance through whenever possible.
2. Classroom visits are scheduled through the respective teachers.
3. If you desire a conference with a teacher and/or administrator, please make an appointment through the office. Classes will not be interrupted for this purpose.
4. All visitors must register in the office and obtain a visitor's ID.

VOLUNTEERS

School volunteers may be used to relieve teachers of routine and clerical matters, so they may increase their effectiveness in instruction. In some cases, the volunteers will supplement the teacher's work through the volunteer's special resources as determined by the teacher.

Volunteers in the school shall be under the supervision of the school's Dean of Students, in accordance with approved procedures. The school's Dean of students will provide an orientation to each volunteer prior to the volunteer's service at the school. All volunteers must sign in and out at the designated area in the office. Volunteers are mandated to immediately report suspicions of child abuse and/or neglect to the school's Dean of students, should they have concerns about a scholar's wellbeing.

SECURITY CLEARANCE

All volunteers, including parents, must receive a security clearance. A security clearance form maybe picked up in the school office. The form must be completed and approved before volunteering will be permissible. The approval process may take several weeks. This also includes chaperones for field trips. Requests for emergency clearances will not be accepted, therefore, it is recommended that you submit a clearance form as soon as possible if you feel there may be an opportunity that you will volunteer at some time throughout the school year.



Title II - Part A Guidance Right to Know

PARENT'S RIGHT TO REQUEST A TEACHER'S AND A PARAPROFESSIONALS QUALIFICATIONS:

By law, LEAs are required to notify parents that they may request information regarding the teacher's or the paraprofessional's professional qualifications, including the following:

- Whether the teacher/paraprofessional has met the Georgia Professional Standards Commission's certification requirements for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the scholar is provided services by paraprofessionals, and if so, their qualifications.

LEAs must:

- Notify parents in multiple ways in order to ensure that all parents have the opportunity to receive the information. This may include but is not limited to a LEA or school handbook, a letter mailed home, inclusion in a newsletter, posting on a website, and/or a school-wide email.
- Ensure the notification or document that contains the notification must include the Dean of Students contact information, the school or LEA name, the day, month and year of notification.
- Maintain records that document the dissemination of the Right to Know Qualifications in multiple forms to the parents of all scholars.



Dear Parents,

In compliance with the requirements of the Elementary and Secondary Education Act Cirrus Academy would like to inform you that you may request information about the professional qualifications of your scholar's teacher(s). The following information may be requested:

- 1) Whether the teacher has met the Georgia Professional Standards Commission's requirements for certification for the grade level and subject areas in which the teacher provides instruction;
- 2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- 3) The college major and any graduate certification or degree held by the teacher;
- 4) Whether the scholar is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher's qualification, please contact the Dean of Students.

Sincerely,
Joanne Binns
Dean of Students
Cirrus Academy Charter School
1870 Pio Nono Avenue
Macon, GA 31204
Phone: 478.250.1376 Ext. 201

PQ – PROFESSIONAL QUALIFICATIONS POLICY

Cirrus Academy Charter School Professional Qualifications/ESSA In-Field FY2022 – 2023

Highly Qualified is no longer required by or reported to United States Department of Education(USDE). Cirrus Academy Charter School follows ESSA qualifications:

- 1) ESSA says that State Education Agencies (SEAs) and Local Education Agencies (LEAs) must ensure teachers meet applicable state certification requirements [Sections 1111(g)(2)(J), 1112(c)(6)]. In Georgia, under OCGA § 20-2-2065, state certification can be waived for most teachers, meaning that each LEA that waives certification must establish professional qualifications (PQ) for their teachers.
- 2) ESSA says the SEA must report information on the qualifications of the teachers including out-of-field. How can my LEA ensure that teachers meet PQ and ESSA In-Field? Establish professional qualifications that take subject matter competency into consideration either by requiring certification or the GaDOE accepted equivalent.

Teachers of Special Education Scholars

- Special Education: Teachers required holding special education certification must hold a clearance certificate and certification in adapted or general special education curriculum that aligns to the course(s) being taught and the IEPs (Individualized Educational Plans) of the scholars being served. They may NOT waive certification in adapted or general special education curriculum.
- Content: All special education teachers issuing grades are required to hold content area certification in the subject field and grade level bands for which the teacher is assigned(K-5), (4-8), (6-12) in accordance with the cognitive level specified in the scholar's Individualized Education Plan (IEP).
- Charter Waivers: In Georgia, only teachers in LEAs that waive certification may verify content through degree, coursework, or content test; this must follow the LEA certification waiver procedures outlined in the Comprehensive LEA Improvement Plan (CLIP).
- Emergency/ Provisional: In accordance with Individuals with Disabilities Education Act (IDEA), special education teachers in Georgia may not hold emergency or provisional special education credentials. This means that a special education teacher holding a GaPSC (Georgia Professional Standards Commission) Non-Renewable Professional (N), Waiver (W), or Supplemental Induction (SI) certificate may not meet Georgia's Professional Qualification Requirements.

Professional Qualifications for Paraprofessionals ESSA Sec.1111(g)(2)(M)

GaPSC Certification Rule 505-2-.18 The State of Georgia ensures that it has professional standards for all paraprofessionals working in any school, including qualifications that were in place on the day before the date of enactment of Every Scholar Succeeds Act. In Georgia and at Cirrus Academy Charter School a paraprofessional employed by Cirrus, must hold a clearance certificate, and must meet one of the following requirements:

- Degree: Hold an associate degree or higher in any subject from a Georgia Professional Standards Commission (GaPSC) accepted accredited institution; or

- Coursework: Have completed two (2) years of college coursework (sixty [60] semesterhours) at a GaPSC accepted accredited institution; or
- Content Area Test: Have passed the GACE Paraprofessional Assessment. If eligibility is established through the assessment, the applicant must also hold a minimum of a high school diploma or GED equivalent.

Parent's Right to Know Notification ESSA Sec. 1112(e)(1)(A)

- Cirrus Academy Charter School notification requirements apply to all programs within the LEA.
- Cirrus notifies parents annually at the start of school (within 30 calendar days of the start of school).
- Cirrus uses the language of the law.
- Cirrus maintains records of the notifications.
- Cirrus uses what Georgia considers best practices when notifying parents: (1) notifying parents in multiple formats to ensure accessibility and, (2) to the extent practicable, notifying in a language the parent may understand.

20 Day Notification of Professional Qualifications ESSA Sec. 1112(e)(1)(B)(ii)

Cirrus notification requirements apply to all teachers in programs within each LEA.

- Cirrus notifies parents if a teacher has not met subject or grade level requirements for professional qualifications in compliance with state law for more than four consecutive weeks. In Georgia, this means either GaPSC certification requirements, or, if certification is waived under the Official Code of Georgia 20-2-80, 20-2-2065 or State Board Rules 160-5-1-.33, 160-4-9-.07, the minimum qualifications established by Cirrus Academy is a Clearance Certificate with either content or coursework
- At Cirrus and in Georgia, this notification must be made within 10 business days following the four consecutive weeks.
- For additional notification requirements and best practices, see the ESSA PQ & In-Field Implementation Guide or contact GaDOE Staff.

Cirrus Academy Charter School uses charter/strategic waiver plans to establish minimum professional qualification requirements. The minimum professional requirements are a bachelor's degree with course work, academic degree, or content with 21 semester hours in the content area they are teaching or 35 quarter hours in the content area they are teaching. Some teachers may hold a degree but lack the GACE to suffice for a GAPSC (Georgia Professional Standards Commission) certificate. All teachers at Cirrus hold a GAPSC clearance except for Special Education Teachers who meet full GAPSC certification.

Notifications are sent to any teachers who do not meet applicable State and/or LEA professional qualification

Right to Know Notification

Right to Know Professional Qualifications of Teachers and Paraprofessionals

Dear Parents,

In compliance with the requirements of Every Scholars Succeeds Act, **Cirrus Academy Charter School** would like to inform you that you may request information about the professional qualifications of your scholar's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- *Whether the scholar's teacher—*
 - *has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;*
 - *is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and*
 - *is teaching in the field of discipline of the certification of the teacher.*

- *Whether the child is provided services by paraprofessionals and, if so, their qualifications.*

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact Joanne Binns at (478) 250-1376 Ext. 201

Sincerely,

Joanne Binns. Dean of Students Cirrus
Academy Charter School
joanne.binns@cirrusacademy.org

OPT OUT PHOTOGRAPH RELEASE FORM

(For clarity, the term "photograph" as used herein encompasses both still photographs and motion picture footage.)

CACS will often take photographs of scholars and staff, or photographs in which the scholars may be involved with others for the purpose of promoting CACS. This form allows parents/guardians the option to not allow CACS to take photographs of their minor children for the purpose of promoting the CACS. Failure to exercise this option, releases and discharges CACS from all claims arising out of the use of photographs, or any right that the parent or minor may have.

To exercise this option, check the box below and provide the information requested within ten (10) days of receipt of this form.

I do not give CACS permission to take photographs of the minor named below or photographs in which the minor may be involved with others for the purpose of promoting CACS.

I, _____ am 18 or older and can contract for the scholar in the above regard. I have read the above statement and fully understand its contents.

Signature: _____

Date: _____

Name (Printed) _____

Name of Minor _____

Address _____

NOTE: If a scholar's photograph is to be withheld, the scholar will not be included in the school's yearbook, program events, or other such publications.

Scholar, Employee, Parent or Third-Party Grievance

All parties are encouraged to solve issues at the lowest level prior to filing a formal grievance. The process below is a formalized and much more serious step to helping resolve conflicts. This procedure applies to all Scholars, Employees, Parents or Third Parties including any complaint or report alleging discrimination or harassment based on sex/gender, race, color, national origin, religion, or genetics. For the purposes of this procedure the defined parties for the purposes of the assorted notice provisions are as follows:

Level I

The complaint shall be presented orally or in writing to the Dean of students within then (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time by the Complaint. The Dean of students will investigate taking into consideration the information provided by the Complaint as well as performing an independent investigation to provide evidence, defenses, and other due processes rights to ensure that they receive equitable treatment during this investigation. Following the investigation, The Dean of students shall then render a written decision within ten (10) calendar days of the filing of the complaint and that written decision shall be delivered to the Complaint, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Dean of students shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of thecomplained behavior if appropriate.

Level II

A Complainant or the subject of the Complaint that is dissatisfied with the decision of the Dean of students may appeal to the Superintendent/CEO by filing a written request to meet with the Superintendent/CEO. This request must be filed within ten (10) calendardays after the Complainant, or the subject of the Complaint receives the decision from the Dean of students. Following the Appeal, the Superintendent /CEO shall meet with the Complainant or the subject of the Complaint within five (5) days of A Complainant or the subject of the Complaint that is dissatisfied with the decision of the Dean of students may appeal to the Superintendent/CEO by filing a written request to meet with the Superintendent/CEO. This request must be filed within ten (10) calendar days after the Complainant, or the subject of the Complaint receives the decision from the Dean of students. Following the Appeal, the Superintendent /CEO shall meet with the Complainant or the subject of the Complaint within five (5) days of receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant or the subject Complaint as well as prior investigation. During that investigation, the Complaint or the subject of the Complaint shall be given the opportunity to provide evidence, defenses, and other due process rights to ensure that they receive equitable treatment during this investigation. Subsequently, the Superintendent/ CEO will render a written decision within ten (10) calendar days after

the meeting following the conclusion of its investigation and that written decision shall be delivered to the appealing Complainant, the subject of the Complainant and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Superintendent/CEO shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

Level III

A Complainant or subject of the Complaint that is dissatisfied with the decision of the Superintendent/CEO may appeal to the CACS Board of Directors by filing a written request. The appeal must be filed within ten (10) calendar days after the Complainant, or the subject of Complaint receives the decision from the Superintendent/ CEO. Following that Appeal, the Board shall meet with the Complaint or the subject of the Complaint at the next scheduled Board meeting following the receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant or the subject Complaint as well as the prior investigation. Subsequently, The Board will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written shall be delivered to the Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Board shall provide affected parties with the steps necessary to prevent future issues and how to correct the effects of the complained behavior if appropriate.

Please report all incidents to:

Dr. Gail M. Fowler
Superintendent/ CEO
Cirrus Academy Charter
Macon, GA 31204
Office: (478)250-1376
Email: gail.fowler@cirrusacademy.org

Internet Acceptable Use Policy

CACS recognizes the importance of making advanced technology and increased access to learning opportunities available to scholars and staff. CACS believes that a “technology rich” classroom significantly enhances both the teaching and learning process. A resources permit, informational technology services shall be made available in schools.

CACS personnel will utilize all available precautions to restrict scholar access to inappropriate online materials and comply with all state and federal laws that govern internet- based technology. CACS technology-based learning equipment and internet service must be used only for appropriate educational purposes. Though CACS will implement safeguards and filters on internet –based equipment, parents/ guardians must

understand that it is impossible to control all on-line information and materials which may be inadvertently discovered by users on a global network.

Purpose

The purpose of informational technology is to facilitate communications in support of research and education by providing access to multiple resources. Use by any scholar or staff member must be in support of and consistent with the educational objectives of CACS and must comply with all state and federal laws that govern internet-based technology.

Authorized User

An authorized user for this policy will be defined as any employee, scholar, or guest of CACS who has been issued an assigned computer log-in account. Authorized User should have no expectation of privacy while using CACS computer or any other internet-based technology or network maintained by CACS. CACS may at any time access and review any CACS owned device, assigned computer account, online histories and/ or saved documents. By using the computing resources of CACS, authorized user acknowledges and agrees to abide by the guidelines and rules governing CACS' internet-based set forth herein.

Terms and Conditions

Authorized users do not have the absolute personal right to use CACS' computing resources, nor any other internet-based technology owned by CACS. Usage of CACS' internet-based technology and computing resources are privileges, conditioned on the authorized user's compliance with applicable state and federal laws, the Academy Charter School policies and regulations, CACS' policies and regulations, and appropriate behavior involving technology.

Inappropriate use of CACS computing resources and/or internet-based technology, as determined by CACS administrators, may result in the termination of the privilege to use CACS computing resources and/or internet-based technology. CACS has the sole authority to determine what is deemed as appropriate use and may discipline, deny, revoke, or suspend any user's access at any time.

It is the policy of CACS to fully comply with all applicable federal and state laws and regulations that prohibit copyright infringement; there, unauthorized transmission of copyrighted materials is prohibited. This includes but is not limited to the use of CACS internet-based technology to inappropriately access unlicensed copyrighted materials via per-share websites (i.e., movies, music, games, books, audio books, etc.). Authorized users are prohibited from appropriately accessing and/or transmitting materials when they are protected by copyright and/or patent.

Authorized users are not allowed to purchase, download, or load software on to CACS computers or utilize CACS internet-based technology without obtaining prior written permission from the CACS Technology Services Department. CACS will never authorize

the access or transmission of online materials, information, applications, or software that contains violence, obscene language, nudity, harassing or bully behavior, or criminal behavior. All use of CACS internet- based technology must be for an approved and appropriate educational purpose.

CACS computing resources and internet-based technology may not be used for commercial activities. Use of CACS for non-school approved solicitations, product and service advertisements, business promotions, or political lobbying or campaigning is prohibited.

The use of all CACS computing networks in the school's front office shall be for the exchange of information to promote and support educational excellence.

Scholar Responsibilities and Prohibited Actions

- Scholars will observe the standard of courtesy and behavior consistent with the practices and policies of CACS when sending or publishing messages or transmitting data or other information on the internet.
- Scholars will access the network using their assigned user log-in or personal ID and not that of someone else. Scholars will not share their assigned user log-in or user IDs, or passwords with others and must make all efforts to safeguard any information from unauthorized users.
- Scholars must not attempt to access information for which they are not authorized.
- Scholars will use informational technology for instructional purposes only as it relates to classroom and co-curricular assignments and activities. Scholars will not use CACS computing resources or internet- based technology in violation of state or federal law, or school policy.
- Scholars must receive permission from teacher or designated personnel prior to accessing the internet or any online-based file or application.
- Any scholar who identifies a problem or the presence of inappropriate material on a CACS computer must notify an adult teacher, supervisor or administrator immediately.
- Scholars may not have access to an employee's workstation and are prohibited from accessing CACS's network user an employee ID. Scholars may be subject to disciplinary action if it is determined that the scholar attempted to access CACS' network inappropriately.
- Scholars who disconnect or disable network components, such as firewalls, security software, virus scanners, search restrictions, network monitoring applications and software, etc., or who alter or bypass CACS network settings could cause harm to CACS' computer network and jeopardize the integrity and/ or security of CACS's network and computing devices; thus, a scholar found to have altered any CACS network component or network setting will be subject to disciplinary action forth in the CACS Code of Conduct.
- Scholars are violating network security if they alter programs or data on any network file server or any computing system's hard disk and will be subject to disciplinary action.

- Scholars are violating network security and software copyright laws if they use, access, or transmit illegal copies of software, music, movies, data, games, or any other online media on any school computer, and will be subject to disciplinary action.
- Scholars are permitted to use CACS computing resources and internet-based technology for approved educational purposes only. Scholars will be subject to disciplinary action if they access or transmit online materials, information, applications, software that contains violence, obscene language, nudity, harassing or bullying behavior, or criminal behavior.
- Scholars who purposely infect any CACS computer with a malicious code will be subject to disciplinary action.

Penalties for Improper Internet Use

Any violations of the internet procedures should be immediately reported to a supervising staff member. Authorized users who violate CACS' Internet Acceptable Use Policy or any other state or federal law while using CACS' computing resources will be subject to loss of the privilege to use CACS computing resources and internet-based technology. Furthermore, disciplinary action may be imposed.

If the actions of an authorized user cause or contribute to the loss of network service, applications, and/or data, school disciplinary action commensurate with the magnitude of the disruption caused to CACS as determined by school administrators shall be administered. If such action causes the need for CACS to expend funds for technical assistance to restore the service, application or data, restitution may be charged.

Any illegal activity of an authorized user, discovered by CACS, will be reported to the appropriate law enforcement agency, and the authorized user may be subjected to criminal prosecution.

Parent/guardian and the scholar Internet Agreements are sent home to all parents. Parents/guardians and scholars must sign and return the Internet Agreement to CACS.

Cirrus Academy Charter School
CODE OF CONDUCT

CACS CODE OF CONDUCT

The Cirrus Academy Charter School Governing Board's (CACSGB) Code of Conduct was designed and created to comply with the progressive discipline processes set forth in O.C.G.A. § 20-2-735, which states that discipline will be in proportion to the severity of the behavior leading to the discipline, that the previous discipline history of the scholar during the current school year and other relevant factors will be taken into account, and that all due process procedures required by federal and state law will be followed.

A copy of the Code of Conduct is provided annually to each scholar in grades kindergarten through eighth. Scholars who enroll at Cirrus Academy Charter School (CACS) during the school year will receive the Code of Conduct at the time of enrollment.

EXPECTATIONS

Each scholar may expect that CACS will:

1. Provide a free quality education.
2. Provide a safe learning environment.
3. Ensure that all scholars are treated courteously, fairly, and respectfully.
4. Provide scholars with the opportunity to respectfully express their opinions, concerns, and complaints.
5. Address all complaints and concerns brought to the attention of school personnel and school staff.
6. Inform scholars of the Code of Conduct and of disciplinary procedures related to disciplinary actions and/or appeals.
7. Provide scholars with a copy of the **Scholar–Parent Code of Conduct for scholars**, the first week of school (or upon enrollment of a new scholar).

Each scholar is expected to:

1. Read and become familiar with this Code of Conduct.
2. Behave in a responsible manner at school and at all school related functions on or off campus.
3. Demonstrate courtesy and respect for others.
4. Attend all classes, regularly and on time.
5. Prepare for each class, take appropriate materials to class, and complete assignments.
6. Follow all CACS rules and cooperate with school staff and volunteers in maintaining safety, order, and discipline.
7. Communicate with his or her parent/guardian about school academic progress.

Each parent/guardian may expect that CACS will:

1. Ensure that parents or guardians are treated respectfully by the Dean of students, teachers, and other staff.
2. Provide access to information regarding their scholar and CACS's policies and procedures.
3. Promote and encourage active participation in their scholar's education.
4. Promptly notify parents or guardians if a scholar is disciplined and inform parents of procedures related to disciplinary actions and/or appeals.

5. Inform parents or guardians about their scholar's academic and behavioral progress.
6. Provide access to information about CACS's policies and procedures.

Each parent/guardian is expected to:

1. Read and become familiar with this CACS Code of Conduct.
2. Make sure their scholar attends school regularly, on time, and notify the school before the school day if their scholar is going to be absent.
3. Give the school accurate and current contact information and inform/update the contact information when and if it changes.
4. Inform school officials about any concerns/complaints in a respectful and timely manner.
5. Work with the school administrators, teachers, and other staff to address any academic or behavioral concerns regarding their scholar.
6. Talk with their scholar about the behavior that is expected at school.
7. Support their scholar's learning and school activities.
8. Be respectful and courteous to staff, other parents, guardians, and scholars.
9. Be respectful of our front office personnel and traffic directors. Getting upset with them because the line is long during pick up or drop off will not make the line go faster.
10. Respect other scholars' privacy rights.
11. Give school any and all information to assist with the welfare and education of the scholar and the safety of operations.

Per Georgia Department of Education (GADOE) Discipline Discrepancy Requirement - relevant disciplinary procedures apply to the child with a disability in the same manner and for the same duration as the procedures would be applied to a child without a disability unless the Behavior Intervention Plan (BIP) states otherwise or the disciplinary action is found to be a manifestation of the child's disability.

Additional Behavior Requirements

The CACS School District may impose campus, classroom, or club/organization rules in addition to those found in the scholar handbook. Sponsors and coaches of extracurricular activities may require and enforce additional standards of conduct for scholar participation in extracurricular activities.

Organizational standards of behavior concerning an extracurricular activity are independent of the Scholar Code of Conduct. Violations of these standards of behavior that are also violations of the Scholar Code of Conduct may result in disciplinary actions being taken against the scholar, including but not limited to, the scholar being removed from participation in extracurricular activities, exclusion from school honors, suspension, and expulsion for violation of the Scholar Code of Conduct.

Addendums to the Code of Conduct may be added based on the specific needs of response to the pandemic or other national emergencies. These will be communicated by the schools through phone, internet and/or physical distribution of guidelines.

Prohibited Behaviors

To provide a peaceful and safe school environment, the CACS School District prohibits the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication.
- Disruptive behavior that interferes or threatens to interfere with District operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup.
- Threatening to do bodily harm to a District employee, visitor, fellow parent/guardian, or scholar.
- Threatening to damage the property of a District employee, visitor, fellow parent/guardian, or scholar.
- Damaging or destruction of school.
- Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages or other written or oral communication.
- School staff and administration may not always be immediately available to speak with you. The only way to *ensure* that you can speak with a staff member or administrator is to schedule an appointment. Staff and administrators have a practice of attempting to return all phone calls/e-mails within 24 hours with remarkable success. Your calls and visits will be responded to consistently with this practice if someone is not immediately available to speak with.
- Defamatory, offensive, or derogatory comments regarding the school or school staff made publicly to others.
- Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all.
- This includes use of any social media medium, including but not limited to websites, blogs, wikis, social networking sites such as Google+, Facebook, Instagram, Snapchat, LinkedIn, Twitter, and any other social media sites.

Consequences

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school sponsored events under the **Criminal Trespass Laws**. In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban.

Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the CACS School District to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.

Response to Intervention for Behavior (RTI) Multi-Tiered Support Systems (MTSS)/ Positive Behavior Interventions and Supports (PBIS)

RTI/MTSS for Behavior is a four-tiered model of instruction and intervention which includes the principle that behavioral supports are provided at a universal level intended to effectively address the needs of all scholars in a school (referred to as Tier 1 and/or PBIS). A major initiative at Cirrus Academy Charter School is Positive Behavior Intervention and Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments.

Attention is focused on sustaining a level system of support to enhance scholar learning. School staff recognizes that maintaining and changing scholar behaviors involves a continuum of acknowledgments, supports and interventions. RTI/MTSS for Behavior provides a problem-solving approach which aims to prevent inappropriate behavior and teach and reinforce appropriate behaviors. School-wide Positive Behavior Support (SWPBS) is a system approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problems for all scholars. SWPBS is NOT a specific curriculum, intervention, or practice, but a decision-making framework that guides selection, integration, and behavior outcomes for all scholars. A central feature of SWPBS is implementation of behavioral practices throughout the entire school. SWPBS defines practices that all scholars experience in all parts of the school and at all times of day.

SWPBS emphasizes four integrated elements: (a) socially valued and measurable outcomes, (b) validated and practical practices, (c) systems that efficiently and effectively support implementation of these practices, and (d) continuous collection and use of data for decision making.

These four elements are operationalized by five guiding principles:

1. Invest first in prevention to establish a foundation intervention that is validated to be effective, efficient, and sustainable.
2. Teach and acknowledge appropriate behavior before relying on negative consequences.
3. Use regular “universal screening” to identify scholars who need more intense support and provide that support as early as possible, with the intensity needed to meet the scholars’ needs
4. Establish a continuum of behavioral and academic interventions for use, when scholars are identified as needing more intense support.
5. Use progress monitoring to assess (a) the accuracy of the implementation for which the support is provided and (b) the impact of support on scholar academic and social outcomes. Use data for continuous improvement of support.

Parents and scholars must be aware of school board policy and procedures concerning acceptable and unacceptable behavior in our schools and at school events, etc. Progressive discipline is based upon the belief that an individual does not have the right to infringe upon the rights of others. Also, all people concerned with the school have the responsibility of creating a positive environment within the building, on school property or at any school event. Teachers will try to resolve minor problems prior to referring a scholar to the office.

RTI/MTSS for behavior is the systematic process for providing a series of intensifying, evidence-based behavioral interventions and supports matched to scholar need. Scholar need is determined by inadequate response to an evidence-based, behavioral intervention implemented with fidelity.

RTI/MTSS for behavior relies on the repeated collection of objective data (progress monitoring) to make decisions about whether the scholar is responding adequately or inadequately to the support (s) currently being provided.

Upon identifying a scholar as a Chronic Disciplinary Problem Scholar, as described in the Scholar Code of Conduct, a teacher **must** provide behavioral support for all scholars needing support by utilizing RTI/MTSS.

According to O.C.G.A. § 20-2-741.3b, local boards of education are encouraged to implement PBIS and RTI/MTSS programs and initiatives in their schools, particularly in high needs schools. CACS has determined that RTI/MTSS and PBIS will be implemented within the district.

Tier 1- Standards Based Classroom Learning

Focus: All Scholars

- General curriculum and instructional best practices, enhanced by acknowledgements of positive behaviors, and clearly stated expectations that are applied to all scholars.

Tier 2- Needs Based Learning

Focus: Scholars identified through screening as at-risk for poor behavioral outcomes

- **Includes** scholars from Tier 1, who are not performing successfully with school-wide positive behavior intervention support
- Continuous Progress Monitoring and data collection

Tier 3- SST (Scholar Support Team) Driven Learning

Focus: Scholars who have not responded to Tier 1 and Tier 2 level interventions

- **Includes** scholars from Tier 2, who are not performing successfully with school-wide positive behavior intervention supports
- The needs of individual scholars who exhibit a pattern of problem behaviors
- Diminishing problem behaviors and increasing the scholar's social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans
- Continuous Progress Monitoring and data collection
-

Tier 4- Specially Designed Learning

Tier 4 is developed for scholars who need additional support and meet eligibility criteria for special program placement, including gifted education and special education. With three effective tiers in place prior to specialized services, more struggling scholars will be successful and will not require this degree of intervention.

Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For scholars with disabilities, special education and related services, Tier 4 provides instruction that is targeted and specialized to meet scholars' needs. If a child has already been determined as a child with a disability, then the school system should not require additional documentation of prior interventions in the event the child demonstrates additional delays.

The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the scholar may require a comprehensive evaluation to determine eligibility of additional disability areas.

- Specialized programs, methodologies, or instructional deliveries
- Intensive, evidence-based, supplemental instruction delivered to individual or small groups
- Greater frequency of progress monitoring and data collection

Administrative Prevention and Early Intervention

Prior to a scholar receiving a suspension, it is the administrator’s responsibility to ensure that the scholar has had interventions that address the scholar’s misbehavior. These interventions must be **DOCUMENTED**. Exceptions to this are offenses, which are most serious in nature and have occurred with no prior opportunity to provide early interventions.

CORRECTIVE STRATEGIES	DESCRIPTION
Behavior Contract	A written/verbal contract or plan for the scholar with stated goals, objectives, and outcomes for the scholar to develop the necessary skills to address the stated incident.
Community Service	Donated service or activity that is performed by scholars for the benefit of the public or its institutions.
Conference with Parent(s)	Administrators and teachers communicate with scholar’s parent(s) by phone, email, written notes, or person to person about the problem.
Conference with Scholar	Private time with a scholar to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Daily/Weekly Report	A progress report and/or assignment sheet which gives the scholar and parent the opportunity to track the scholar’s academic and behavioral progress in each of his/her classes for a specified period.
Detention	Disciplinary action consists of the assignment of scholars to a certain area of the school, outside of regular school hours (before school, after school, on a non- school day) for two or more school days or the equivalent hours. This is a state-reportable action.
Loss of Privileges (during school hours)	The loss of privilege(s) during school hours, assemblies, field trips, and incentive activities.
Mentoring	An agreed upon adult or scholar who provides consistent support, guidance and concrete help to a scholar who needs a positive role model.
Olweus Bullying Prevention Program (Pronounced OI-VAY-us)	The Olweus Program is a comprehensive approach to bullying proven to reduce and prevent bullying problems among school children and to improve peer relations at school. The program is focused on long-term change that creates a safe and positive school climate.

Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and /or attend class with their child at school for an agreed upon time during the child's school day.
Plan Meeting (IEP, LEP, 504)	The scholar recommended to the necessary department/group for discussion and development of a course of action/interventions for the scholar.
Referral to Behavioral Specialist	A referral to the Behavioral Specialist occurs when schools need additional behavioral support for scholars.
Referral to School Counselor	Counseling of the scholar by guidance counselor to assist the scholar in developing or utilizing the necessary skills to address the stated incident.
Referral to Social Services	Social services provided by the school social worker to assist and enhance scholars' achievement in the classroom by developing strategies and interventions to improve their academic, social and behavioral performance.
Restorative Justice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Schedule Change (change of regular classes)	A permanent change in the scholar's regular class schedule.
School Service Work (during school hours)	Work assistance, provided by the scholar, to any staff member during school hours, assistance could include campus or hallway clean-up.
Silent Lunch/Lunch Detention	A separate facility and/or seating arrangement for the scholar during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance, such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Temporary Classroom Change (short-term)	The temporary removal of a scholar from the regular classroom to a different classroom. The scholar will be given the opportunity to complete his or her regular class work in the alternative setting.
Temporary Removal from Classroom	The temporary removal of a scholar from the traditional learning environment to a separate, individual learning environment for a brief period.
Voluntary Restitution/Self-Designed Action(s)	Scholar makes amends for negative actions, takes responsibility to correct the problem through a written or verbal apology.

Behavioral Social Emotional Program	The Behavior Social Emotional Learning (BSEL) program implements a curriculum that applies social skills to help scholars manage their emotions, show empathy, and create and maintain positive relationships with their peers. The implementation of Social Emotional Learning (SEL) curriculum decreases inappropriate behavior within a classroom while also decreasing mental health problems.
Early Learning PBIS Aligned Model	The aligned model is designed to provide Pre-K through 3 rd grade early learners with a positive school climate and promote reading proficiency, through embedding tier one PBIS system supports and providing professional development in Social Emotional Learning.

Any writing assignment or communication to home must be in a language that scholars and parents can understand.

Information Regarding Disciplinary Procedures

The Code of Conduct governs scholars' behavior on school grounds and off school grounds at a school activity. The Code of Conduct also governs scholar behavior off school grounds at a non-school activity, but where the misconduct constitutes a potential danger to school, scholars, and/or staff, or constitutes or causes a disruption of school operations. Finally, the Code of Conduct also governs any scholar conduct that constitutes a violation of the Scholar Code of Conduct in route to and from schools, in route to or from any school-sponsored activity.

Disciplinary action will be progressive, will draw on the professional judgment of teachers and administrators, and may, depending on the circumstances, include a range of discipline management alternative resolutions, including positive disciplinary techniques. Disciplinary action will take into consideration, without limitation, the seriousness of the violation, the scholar's age and grade level, the frequency of the scholar's misbehavior overall, the scholar's attitude, whether the scholar was acting in self-defense, the effect of the misconduct on the school environment, intent, or lack of intent at the time the scholar engaged in the conduct, and requirements of law (including, without limitation, IDEA and Section 504). Because of these factors, discipline for a particular violation (unless otherwise specified by law) may bring into consideration varying alternative resolutions and responses. Administrators will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case-by-case basis.

When a Code of Conduct violation is reported or suspected, the administrator will determine whether an investigation is warranted and, if so, will investigate. The investigation, where possible, should include interviews with alleged perpetrator(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. When possible, written statements may be requested from all individuals who are interviewed. Video surveillance, if available and relevant, should be reviewed and secured. Administrators have the responsibility and authority to question scholars for the purpose of maintaining a safe and orderly school environment. Although schools will try to inform parents about issues of concern, when possible, parental consent and notification is not required prior to questioning and/or obtaining written statements from scholars.

At an appropriate time during the investigation, the parent or guardian will be notified. If the incident involves injury or a need for immediate medical care arises, appropriate medical attention will be provided, and the parent or guardian notified as soon as is practicable. **The Administrators and his/her designee should also immediately inform parents/guardians when scholars are removed from the school setting by emergency medical or law enforcement personnel.**

The determination of whether a scholar has violated the Code of Conduct will be based solely on a preponderance of the evidence, which means that it is more likely than not based on all the evidence available that the scholar did violate the Code of Conduct. Once it has been determined that the scholar did violate the Code of Conduct, the administrator will follow the progressive discipline process.

LEVELS OF DISCIPLINE

The Code of Conduct is organized into four (4) levels of prohibited behaviors: *Level 1 Violations*, *Level 2 Violations*, *Level 3 Violations*, and *Level 4 Violations*. However, it is important for scholars and parents to note that the circumstances of violations may warrant more severe consequences, even on the first violation. The district reserves the right, in the administration's sole and exclusive discretion, to take all action necessary to protect its scholars, provide a safe and secure learning environment, and to ensure the orderly operation of all educational facilities, including without limitation treating a violation as a higher-level violation and/or providing for more severe consequences. Additional information regarding prohibited behaviors and disciplinary actions follows these sections.

Level 1 Discipline: Level 1 Discipline is used for minor acts of misconduct which interfere with the good order of school. Level 1 violations are minor violations and may represent a failure to demonstrate accepted expectations or social skills. It is the responsibility of all staff to address minor violations as soon as practicable within the environment in which the misbehavior occurred. **Following appropriate teacher alternative resolutions**, the scholar may be referred to an administrator. The accumulation of multiple Level 1 violations could result in more severe consequences.

Level 2 Discipline: Level 2 Discipline violations are intermediate acts of misconduct. Level 2 violations are mid-level infractions. Mid-level infractions are addressed by administrators. Repeated (two or more) violations of any Level 2 violation can result in that violation being considered a Level 3 violation.

Level 3 Discipline: Level 3 Discipline violations are serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. Level 3 violations are major infractions and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident and may result in the immediate removal of a scholar from school. Level 3 violations may result in a referral to a Disciplinary Hearing. Administrators will notify the appropriate district personnel, school resource officers, and law enforcement or state agencies deemed appropriate and required by law.

Level 4 Discipline: Level 4 Discipline violations are the most egregious acts of misconduct and constitute a serious violation of the law (for example, conduct which would be considered a serious felony criminal act if the scholar were an adult), and pose a significant safety risk or result in serious bodily injury. Committing a Level 4 violation will result in a referral to a Disciplinary Hearing.

Depending on the severity of the violation, school administrators have the authority to send a scholar to a Disciplinary Hearing for any violation regardless of the level of disciplinary violation.

Only the CACSGB has the authority to allow a scholar who is under a permanent expulsion from any school system to enroll in CACS.

A scholar who receives a consequence of permanent expulsion from the Disciplinary Hearing Officer for violating a Level 4 Violation during a school year may not enroll into CACS unless the scholar, pursuant to an appeal to the CACSGB, receives permission from the Board to re-enroll into the CACS. The Board may grant the re-enrolled scholar the opportunity to enroll into the Alternative School Program.

DISCIPLINARY DEFINITIONS

Note: The definitions below are meant to address and define disciplinary actions. Throughout this Code of Conduct, other defined terms may refer to the Glossary of Terms located within this Handbook. Parents and scholars are encouraged to read and become familiar with all defined terms.

Some of the disciplinary actions that may be used for scholar violations of the Code of Conduct include the following:

- **Warning/Reprimand:** Scholars will be warned that they may receive a consequence if the misbehavior continues.
- **In-School Suspension or CACS APPROPRIATE PROGRAM:** The scholar is removed from regular classes for a specified period at the local school. Class work assignments are sent to the scholar by the teachers while in In-School Suspension (ISS). While assigned to ISS, scholars may not participate in or attend any extracurricular activity, including athletic participation and other school events. If scholars violate any rule of the ISS program, scholars will be suspended from the program and from school for the remaining number of days the scholars were assigned to ISS.
- **Short-Term Suspension:** Scholars subject to a short-term suspension will be suspended from school for not more than ten (10) consecutive days
- **Long-Term Suspension:** Scholars subject to a long-term suspension will be suspended from school for more than ten (10) consecutive days but not beyond the end of the current semester. A Disciplinary Hearing is required to impose a long-term suspension.
- **Expulsion:** Scholars subject to an expulsion will be suspended from school beyond the end of the current semester. A Disciplinary Hearing is required to impose an expulsion of longer than 10 days (about 1 and a half weeks).

- **Permanent Expulsion:** Scholars subject to a permanent expulsion from school will be permanently suspended from school after the effective date of the permanent expulsion beyond the current semester and not allowed to attend any CACS. A Disciplinary Hearing is required to impose a permanent expulsion.
- **Referral to an Alternative School Scholars** who receive a long-term suspension or expulsion, and who are referred to alternative school, will be referred for a minimum six (6) weeks. Any scholar who is referred to the alternative school for 18 weeks (about 4 months) or more, may have the opportunity to reduce his/her suspension or expulsion by up to nine (9) weeks by attending school regularly, following all rules set by the alternative school, achieving passing grades in all classes, and attending or participating in any violation-based alternative resolutions program required by the alternative school. Scholars are only eligible for an alternative school reduction from 9 to 6 and 6 to 3 weeks once in their CACS education. Any scholar who commits a Level 3 or 4 disciplinary infraction while attending the alternative program may be removed from the program, after being found in violation after a disciplinary hearing.
- **Suspension or Expulsion from School**
All In-School Suspension, Out-of-School Suspension, or Expulsion shall also include suspension from all regular school activities, extracurricular school activities, athletic participation, and other school events.
- **Strategies and Alternative Resolutions**
When scholars commit Level 1 through 3 disciplinary violations, a combination of strategies and alternative resolutions may be used in conjunction with a disciplinary response.

Classroom Level One Interventions/Consequences for Teachers

Teachers should use the following interventions to help scholars change behavior in the classroom. If these interventions are successful, referral to a school administrator may not be necessary.

Build relationship with scholars, verbal warning, written warning, review PBIS expectations, teach behavioral expectations, Eagle's Bridge, seat change, parent contact, letter of apology, teacher conference with scholar, in class time out, reinforce appropriate behaviors, de-escalation strategies, written reflection, and restorative practices.

*Truancy – Document contact in Infinite Campus. Contact may be phone/email.

SCHOLAR CONDUCT VIOLATIONS

CACS strives to provide a supportive, safe, secure, and equitable learning environment for all scholars. Scholars shall not violate any of the following rules of CACS.

Progressive Discipline

The disciplinary levels below correspond to the progressive discipline levels detailed above within the levels of discipline. However, in serious violations, administrators or designee working in conjunction with designated District School Personnel may use a higher level of progressive discipline.

The Code of Conduct provides examples of violations that may occur and guidelines for the **MINIMUM** and **MAXIMUM** consequences. This Code of Conduct is not intended to include all violations for which disciplinary action may be taken as it is not possible to identify all behavior which might result in disciplinary consequences. Similarly, this Code of Conduct is not intended to list every consequence for every violation as it is not possible to anticipate every set of circumstances under which a disciplinary consequence may be appropriate. The scholar will receive a consequence that is either the minimum, the maximum, or an appropriate consequence in between. Scholars and parents/guardians should expect that discipline will be progressive, will be equitable, and will be fairly and evenly administered. This Code of Conduct is meant to be a clear and concise reference guide and scholars and parents/guardians are encouraged to communicate with school administrators regarding their scholar's particular situation.

LEVEL 1 VIOLATIONS

- 1.1 Behavior Detrimental to Learning:** Such behavior includes, but is not limited to, conduct that disrupts the learning environment and insulting communication that is disrespectful.
- 1.2 Bullying (1st Violation):** Bullying, as the term is defined in Georgia law (O.C.G.A. § 20-2-751.4), is prohibited. The Scholar Code of Conduct for all schools within the school system expressly prohibits bullying. **Bullying is one of three Level 1 violations that has an alternate progression, please see the Bullying progression.**
- 1.3 Unexcused Tardies to school or class:** Scholars that briefly miss class can accumulate tardies which may result in a level 1 violation. Tardies to class of an extended nature may result in immediate level 1 violation.
- 1.4 Dress Code:** Violation of the dress code policy. **The Dress Code is one of three Level 1 violations that has an alternate progression, please see the Dress Code progression.**
- 1.5 Electronic Resources:** Violating the policies for using electronic resources.
- 1.6 Misuse of Electronic Communication Devices:** Unauthorized possession, displaying or using a cell phone, pager, or other electronic communication device during the school day without the consent of the Administrator or his/her designee.
- 1.7 Encouraging Prohibited Behavior:** Inciting, encouraging, counseling, or advising others to engage in prohibited behavior that violates the K-8 Scholar & Parent Handbook or any policy of the CACSGB. A scholar violates this rule when he/she verbally or physically encourages others to engage in prohibited behavior, which may include oral instruction or physically showing a scholar how to engage in prohibited behavior.
- 1.8 False Information:** Deliberately giving false or misleading information, including, but not limited to, forgery and altering records.

1.9 Failure to Report: Failure to report to a teacher or administrator the knowledge of an event, device, object, or substance that could cause harm to self or others.

1.10 Gambling: Includes, but is not limited to, betting money or other items on card games, dice games, or the outcome of athletic contests or other activities, and/or possession of gambling materials or paraphernalia.

1.11 Hazardous Objects: Possession of any hazardous objects on school grounds, or school events without intent to use. If the scholar displays, uses, or otherwise exhibits intent to use said object in a non-dangerous manner, refer to Level 2, Non-Dangerous Use of Hazardous Objects.

Hazardous Object: Any dirk, bowie knife, switchblade knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or dart, or any instrument of like kind, any nonlethal gun replica, air gun, any stun gun or taser, and pepper spray, also known as capsaicin spray or capsicum spray, and commonly referred to as Mace, or any other lachrymatory agent meant to cause irritation to the eyes, pain and temporary blindness.”

1.12 Inappropriate Items and Activities: Possessing, using, selling, buying, giving away, bartering, or exchanging any material, substance, food item, or personal belonging that is inappropriate for school. Possession or non-damaging use of a laser pointer.

1.13 Inappropriate Physical Contact Between Scholars: Includes, but is not limited to, pushing, shoving, inappropriate display of affection, or inappropriate touching.

1.14 Insubordination: Being insubordinate to school personnel or school volunteers.

1.15 Miscellaneous Violations: Violating any other CACSGB or school rule, including, but not limited to, violating rules of the In-School Suspension Program.

1.16 Tobacco Products and Paraphernalia: Possessing, using, selling, buying, giving away, bartering, or exchanging any tobacco product, or smoking paraphernalia.

1.17 Over-the-Counter Medication: Using or possessing over-the-counter medication at school without the written consent of the Administrator or his/her designee.

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Administrator or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescriptions and over-the-counter medicines must be kept in the school office unless authorized in writing by a physician and approved by the Administrator. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Administrator's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions (for over-the-counter medicines).

1.18 Profanity: Using profane, vulgar, obscene, insulting, or threatening language, gestures, graphics, or materials, whether spoken, written, gestured, or communicated in person or via any electronic device, directed towards any person other than school personnel.

1.19 Possessing Obscene Materials: Possessing obscene or vulgar materials when such conduct does not involve another scholar.

1.20 Skipping School: Leaving school, skipping school, or skipping class without permission.

1.21 Unauthorized Areas: Being in an unauthorized area without permission.

LEVEL 1 PROGRESSION

Kindergarten-5th Grade

All K-5 schools are encouraged to have proactive, intervention-based, and multi-step systems at the classroom level prior to office referral.

1st Violation: Verbal Warning and Parent Notification

2nd Violation: Parent Conference and/or 1 day Out-of-School Suspension (OSS)

3rd Violation: 1 day OSS

4th Violation: 1 day OSS

5th Violation: 1 day OSS

A school may only increase to 2 days of OSS for a level 1 Violation after following the appropriate chronic discipline guidelines. If no Chronic Discipline Meeting has been held, OSS must remain in 1-day segments.

6th Violation: 2 days OSS

7th Violation: 2 days OSS-Hearing for 7th Level 1 Violation (only if a Chronic Discipline Meeting has been held and implemented)
Subsequent Violations will repeat 2 days OSS.

6th – 8th Grade

All 6-8 schools are encouraged to have proactive, intervention-based, and multi-step systems at the classroom level prior to office referral.

1st Violation: Warning-1 day of In-School-Suspension (ISS)

2nd Violation: 2 days of ISS

3rd Violation: 3 days of ISS

4th Violation: 4 days of ISS

5th Violation: 5 days of ISS

A school may only assign OSS for a Level 1 Violation after following the appropriate chronic discipline guidelines. If no Chronic Discipline Meeting has been held, ISS must be assigned instead of OSS. Schools may/are encouraged to assign ISS in place of OSS for scholars that have never violated the rules of In-School Suspension.

6th Violation: 2 days of Out-of-School Suspension (OSS)

7th Violation: 3 days of OSS – Hearing for 7th Level 1 Violation (only if a Chronic Discipline Meeting has been held and implemented)

Subsequent Violations will repeat 3 days OSS.

Committing a Level 1.16 Violation (violating the rules of In-School Suspension program) may result in the remainder of days being assigned as Out-of-School Suspension.

BULLYING

Bullying, as the term is defined in Georgia law (O.C.G.A. § 20-2-751.4), is prohibited. The Scholar Code of Conduct for all schools within the school system expressly prohibits bullying.

If you or your scholar believes that a scholar is being bullied, please report it to a school staff member or administrator immediately.

Bullying is defined as an act that is:

- 1.21.1 Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or
- 1.21.2 Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
- 1.21.3 Any intentional written, verbal, or physical act that a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - 1.21.4 Causes another person substantial physical harm or visible bodily harm,
 - 1.21.5 It has the effect of interfering with a scholar's education.
 - 1.21.6 is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or,
 - 1.21.7 It has the effect of disrupting the orderly operation of the school.

The term "bullying" applies to acts which occur 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 networks, or other electronic technology of a local school system.

The term "bullying" also applies to acts of cyberbullying which occur using electronic communication, whether such electronic act originated on school property or with school equipment if the electronic communication:

1. It is directed specifically at scholars or school personnel.
2. It is maliciously intended for the purpose of threatening the safety of those specified or disrupting the orderly operation of the school; and
3. Creates a reasonable fear of harm to the scholars or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic photo, electronic or photo optical system.

Professional development and training opportunities for school staff on how to respond appropriately to acts of bullying, victims of bullying, and bystanders, who report bullying, shall be in place. Procedures may be developed at each school encouraging a teacher or other school employee, scholar, parent, guardian, or other person who has control or charge of a scholar, either anonymously or in the person's name, at the person's option, to report or otherwise provide information on bullying activity. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has

reliable information that would lead a reasonable person to suspect that someone is a target of bullying shall immediately report it to the Dean of students. Any report will be appropriately investigated by the administration based on the nature of the complaint and in a timely manner to determine whether bullying has occurred, whether there are other procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. Such consequences shall include, at the minimum and without limitation, disciplinary action, or counseling, as appropriate under the circumstances. However, upon a finding by the Disciplinary Hearing Officer that a scholar in grades 6-8 has committed the violation of bullying for the third (3rd) time in a school year, the scholar shall be assigned to the alternative school.

Depending on the severity of the bullying allegation, school administrators have the discretion to send a scholar to a disciplinary hearing for the first (1st) or second (2nd) bullying violation whereby the scholar, if found to have committed the violation, will be subject to disciplinary action pursuant to the scholar and parent handbook, including but not limited to, suspension or expulsion.

Upon the finding by a school administrator that a scholar has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the scholar by telephone call or through written notice, which may be done electronically.

Scholars and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at each school and by including such information in the scholar/parent handbooks.

ELECTRONIC RESOURCES

CACS provides Internet/World Wide Web access to school system staff and scholars (users). The purpose of this service is to provide teachers and scholars access to electronic resources that support job responsibilities and the teaching and learning process. User access to the Internet and other computer resources is a privilege, not a right. Therefore, users who violate rules for the use of electronic resources shall be subject to revocation of these privileges and potential disciplinary and/or legal actions.

The Internet Safety Policy and school system measures are designed to address safety and security when using direct electronic communication. Electronic resources include, but are not limited to, Internet, World Wide Web (WWW), chat rooms, electronic mail, data, online resources, online services, portable media, network information, licensed software, telecommunication resources, and all other school system electronic messaging systems and data systems. Staff and scholars do not have a right to privacy while using the district's computer network. School officials can and will search for data or e-mail stored on all school system-owned computers and networks with or without notice.

All users are expected to comply with CACSGB's Policy, Electronic Communications, and follow school system's regulations for the use of electronic resources. Such regulations include, but are not limited to, the following:

1. Email accounts are provided for professional and academic purposes. Email accounts should not be used for personal gain, personal business activities, or to solicit for non–school system business. Broadcasting of unsolicited messages is prohibited. District employees should use electronic resources to communicate confidential staff or scholar information only to those who are authorized to receive and with a need to know. This includes scholar assessment data.
2. Users are required to follow school system regulations which concern the use of electronic resources (i.e., will not damage computers, will not violate the privacy of users' files, will follow directions of staff or supervisors, will not be wasteful of resources).
3. Comply with network policies regarding scholar and staff logins including, but not limited to, circumventing desktop protection applications or internet filtering devices.
4. Use the Internet for appropriate educational resources.
5. Use electronic resources only with permission of administrator or designated personnel.
6. Comply with copyright laws (giving credit to the rightful author and not distributing protected materials or software) and do not download or transmit confidential or copyrighted information.
7. Immediately report security problems or policy violations to appropriate school and/or district/staff.
8. Do not use electronic resources in a manner that is obscene, insulting, purposely inaccurate, intimidating, or knowingly offensive to others.
9. Do not access inappropriate, obscene, or vulgar materials or show others how to access or use them.
10. Do not transmit computer viruses or any other malicious programs.
11. Do not intentionally damage or disrupt Internet/WWW services or network/hardware/software that provides delivery of electronic resources.
12. Do not install or remove software on any computer or server.
13. Do not share user IDs or passwords.
14. Do not utilize unauthorized user IDs or passwords.
15. Do not post messages or information and attribute it to another user.

School system staff will employ the same supervision and care in determining and monitoring appropriate use of the Internet. Failure to abide by Board policies and administrative procedures governing use of the school system's electronic resources may result in the suspension or revocation of system access and can result in disciplinary action.

CACS has taken precautions to restrict access to inappropriate electronic materials; however, on a global network it is impossible to control all available content. A user may accidentally or purposely discover inappropriate information. Use of any information obtained via electronic resources is at risk for the user. CACS makes no warranties of any kind, whether expressed or implied, for the service it is providing.

CACS will not be responsible for any damages a user may suffer, including loss of data or cost incurred from a commercial service. CACS will not be responsible for the accuracy or quality of information obtained through any telecommunication or electronic resource.

It is the policy of CACS to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (d) comply with the Children's Internet Protection Act [Pub. L No. 106-554 and 47 USC 254(h)]; (e) and comply with the Scholar Data Privacy and Transparency Act.

LEVEL 2 VIOLATIONS

Disruption of School: Causing or contributing to the disruption and interference of school operations. It is unlawful for any person to disrupt or interfere with the operation of a school. Georgia law prohibits the upbraiding, insulting, or abusing of any teacher, administrator, or staff member upon the premises of any school in the presence and hearing of a scholar. This includes but is not limited to virtual classrooms as well.

DISRUPTION OF SCHOOL Level 2.2	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out of School Suspension for two (2) days	Short Term Out of School Suspension for three (3) days	In-School Suspension for five (5) days	Short Term Out-of-School Suspension for three (3) days
2 nd Violation	Short Term Out of School Suspension for three (3) days	Short Term Out of School Suspension for five (5) days	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out of School Suspension for five (5) days	Short Term Out of School Suspension for seven (7) days	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Violation of Electronics and Technology Policy: Misuse of electronic or technological resources or devices, including, but not limited to, unauthorized access to the system network, creating or using the email or messaging account of another without permission to send communications.

VIOLATION OF ELECTRONICS & TECHNOLOGY POLICY Level 2.3	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	In-School Suspension three (3) days		In School Suspension for five (3) days	Short Term Out-of- School Suspension for three (3) days
2 nd Violation	In-School Suspension for four (4) days		Short Term Out-of- School Suspension for three (4) days	Disciplinary Hearing (Up to 6weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Short Term Out- of- School Suspension for seven (5)	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative

		days	school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Giving False Information: Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a scholar.

GIVING FALSE Information Level 2.4	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out of School Suspension for one (1) day		In School Suspension for five (3) days	Short Term Out- of- School Suspension for two (2) days
2 nd Violation	Short Term Out of School Suspension for two (2) days		Short Term Out-of- School Suspension for two (2) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

False Representation of Substances: False representation of a substance to be a drug for which the scholar has no valid prescription or false representation of a substance to be an illegal drug as defined under the laws of the State of Georgia.

FALSE REPRESENTATION SUBSTANCES Level 2.5	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out of School Suspension one (1) day (MIN) Three (3) days (MAX)		In-School Suspension for Five (5) days	Short Term Out-of- School Suspension for two (2) days
2 nd Violation	Short Term Out of School Suspension two (2) days (MIN) Four (4) days (MAX)		Short Term Out-of- School Suspension for two (2) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Gang Affiliation: Exhibiting gang affiliation, as evidenced by a common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic. Exhibiting gang affiliation and/or engaging in any gang-related activity is not permitted. For this handbook, a gang is defined as any group or association of three (3) or more persons, whether formal or informal, as

evidenced by a common name or common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic, that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive activity.

Scholars shall not use any speech or commit any act or omission in furtherance of the interests of any gang-related activity, including, but not limited to:

1. Soliciting others for membership in a gang.
2. Requesting any person to pay for protection, bullying, or otherwise intimidating or threatening or physically harming any person.
3. Inciting other scholars to engage in any gang-related activity; and,
4. Defacing any school property with any kind of gang graffiti.

GANG AFFILIATION Level 2.6	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for three (3) days		Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for four (4) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Non-Dangerous Use of Hazardous Objects: Displaying, using, or otherwise exhibiting intent to use a hazardous object in such a manner that is neither dangerous nor threatening to the scholar, other scholars, personnel, or any other person. If the hazardous object is displayed or used, or the scholar exhibits an intent to use the object, in such a way that the object could be considered a dangerous weapon, refer to Level 4 violation below. This includes sharp objects and pepper spray/mace when non-dangerously used.

NON-DANGEROUS USE OF HAZARDOUS OBJECTS Level 2.7	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for one (1) day (MIN) Three (3) days (MAX)		Short Term Out-of- School Suspension for (3) days	Short Term Out-of- School Suspension for five (5) days
2 nd Violation	Short Term Out-of-School Suspension for two (2) days- Four (4) days (MAX)		Short Term Out-of- School Suspension for three (5) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for three (3) days-Five (5) days (MAX)		Short Term Out-of- School Suspension for seven (7) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the

			alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Fighting: For the purpose of this violation, fighting shall include, but not be limited to, hitting, kicking, punching, slapping, or other physical contact with another scholar or person that are not school personnel, and does not rise to the level of Excessive Physical Contact as defined in Level 3.

FIGHTING Level 2.8	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days
2 nd Violation	Short Term Out-of-School Suspension for four (4) days		Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Inappropriate Activity of a Sexual Nature: Such conduct does not rise to the level of severity of a Level 3 violation and may include public displays of affection including, but not limited to, kissing or embracing or groping on school property; sexual harassment that does not involve physical contact such as lewd gestures, or verbal conduct or communication of a sexual nature; unwelcomed sexual advances; “sexting”; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.

Note: May also involve a separate sexual harassment investigation under Sexual Harassment CACS Board Policy

INAPPROPRIATE ACTIVITY – SEXUAL NATURE Level 2.9	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for three (3) days		Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for four (4) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	

3 rd Violation	Short Term Out-of-School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.		

Unintentional Physical Contact with School Personnel: Unintentional, but inappropriate physical contact or action with school personnel.

UNINTENTIONAL PHYSICAL CONTACT SCHOOL PERSONNEL Level 2.10	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks) Expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Medical Substance Containing Alcohol: Possessing any substance containing alcohol which is normally used for medical purposes that has not been reported to the appropriate school official in accordance with the Medicine Policy.

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Dean of students or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescription and over-the-counter medicine must be kept in the school office unless authorized in writing by a physician and approved by the administrator. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Dean of student's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions (for over-the-counter medicines).

Medical Substance Containing Alcohol Level 2.11	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution		In-School Suspension up to three (3) days	In-School Suspension up to five (5) days

2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Out-of-School Suspension up to three (3) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Possession of Prescription Drugs: Possession of prescription medication prescribed to the scholar by a doctor, but that has not been reported to appropriate school officials in accordance with the Medicine Policy.

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Dean of students or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescription medicine must be kept in the school office unless authorized in writing by a physician and approved by the designated administrator. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Dean of student's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions.

Possession of Prescription Drugs Level 2.12	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution		In-School Suspension up to three (3) days	In-School Suspension up to five (5) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day		In-School Suspension up to five (5) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for one (1) day		Short Term Out-of-School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Viewing Obscene Materials: Accessing or viewing obscene or vulgar materials when such conduct does not involve another person.

Viewing Obscene Materials Level 2.13	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM

1 st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for five (5) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for two (2) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Entering Areas Designated for the Opposite Sex: Entering, directing, or soliciting another scholar to enter an area designated for the opposite sex only.

Entering Areas Designated for the Opposite Sex 2.14	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Verbal Warning and Alternative Resolution		Verbal Warning and Alternative Resolution	In-School Suspension for two (2) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for one (1) day		Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Theft: Theft includes, but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property.

THEFT Level 2.15	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day.	In-School Suspension for five (5) days.	Short Term Out-of-School Suspension for two (2) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days

3rd Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Vandalism or Damage to Property: Vandalizing or damaging school or individual property, regardless of whether there is a monetary loss of value.

Vandalism or Damage to Property Level 2.16	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Verbal warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for two (2) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Verbal Abuse: Verbally abusing others, including but not limited to, threats, or intimidation, including but not limited to, harassing, or taunting in person, on the Internet, or other mode of electronic communications.

Verbal Abuse Level 2.17	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	One (1) In-School Suspension and Alternative Resolution	Short Term Out-of-School Suspension for three (3) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)	

3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for Four (4) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Possession or Vaping Devices/Electronic Cigarettes or Related Products: Possession, distribution, or use of electronic cigarettes (includes but not limited to e-cigarettes, e-cigs, Juuls, vapes, vape pens, vaping cartridges, hookah devices, hookah look-alikes, advanced personal vaporizers) and related products. This includes, but is not limited to, cannabidiol (CBD) extract or hemp products. Scholars are responsible for possession or use of these products regardless of lack of knowledge of what is contained in the item. *For products containing THC or other mood-altering substances, refer to Level 3.10 Drugs.*

Possession or Use of Vaping/ Electronic Cigarettes or Related Products Level 2.18	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	One (1) day Out of School Suspension	Short Term Out-of- School Suspension for three (3) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out- of- School Suspension for one (1) day	Short Term Out-of- School Suspension for four (4) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out- of- School Suspension for two (2) days	Short Term Out-of- School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

LEVEL 3 VIOLATIONS

Failure to provide notification of charge, adjudication, or conviction of a felony: Upon any enrolled scholar being charged, adjudicated, or convicted of a felony violation as defined in Level 4, Rule 3, or Rule 4, the scholar shall immediately notify the Administrator and the Superintendent of said charges, adjudication, or conviction and shall provide to the Administrator and Superintendent a copy of all documents received by the scholar concerning said charges, adjudication, or conviction, including any probation terms. This includes any violation held in abeyance or given first offender status. Failure to provide the required documents shall be grounds for disciplinary action.

FAILURE TO PROVIDE NOTIFICATION Level 3.2	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for one (1) day	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Gang Related Activity: Engaging in a gang-related activity that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive act.

GANG RELATED ACTIVITY Level 3.3	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out- of-School Suspension for five(5) days	Short Term Out- of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. 9 weeks of either Long Term Suspension or Expulsion and referral to alternative school.	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long Term Suspension or Expulsion and referral to alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Excessive Physical Contact: The use of *excessive physical force* resulting in harmful contact with a scholar or person other than school personnel referenced in Level 4. This includes, but is not limited to, fights that are beyond a Level 2 fight, that are violent or planned, cause a disruption of the school environment or educational process, group fights of three (3) or more individuals, and/or fights that cause an injury.

EXCESSIVE PHYSICAL CONTACT Level 3.4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out- of-School Suspension for three (3) days	Short Term Out- of-School Suspension for five (5) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out- of-School Suspension for five (5) days	Short Term Out- of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out- of-School Suspension for seven (7) days	Short Term Out- of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. 27 weeks (about 6 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Permanent Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Sexual Misconduct: Any inappropriate act of a sexual nature that involves physical contact or that rises above a Level 2 offense; any act of indecent exposure, including “flashing,” “mooning,” or “streaking” as those terms are commonly understood; any act of indecent fondling, groping or touching of the scholar’s own intimate body parts or the intimate body parts of another; any act of sexual intercourse, oral sex, or sodomy as the term is defined by the laws of the State of Georgia; any act of viewing or possessing which involves another scholar; selling, buying or transmitting sexually explicit or sexually exploitative materials, or any materials which depict a minor in a sexual manner; any act of recording images of intimate body parts, whether of oneself or of another person.

Note: May also involve a separate sexual harassment investigation under Sexual Harassment.

SEXUAL MISCONDUCT Level 3.5	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of- School Suspension for five (5) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the Alternative school.	Requires a Disciplinary Hearing. Expulsion for 27weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out- of- School Suspension for seven (7) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out- of- School Suspension for seven (7) days	Short Term Out-of- School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27weeks (about 6 months) and referral to the alternative school.
Any incident of sexual misconduct will be reported to law enforcement and state agencies as required by law. Combination of local interventions, supports, and disciplinary response may be appropriate.				

Attempting to make inappropriate physical contact or action with school personnel or Physical Violence Against Personnel, No Physical Harm: Committing acts of physical violence against teachers, school bus drivers, or other school officials or employees, is prohibited. For the purposes of this rule, physical violence is defined as intentionally making physical contact of an insulting or provoking nature with the person of another that does not result in physical harm.

ATTEMPTING OR MAKING INAPPROPRIATE PHYSICAL CONTACT/ ACTION - SCHOOL PERSONNEL. INTENTIONAL CONTACT THAT DOES NOT CAUSE HARM Level 3.6	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out- of- School Suspension for three (3) days	Short Term Out-of- School Suspension for five (5) days	Requires a Disciplinary Hearing. 18 weeks of either Long- Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.

2 nd Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. 18 weeks of either Long- Term Suspension or Expulsion	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks of either Long- Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Seven or More Level 1 Violations: Accumulation of seven (7) or more Level 1 violations in one academic school year.

7 OR MORE LEVEL 1 OFFENSES Level 3.7	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of- School Suspension for five (5) days	Short Term Out-of- School Suspension for ten (10) days
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Alcoholic Beverages: Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any alcoholic beverage at school, at any school-related activity, prior to attending school, or prior to a school- related activity.

Alcoholic Beverages Level 3.8	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM

1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Prescription Medication: Possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug not prescribed to the scholar in possession; wrongfully possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug that is prescribed to the scholar; or the use of any substance represented to be a prescription drug prior to or after attending school or a school related activity that was not prescribed for the scholar

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Dean of students or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescription medicine must be kept in the school office unless authorized in writing by a physician and approved by the Dean of students. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Dean of student's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions.

Prescription Medication Level 3.9	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.

2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Drugs: Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any Schedules I, II, III, or IV drug as defined by the Official Code of the State of Georgia, or any substance or chemical that is mood altering when taken that has not been prescribed to the scholar taking the substance or the chemical.

DRUGS Level 3.10	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Theft Greater than \$500: Theft, including but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property when the value of the property is greater than \$500, as estimated by school officials.

Theft Greater than	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>

\$500				
Level 3.11				
1 st Violation	Short Term Out- of- School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of- School Suspension for ten (10) days	Requires a Disciplinary Hearing Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.
2 nd Violation	Short Term Out- of- School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Vandalism or damage to property greater than \$500: Vandalizing school or personal property, with the cost of damages being greater than \$500, as estimated by school officials.

Vandalism or damage to property greater than \$500	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 3.12				
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Damaging or Setting Off a Fire Alarm or attempting to start a fire: Willfully damaging or destroying a school fire alarm; setting off a school fire alarm with no reasonable belief that a fire exists on the school premises. This violation shall also include refusing to

evacuate the building when a fire alarm sounds, or an evacuation of a school is ordered. Attempting to start a fire on school grounds or at school events.

Damaging or Setting Off a Fire Alarm Level 3.13	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Terroristic Threats: A terroristic threat is any communication that could be perceived as a threat by a school administrator to commit any act of violence or to burn or damage property. Terroristic threats shall also include, but are not limited to, making false calls to 911 which have the effect of causing a lock-down of a school building, the evacuation of a school building, or the search of a school building, or any bus, property, or building belonging to the school district by the school resource officer or any other public safety officer or agency, or the use of electronic communication to convey text, video, or images which have the effect of causing a disruption of the school.

Terroristic Threats Level 3.14	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.

3 rd Violation	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Two or More Level 2 Violations: Accumulation of two (2) or more Level 2 violations in one academic school year.

2 OR MORE LEVEL 2 VIOLATIONS Level 3.15	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	3 days OSS	5 days OSS	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school
2 nd Violation	5 days OSS	Disciplinary Hearing Expulsion for 6 Weeks and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	7 days OSS	Disciplinary Hearing Expulsion for 9 Weeks and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Level 3.16 Pepper Spray; Use without Intent to Harm: Use or discharge of pepper spray by any scholar when no intent to harm or injure is evident shall be prohibited. The level of disruption by the discharge or use may determine the severity of the consequence.

Pepper Spray: Use without Intent to Harm Level 3.16	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (7) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.

2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Before a scholar who is in preschool through third grade is assigned more than five days of out of school suspension, whether consecutive or cumulative, the scholar must receive multi-tiered system of supports (MTSS). If the scholar has an Individualized Education Program (IEP) under the Individuals with Disabilities in Education Act or a Section 504 Plan under the Rehabilitation Act of 1973, then the scholar’s IEP or Section 504 Team must meet to review appropriate supports provided to the scholar under the plan.

LEVEL 4 VIOLATIONS

If a kindergartner through third grade scholar commits a Level 4 offense, specifically if the scholar possesses a weapon, illegal drugs or other dangerous instrument, or the scholar’s behavior endangers the safety of other scholars or school personnel, the school administration or a hearing officer may assign age-appropriate consequences without first referring the scholar to the MTSS process.

Possession of a Firearm, Dangerous Weapon, or Explosive Compound: Possessing, using, selling, buying, giving away, bartering, or exchanging any firearm, dangerous weapon, explosive compound, or an object that can be considered and/or used as a weapon. Pursuant to O.C.G.A. § 20-2-751.1, a violation of this rule has a mandatory minimum one-year of expulsion, but may result in permanent expulsion, at the discretion of the Disciplinary Hearing Officer.

It is unlawful for any person to carry, or to possess, or have under his/her control while within a school safety zone or on a bus or other transportation furnished by the district any dangerous weapon, firearm, or explosive compound. Any person violating this rule will be reported to the appropriate authorities for prosecution.

- **Dangerous Weapon:** Includes any weapon or object that could be used in a manner that may inflict bodily harm to another. Examples include, but are not limited to, sharp objects that are used or pepper spray that is discharged or used with intent to cause harm or injury, a rocket launcher, bazooka, recoilless rifles, mortar, hand grenade, or other similar weapon designed to explode.
- **Explosive:** Includes any bomb, firebomb, Molotov cocktail, firecracker, fireworks, stink bomb, bullet, shell, gun powder, grenade, missile, or any other type of explosive device and/or substance, including a set fire. A scholar in possession of any such item will be subject to disciplinary action as outlined in the Code of Conduct with the matter being reported to law enforcement authorities.
- **Firearm:** Includes, but is not limited to, a handgun, rifle, shotgun, or other weapon, which will or can be converted to expel a projectile by the action of an explosive or electrical charge, or gas cartridge (CO2 and nitrogen oxide cartridges that fuel air soft weapons).

POSSESSION – FIREARM, DANGEROUS WEAPON, EXPLOSIVE COMPOUND Level 4.1	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Requires a Disciplinary Hearing. Expulsion for one Year. K-3rd Grade – 10 days (about 1 and a half weeks) OSS	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Physical Violence Against Personnel with Physical Harm: It is prohibited for any scholar to intentionally make physical contact which causes physical harm to teachers, school bus drivers, or other school officials or employees.

PHYSICAL VIOLENCE AGAINST PERSONNEL WITH PHYSICAL HARM Level 4.2	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Offense	Requires a Disciplinary Hearing. Expulsion for one Year. K-3rd Grade – 10 days (about 1 and a half weeks) OSS	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Adjudication or Conviction of Felony (All Others): The adjudication or conviction of a scholar of an violation that is designated as a felony under the laws of the State of Georgia, or a felony under the laws of the United States of America, and which makes his/her continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

Adjudication or Conviction of Felony (All Others) Level 4.3	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Requires a Disciplinary Hearing.	Requires a Disciplinary Hearing. Permanent	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing.

	Expulsion for one (1) year	Expulsion		Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Adjudication or Conviction of a Felony (“Seven Deadly”): The adjudication or conviction of an enrolled scholar or a scholar seeking enrollment who committed an violation that involves one or more of the following violent criminal violations, and which makes his/her continued presence at school a potential danger to persons or property at the school, or which disrupts the educational process: a. Murder (O.C.G.A. §16-5-1); Voluntary Manslaughter, (O.C.G.A. §16-5-2); Rape (O.C.G.A. §16-6-1); Aggravated Sodomy (O.C.G.A. § 16-6-2); Aggravated Child Molestation (O.C.G.A. §16-6-4); Aggravated Battery (O.C.G.A. §16-5-24); and Aggravated Armed Robbery (O.C.G.A. §16-8-41)

Adjudication or Conviction of a Felony (“Seven Deadly”) Level 4.4	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Requires a Disciplinary Hearing Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year.	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

JURISDICTION TO TAKE DISCIPLINARY ACTION

School Administrators are authorized to take disciplinary action for misconduct that occurs:

1. On school grounds.
2. Off the school grounds at a school activity, function, or event.
3. Off the school grounds at a non-school activity, function, or event, but where the misconduct leads to a potential danger or disruption of school or any other violation of the Scholar Code of Conduct; and,
4. In route to and from school or any school-related activity.

Authority to take disciplinary action also extends to any off-campus non-school-related actions by scholars, *at any time of the year*, which have a direct or immediate impact on school discipline, the educational operation or function of the school, or the welfare of scholars or staff. Such act could include, but is not limited to, a felony, a delinquent act which would be a felony if committed by an adult, an assault upon another scholar, a violation of the laws prohibiting controlled substances, or sexual misconduct and which makes the scholar's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (OCGA 20-2-751.5). A scholar whose presence on school property may endanger the welfare or safety of other scholars or staff, or whose presence may cause substantial disruption at school, may also be subject to discipline.

Notification of Charge or Commission of a Felony

Any scholar seeking enrollment into the CACS District and who has been charged with, convicted or adjudicated of a felony, or for an act that would constitute a felony under the law if committed by an adult, and including any charges, conviction or adjudication that results in an abeyance or given first offender status, or incarcerated for any period of time, prior to the scholar being enrolled in the CACS District, the scholar and the scholar's parent shall immediately notify the Superintendent of said charges, conviction or adjudication, and shall provide to the Superintendent a copy of all documents received by the scholar concerning said charges, conviction or adjudication, including any bond or probation terms.

Prior to the scholar enrolling in the CACS District, the Superintendent shall decide on the proper placement of the scholar. The scholar's placement may include provisional or long-term anywhere within the district. Any placement may also include, at the Superintendent's discretion, a safety or transition plan. Upon enrollment, failure of the scholar to abide by the terms of any developed safety or transition plan may be grounds for disciplinary action, including referral to a Disciplinary Hearing Officer.

Failure of any scholar to provide the required documentation upon enrollment shall be a violation of the Code of Conduct and will result in the scholar being referred to a Disciplinary Hearing Officer for disciplinary action.

While the scholar's placement is pending, the scholar will not be permitted on campus, unless authorized by the Superintendent. The scholar will not be permitted to participate in any regular school activities, extracurricular activities, athletic activity, or school sponsored social event.

If the scholar and the parents are dissatisfied with the placement of the scholar by the Superintendent, they shall have the right to appeal the Superintendent's decision by filing written notice with the Superintendent within five (5) days thereof. The Board shall consider the scholar's placement within ten (10) school days of the Superintendent receiving written notice of the scholar's appeal. If no appeal is received by the Superintendent, then the Superintendent's decision shall become final.

Disciplinary Authority of Teachers and Administrators

Teachers: Teachers shall maintain discipline and order in the classroom, and are authorized to give verbal warnings, written reprimands, refer scholars to the school office, and employ any other discipline and behavior management techniques except for short-term or long-term suspension or expulsion of a scholar, discipline which is forbidden by law, or discipline which is permitted under the Scholar Handbook or by CACSGB policy to be administered only by an Administrator or Scholar Disciplinary Hearing Officer.

School Administrators: Notwithstanding anything to the contrary herein, school administrators (Dean of students) have the authority to administer any discipline or behavior management technique which a teacher is permitted to use, may assign scholars to in-school suspension, assign scholars short-term suspensions, may assign scholars Out- of-School Suspension up until the time of a disciplinary hearing (even if for a longer period of time than a short-term suspension) and refer any disciplinary matter to a scholar Disciplinary Hearing Officer for a disciplinary hearing. Any scholar who has been suspended pending a disciplinary hearing shall be allowed to make up schoolwork that is missed due to the suspension pending the disciplinary hearing and shall be permitted onto school grounds to pick up class assignments at the office unless an administrator determines that allowing the scholar to pick up work assignments at the school office constitutes a danger to other scholars or staff. However, scholars who are suspended pending a disciplinary hearing are not allowed on school grounds to participate in regular school activities, extracurricular activities, athletic participation, and other school events.

Although progressive in nature, discipline should be appropriate for misbehavior and the age of scholars. **Consequently, administrators have the latitude of assigning discipline in relation to misbehavior.** For example, scholars who engage in more serious acts of misbehavior, such as fighting, are not entitled to a warning before any other disciplinary action is taken.

The ADMINISTRATORS are the designated leaders 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 the Scholar Handbook, the ADMINISTRATORS may undertake corrective measures, which he/she believes to be in the best interest of the scholar, and the school provided such action does not violate Board policies or procedures, or state or federal laws.

Disciplinary Hearings

Disciplinary Hearing Officers are independent decision makers appointed by the Board of Education to hear disciplinary matters. Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short-term suspension, long-term suspension, or expulsion of any scholar found to have violated the Code of Conduct. If a hearing is called, the scholar will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension, or the conduct of the scholar or parent causes a delay beyond said ten (10)-day period. Prior to the hearing, scholars and parents will receive a notice to include the following:

1. The rules which the scholar has allegedly violated.
2. A description of the scholar's acts.
3. The names of the witnesses who may testify against the scholar (witnesses may be added prior to and during the hearing).
4. The maximum consequence that the scholar could receive.
5. The time and place for the hearing.
6. That the scholar is entitled to require witnesses to be present at the hearing and the scholar will have

to present evidence, examine all witnesses presented and have an attorney at the scholar's expense, to represent the scholar. School administrators should be notified prior to the hearing if a subpoena is to be issued by the Superintendent.

Parents/guardians should contact the school if they would like the notice and other documents related to the hearing in a language other than English. Language interpreter services are also available, upon request, for a scholar disciplinary hearing.

At the hearing, scholars and parents/guardians will have the right to present witnesses and evidence, to examine all witnesses presented, and to have an attorney, at the parent's/guardian's expense, to represent the scholar. Any teacher called as a witness shall be given notice no later than 3 days prior to the hearing. O.C.G.A. § 20-2-754(b)(4). The decision of the Disciplinary Hearing Officer may be appealed by submitting a written notice of appeal to the Superintendent within twenty (20) calendar days from the date the decision is made.

A scholar disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing, the school has the burden of proving that the scholar engaged in acts that violated the scholar code of conduct. The scholar will have the opportunity to present evidence and/or witnesses for the Disciplinary Hearing Officer's consideration but is not required to do so. The Disciplinary Hearing Officer will determine whether the scholar committed or did not violate the code of conduct as set forth by the school

The Disciplinary Hearing Officer shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board. The Superintendent shall keep the record and documentary evidence on file for a period of twenty (20) days after the date of the decision of the Disciplinary Hearing Officer. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Hearing Officer, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final, at which time the record and documentary evidence may be destroyed.

All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the scholar. The Disciplinary Hearing Officer may limit unproductively long or irrelevant questioning.

The parents or legal guardian of the scholar may give testimony at the hearing and make a statement to the Disciplinary Hearing Officer concerning their feelings about the proper disposition of the case and to answer any questions. The scholar may be represented by counsel at the scholar's expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests. Failure to notify the district of a scholar being represented by counsel may cause a delay or continuance of the hearing.

All parties shall be entitled to subpoena witnesses for the hearing. A scholar or parent/guardian shall submit all requests for subpoenas to the scholar's administrators at least three (3) days prior to the time of the disciplinary hearing.

All scholar disciplinary proceedings and hearings conducted by either the Disciplinary Hearing Officer or the CACSGB are confidential and are not subject to the open meetings law. Only the following persons are permitted to attend a school disciplinary hearing conducted by a Disciplinary Hearing Officer: the accused scholar, parents or legal guardians of the accused scholar, legal counsel, a provider of interpretative services, school staff, and witnesses. Any written records, transcripts, exhibits, or other documents assembled or used in any manner regarding the conduct of any scholar disciplinary hearing are not public records and are not subject to public inspection.

Scholars who receive long-term suspension, expulsion or permanent expulsion may file an appeal to the Cirrus Academy Governing Board. The scholar's appeal must be in writing and delivered to the Superintendent.

If good and sufficient cause exists, the Superintendent may reschedule the hearing. Upon rescheduling, written notice of the rescheduled date and time of the hearing will be sent to the scholar's parent/guardian/representative either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation. The scholar's parent/guardian/representative may request a continuance of the hearing from the Superintendent. Continuance 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 scholar's parent/guardian or representative, the scholar 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.

When a hearing is appealed, the CACSGB will review the transcript of the hearing, decide based solely on the record, and notify scholars and parents, in writing, of the Board's decision. At the hearing before the Board, scholars have the right to be represented at the scholars' and parents' expense, by an attorney. The attorney will not, however, be permitted to hold an oral argument at the disciplinary hearing appeal. Scholars and parents may appeal the Board's decision to the Georgia

Board of Education by giving the Superintendent written notice within thirty (30) days of the decision of the Cirrus Academy Governing Board.

Waiver of Hearing

The formal hearing may be omitted if the school, the scholar, and a parent/guardian agree that the scholar is guilty of the charges; that the disciplinary action proposed by the school is appropriate; and that the parent/guardian will waive the scholar's right to a hearing. Such agreement must be reduced to writing in a formal Hearing Waiver Agreement that clearly states that the scholar admits guilt to the charges, that all parties agree to the consequences, and that the parent/guardian and scholar clearly waive the right to a hearing.

A signed Hearing 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 Hearing Officer adopts the agreement as its decision, the decision becomes final and cannot be appealed by the school or the scholar's parent/guardian. If the agreement is not adopted as the decision of the hearing, the Hearing Waiver Agreement will become invalid, all parental rights will be restored, and a new hearing date and time will be established.

Specific Provisions

Dress Code Policy

The purpose of the School Dress Code Policy is to provide additional opportunities for increased school safety, to encourage our scholars to experience a greater sense of school identity and belonging, to encourage improvement in scholar behavior, to reduce school clothing costs and disruptions to the learning environment, to encourage an elevated level of program participation and to improve and expand academic excellence. In addition, potential benefits of school uniforms include:

- Decreasing violence and theft
- Helping thwart the promotion of gang activity or insignia at school
- Instilling scholar discipline
- Helping parents and scholars resist peer pressure
- Helping school officials recognize intruders who come to school.

Appearance

In addition to being required to wear school uniforms, all scholars are to be groomed and dressed appropriately for school and school activities. No oversized clothing is allowed.

A scholar's dress and/or appearance shall:

- Support, not disrupt, the learning environment
- Constitute no threat to health or safety
- Be tasteful and not provocative or obscene
- Reflect practices of good hygiene and cleanliness

There is a mandatory school dress code policy adhered to at CACS as set forth by the Cirrus Academy Governing Board. The administration has a right to stop any behavior or activity that is disruptive of the learning environment or denotes gang affiliation, for example groups wearing identical earrings, chains, beads, bracelets, etc.

Reasonable accommodation shall be made by the administration for scholars involved in special duties, activities, or projects approved by the school. This would include but not be limited to athletics, physical education, dance classes, extraordinary events, and other activities that require non-conforming dress on a school campus during a school-sponsored event.

MONDAY-THURSDAY

PANTS

Gray, Blue, Black, or Khaki pants must be worn with a belt at the waist and belts must be through the loops. Absolutely NO cargo pants, leggings, sweat suit pants, pajamas, logos, insignias, pictures, or messages. Jeans can only be worn on Fridays.

SKIRTS, JUMPERS, SHORTS OR SKORTS

Skirts, jumpers, shorts or skorts must be clear blue plaid, gray, navy or black. Items must be below the scholar's fingertip with arms at their side. Skirts, jumpers, shorts or skorts must be worn with a belt at the waist and belts must be through loops. Administrators will make a final decision if it is appropriate for a scholar's school attire. Absolutely NO logos, insignias, pictures, or messages, except CACS Logo, on clothing worn by scholars of CACS

POLO-STYLE SHIRTS/SWEATSHIRTS/SWEATERS/JACKETS

Shirts must be collared (polo, turtleneck, oxford, or other collared blouse) and may be white, blue, black, gray or red. CACS logo is optional.

T-shirts that have CACS Logo and/or representing school sanctioned club and organization received from the school may be worn on designated days.

Sweatshirts and hoodies are prohibited. Sweaters with the CACS Logo can be worn (pull over or button front). Coats and jackets will be removed and stored when the scholar enters the school building.

NO COATS, JACKETS, HOODED SWEATSHIRTS, CAPS OR HATS ARE TO BE WORN DURING SCHOOL DAY.

SHOES OR SNEAKERS

Shoes/Sneakers must fit securely on the foot. Sneakers can only be solid: white, black, blue, gray or red. Loafers and flats must only be brown or black. Shoes with open toes or backless shoes (including flip flops, sandals, mules, and slides) will not be allowed. Shoes may be laced or buckled. High heels are prohibited. Scholars are prohibited from wearing "Heelies" or footwear with rolling wheels.

JEWELRY

The jewelry must be school appropriate, safe and must not cause a disruption to the school setting. Earrings that are large hoops or dangle are inappropriate for the school environment. Large medallion necklaces or big chains pose a safety and disruption issue and are not allowed at school. Excessively long false fingernails should not be worn to school as they pose a safety and hygienic concern. Administrators will make a final decision regarding the appropriateness of jewelry or long false fingernails.

EAGLES' FRIDAYS

Scholars can dress according to the dress code or wear t-shirts and jeans on **designated** Fridays and special Cirrus Academy Spirit Days. Plain t-shirts in school colors or class shirts can be worn with jeans on Eagles' Fridays or Spirit Days. No holes, rips, colored wrist bands, neck beads, head bands, doo-rags or sagging are allowed. Class shirts are available for purchase at a cost of \$8.00 each and order forms are available in the office. All details of this policy will be available in the school office.

Request to Waive the Uniform/Dress Code Policy

Reasonable consideration shall be made for those scholars who, because of a specific religious belief or medical reason, request a waiver of a guideline for dress or appearance.

The waiver request shall be in writing from the parent or guardian and approved by the Dean of students on an annual basis. In considering a waiver request, the Dean of students have the right to request additional documentation from medical officials and/or religious leader.

Compliance Measures

CACS will strive to achieve full compliance using incentives and positive reinforcement measures. The Dean of students will implement the dress code policy and implement disciplinary action only when positive measures fail to ensure compliance with CACS Dress Code Policy.

In addition, the school's rationale toward and benefit from the Dress Code Policy should be explained and fully understood by the scholar and his/ her family. Scholars who attend CACS while dressed in the following attire will not be deemed to have violated the CACS Uniform/ Dress Code Policy:

- When the scholar's parent or guardian has secured an exception from the school dress code policy for religious or health considerations, a scholar may wear religious attire or attire that accommodates the scholar's health condition.
- While an appeal of an exemption is pending under the described Dress Code Policy.
- During the first two (2) weeks after transferring in CACS.
- When a scholar is on school grounds outside of normal school hours, appropriate attire is permitted.
- When a field trip or school event may require specialized clothing, appropriate attire is permitted.
- The school Leader shall have the authority to allow scholars/ scholar organizations to have special dress-up days on special occasions.

DISCIPLINARY ACTION

CACS will impose disciplinary action as specified by Cirrus Academy Governing Board dress code.

FIRST VIOLATION – The school will contact the parent/guardian to restate our dresscode policy, and the scholar will be given a verbal warning concerning appropriate clothing.

SECOND VIOLATION – The school will contact the parent/guardian to restate our policy. Scholar will remain in the front office until appropriate clothing is brought by the parent/guardian. The scholar will be instructed to change into appropriate clothing before returning to class.

THIRD VIOLATION – This is considered insubordination. The scholar will be subject to the disciplinary consequences of out of school suspension as set forth in the CACS Code of Conduct.

BOOKBAG POLICY

As part of our commitment to school safety, we continually review our policies and procedures to ensure that we provide a safe and secure learning environment. To that end, all backpacks and book bags must be translucent plastic or mesh. Scholars who choose to carry a backpack or book bag must ensure they are translucent plastic or mesh.

Please understand that it is not our goal to inconvenience our scholars, but to provide a safer school for everyone. While we would all love to have fewer restrictions, our job is to create the safest environment possible for scholars and staff.

CACS ELECTRONIC DEVICES POLICY

Use of electronic devices during the instructional school day is **prohibited**, UNLESS authorized by school staff and signed parental permission. Scholars may not use electronic communication devices during instruction time or on school buses. **(O.C.G.A. § 20-2-1183)** unless it is for the sole purpose of academic instruction and authorized by school staff. Scholars must adhere to the school's established Cell Phone Protocol as directed. They must be **KEPT OUT OF SIGHT IN THE SCHOLAR'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, AS WELL AS WHILE ON FIELD TRIPS, AND ON THE SCHOOL BUS AND/OR SCHOOL OTHER PROVIDED TRANSPORTATION**, unless being utilized for instructional purposes and authorized by school staff. Scholars are not to utilize communication devices for personal calls, texting, or personal social media postings.

The use of audio recording or camera functions of electronic devices by scholars is **always prohibited on school premises**, unless directed by a school official. Electronic devices shall not be used in a way that threatens, humiliates, harasses, or intimidates school-related individuals, including scholars, employees, and visitors, or violates local, state, or federal law.

Scholars may only have electronic devices for the exceptions below. Otherwise, Cirrus Academy's policy prohibits the possession or use of the following electronic devices on the school campus or on the school bus: cell phones, pagers/beepers, iPods, Walkman, radios, CD/DVD players, digital cameras, electronic games and toys, laser pointers or any other electronic devices.

Exception for Personal Communication Devices

Scholars are allowed to bring communication devices to school for the sole purpose of scholar safety and communication with parents and guardians before and after the schoolday. **ALL DEVICES MUST BE KEPT OUT OF SIGHT IN THE SCHOLAR'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, ASWELL AS WHILE ON FIELD TRIPS, AND ON THE SCHOOL BUS AND/OR**

SCHOOL OTHER PROVIDED TRANSPORTATION, unless they are being used for instructional purposes (BYOD) and authorized by school staff.

Scholars are allowed to BYOD for the sole purpose of academic instruction. BYOD devices must be authorized by school staff and parental permission provided through the Cirrus Academy Technology Use Agreement.

Cell phones or any other personal communication devices that are visible, ring, or make sounds during the instructional day will be considered contraband items and a violation of this policy. Parents must submit a note authorizing scholars to have a cellphone at school.

Electronic devices may not be used during any scholars' assessments unless specifically allowed by law, scholar IEP, or teacher directions.

Scholars who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to appropriate disciplinary action. No scholar shall photograph, videotape, record or reproduce, via any audio or video means, another scholar, or staff member while on school system premises, without the expressed prior permission of the scholar or staff member.

First Offense: Should a scholar receive or send a phone call, text message during school, or make personal posts on social media, the device shall be confiscated by a certified or classified staff member and given to an administrator. The parent(s)/guardian(s) of the scholar will need to arrange with the Administrative Office to retrieve the device.

Second Offense and Thereafter: A second infraction shall result in the device being confiscated and the scholar will be required to participate in disciplinary action assigned by the administrator and the device will remain in the possession of the administrator until a parent, guardian or parent designee comes to the school to pay a **\$25 fine** and to participate in a conference with school administration. In addition, disciplinary actions may be assigned as outlined in the Code of Conduct.

Scholars shall be personally and solely responsible for the security of their cellular telephones and/or other Personal Communication Devices (PCDs) or BYODs.

Cirrus Academy shall not assume responsibility or liability for the theft, loss or damage to a cellular telephone or other electronic device, nor does it assume responsibility for the unauthorized use of any device.

Sexual Harassment

CACS will not tolerate sexual harassment in any form by any person. It is the policy of CACS to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy for any person to harass a scholar, an employee, or any other person through conduct or communications of a sexual nature as defined below.

It shall also be a violation of this policy for scholars to harass other scholars through conduct or communications of a sexual nature as defined below.

Submission to such conduct is made, either explicitly or implicitly, as a term or condition of employment or an individual's education.

Submission to or rejection of such conduct by an individual is used as the basis for promotion or academic decisions affecting that individual; or

Such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creates an intimidating, hostile or offensive academic or work environment.

Any person who has knowledge of or suspects that sexual harassment is occurring within CACS shall immediately make a report to a school administrator or the school's Title IX Coordinator.

The right to confidentiality, both the complainant and of the accused will be respected consistent with the Board's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

All allegations of sexual harassment shall be immediately reported to the school's Title IX Coordinator or a school administrator. All reports of sexual harassment made to the Title IX Coordinator, or a school administrator will be fully investigated, and immediate and appropriate interim measures will be taken such that the alleged harassment will be remedied and corrective or disciplinary action shall be initiated against the offending scholar, if appropriate, if there is a substantiation of the allegation of harassment. A substantiated charge against an employee shall subject such person to disciplinary action, including discharge.

CACS Title IX Coordinator:

Joanne Binns, Dean of Students

1870 Pio Nono Avenue Macon, GA 31204 Telephone: 478-250-1376 Ext 201

State Mandated Process for Scholar Reporting of Acts of Sexual Abuse or Sexual Misconduct

Any Scholar who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor, or administrator at school. Parents or friends of victimized scholars who have knowledge of sexual abuse or sexual misconduct by a teacher, administrator, or other school system employee are also urged to make an oral report of the act to any teacher, counselor, or administrator at the school.

- Any teacher, counselor, or administrator receiving a report of sexual abuse or misconduct of a scholar by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the Dean of students and shall submit a written report of the incident to the Dean of students within 24 hours. *If the Dean of students is the person accused of sexual abuse or sexual misconduct, the oral and written reports should be made to the Superintendent/CEO or Superintendent/CEO's designee.*
- Any Dean of students 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 in writing, if requested, to a child welfare agency providing protective services or to an appropriate police authority or district attorney.

- Reports of acts of sexual misconduct against a scholar 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 or system personnel. If the investigation of the allegation of sexual misconduct indicated a reasonable cause to believe that the report of sexual misconduct is valid, the Dean of students shall make an immediate written report to the Superintendent/CEO and the Professional Standards Commission Ethics Division.
- Pursuant to CACS procedures, upon receipt of a report under this policy, the Dean of students shall immediately contact the Superintendent/CEO, who will initiate an investigation into the allegations.
- When it is determined that reports should be made to various outside agencies, the Superintendent/CEO will contact appropriate police authorities, to make a report to the appropriate child welfare agencies and will make a report to the Professional Standards Commission.

School Safety Zone

School safety zones are defined as in, on, or within 1000 feet (about 304.8 m) of any real property leased, owned, or occupied by CACS. It is unlawful for any person to carry, possess, or have under his/her control any weapon or explosive compound while within a school safety zone, at a school building or school function, or on school property or a vehicle furnished by the school. Violation of this law is a felony. However, an individual over the age of 21 years old (except scholars) who are in possession of a weapon and/or has a weapon locked in a compartment of a motor vehicle and has a lawful gun license or permit, may transit through a designated school zone to carry, or pick up a scholar. However, it is unlawful for any person to remain within the school safety zone without a legitimate cause or need. Failure to leave the premises when requested is grounds for a charge of disruption of or interference with the operation of any public school, which shall be considered a misdemeanor of a high and aggravated nature.

Academic Honesty

Coursework submitted by a scholar must be the scholar's own, original work. Scholars shall not cheat on any assignment by giving or receiving unauthorized assistance or commit the act of plagiarism. Scholars who commit such acts are subject to not receiving credit on the assignment in question and will be subject to disciplinary action as well.

PLEASE SIGN THIS PAGE AND RETURN TO CACS

CACS Parent-Scholar Handbook and Code of Conduct Acknowledgement and Consent Form 2022-2023

The purpose of this form is to ensure parents/guardians:

- Review the CACS Scholar-Parent Handbook and Code of Conduct and
- Grant or deny specific permission to the district

For each scholar, a parent/guardian must read **each** section of this form and initial. **At the end of this form, the parent/guardian must acknowledge they read the information in this Scholar-Parent Handbook and Code of Conduct and sign the form.**

_____ (initials) **1. Attendance Policies:** I have reviewed the attendance requirements along with the written consequences and penalties for failure to comply with compulsory attendance as required by state law. Parents/guardians are required to keep the school updated any time there is a change in a scholar's residence or telephone number.

_____ (initials) **2. Federal Programs Notification:** I have received the Federal Programs Notifications in the Scholar-Parent Handbook and Code of Conduct including:

- Family Education Rights and Privacy Act/ FERPA

- Federal Programs Complaint and Procedure
- Parent Rights to Know
- Protection of Pupil Rights Amendment (PPRA)
- Title I School Designation

_____ (initials) **3. Internet Usage:** I have reviewed the CACS Computer and Network Resources-Scholar Responsible Use Guidelines. I grant permission for my scholars to use the internet as outlined in the Scholar Code of Conduct, and I understand violations of the “Acceptable Use Guidelines” may result in revoking a scholar’s access privileges, additional disciplinary action, and/or appropriate legal action.

_____ (initials) **4. Cell Phone/Electronics Policy:** I have read and understand the cell phone/electronics policy and contract. I understand that possession of a cell phone or other electronic devices on school campus is a privilege, and that it may be revoked at any time. Furthermore, I understand that the school and its employees are not responsible for any theft or damage of my cell phone or electronic device while on school grounds, trips, etc. The school is not obligated to investigate the loss or damage of any phone or electronic device.

_____ (initials) **5. Notice of Rights of Scholars and Parent/Guardian Under Section 504:** I have reviewed and understand my child’s rights, and my own, under the Section 504 Plan of the CACS School District Scholar-Parent Handbook and Code of Conduct.

_____ (initials) **6. Transportation Rules:** I have reviewed the information on Transportation and scholar discipline.

_____ (initials) **7. Media Release:** I have reviewed the photograph release form. I **DO NOT** give CACS permission to take photographs/videos of the minor named below or photographs in which the minor may be involved with others for the purpose of promoting CACS.

I have received and reviewed a copy of the CACS’s 2022-2023 Scholar-Parent Handbook and Code of Conduct.

Print name of Scholar: _____ Grade Level: _____

Signature of Scholar: _____

Print name of Parent: _____

Signature of Parent: _____ Date: _____

Cirrus Academy Charter School Approved Policies, Procedures and Forms

Cirrus Academy Charter School Policies and Procedures

In compliance with the Federal Laws and State Charter Commission of Georgia, Cirrus Academy Charter School's Board of Directors, Administration, Teachers and Auxiliary Staff adhere to the following Policies and Procedures. This is done to ensure that all students have equal access to a positive learning environment. Presently, the population being served represents grades K – 8, Elementary and Middle School.

These policies are coded in this communication according to the State Charter Commission of Georgia.

Locker Policy

Lockers will be made available to our Middle Grades Students as well as students participating in other after school activities for \$5.00. Lockers are provided to students at CACS to reduce the number of materials students are required to take with them from class to class. Lockers and locks will be assigned to students by the school. It is the responsibility of the student to maintain a neat locker and to utilize the locker in an appropriate manner. Lockers may be searched based on reasonable suspicion of specific concerns regarding drugs, weapons or any other unpermitted contraband. Locker privileges may be revoked, and disciplinary action taken if a student misuses their locker or tampers with another student's locker. Students may only visit their lockers at assigned times; therefore, it is important that students secure all required materials needed for class from their locker. Students will not be allowed to visit lockers during instructional time.

*Approved 4/22/2022

Bullying

Behavior that infringes on the safety of students, staff or volunteers will not be tolerated. Bullying, as the term is defined in Georgia law (O.C.G.A. § 20-2-751.4), is prohibited. The Student Code of Conduct for CACS expressly prohibits bullying.

If parents believe their student is being bullied, please report it to a school staff member or administrator immediately.

Bullying is defined as 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 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 that:
 - A. Causes another person substantial physical harm or visible bodily harm;
 - B. Has the effect of interfering with a student's education;
 - C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or,
 - D. Has the effect of disrupting the orderly operation of the school.

The term “bullying” applies to acts which occur on school property, on school vehicles, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer networks, or other electronic technology of a local school system.

The term “bullying” also applies to acts of cyberbullying which occur using electronic communication, whether such electronic act originated 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 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.

Electronic communication includes, but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Professional development and training opportunities for school staff on how to respond appropriately to acts of bullying, victims of bullying, and by-standers, who report bullying, shall be in place. All students and /or staff shall immediately report incidents of bullying, harassment, and intimidation to the school principal, assistant principal or principal’s designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, at and during a school-sponsored activity. Any report of retaliation for reporting bullying will also be investigated and addressed in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. Such consequences shall include, at the minimum and without limitation, disciplinary action or counseling, as appropriate under the circumstances.

However, upon a finding by the Disciplinary Hearing Officer that a student in grades 6-8 has committed the offense of bullying for the third (3rd) time in a school year, the student shall be suspended, placed in an alternative school program or may be expelled from Cirrus Academy.

Depending on the severity of the bullying allegation, school administrators have the discretion to send a student to a Disciplinary Hearing for the first (1st) or second (2nd) bullying offense. If found guilty, the student will be subject to disciplinary action pursuant to the Code of Conduct, including but not limited to, suspension or expulsion.

1. Bullying Level 1 - First incident of bullying
2. Bullying Level 2 - Second incident of bullying
3. Bullying Level 3 - Repeated acts occurring on school property or school equipment that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts victim at fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person physical harm; interferes with a student's education; so severe and pervasive intimidates or threatens educational environment.

For Grades PreK-5: Punishment at the discretion of the administrator. The student’s age/level of maturity or development should be considered in relation to the offense.

For Grades 6-8:

1. 1st Offense – parent conference, referral to school counselor and three (3) days suspension or other appropriate Code of Conduct/Student Handbook /Code of Conduct/ punishment at the discretion of the administrator

2. 2nd Offense – five (5) days suspension

3. 3rd Offense – assignment to alternative school program More severe punishment may be necessary in some cases.

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which maybe done electronically.

Students and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at school and by including such information in the student/parent handbooks.

Cyber-bullying

The National Crime Prevention Council defines cyber-bullying as: “When the Internet, cell phones, or other devices are used to send or post text or images intended to hurt or embarrass another person.”

Types of Cyber-bullying - Cyber-bullying can take many forms. Properly identifying and preventing cyberbullying requires an understanding of the different ways technology can be used to hurt others:

1. Flaming- Online fights using electronic messages with angry or vulgar language.
2. Harassment- Repeatedly sending nasty, mean, and insulting messages.
3. Denigration- "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
4. Impersonation- Pretending to be someone else and sending or posting material to get that person in trouble or damage his or her reputation.
5. Outing- Sharing someone's secrets or embarrassing information or images online.
6. Trickery- Tricking someone into revealing secrets or embarrassing information and then sharing it online.
7. Exclusion- Intentionally and cruelly excluding someone.
8. Cyberstalking- Repeated, intense harassment and/or denigration that includes threats or creates significant fear.

Source: “An Educator’s Guide to Cyberbullying and Cyberthreats,” by Nancy Willard DCS Position on Cyber-bullying and Digital Citizenship

1. Students shall receive education including, but not limited to appropriate online behavior in social networking sites, chat rooms, electronic communications, etc.; the dangers inherent with the online disclosure of personally identifiable information; and, consequences of unlawful activities, including cyber-bullying awareness and response, other unlawful or inappropriate online activities by students.
2. Cyber-bullying will not be tolerated and is strictly forbidden.
3. Engaging in cyber-bullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges.
4. In some cases, cyber-bullying can be a crime.
5. The user should remember that digital activities are monitored and retained.
6. Report cyber-bullying immediately to school personnel.

The Boy Scouts of America Equal Access Act

➤ SEC.9525. EQUAL ACCESS TO PUBLIC SCHOOL FACILITIES

(a) SHORT TITLE – The Boy Scouts of America Equal Access Act

(b) IN GENERAL

(1) EQUAL ACCESS – Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the Department shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

(2) VOLUNTARY SPONSORSHIP – Nothing in this section shall be construed to require any school agency, or school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society).

(c) TERMINATION OF ASSISTANCE AND OTHER ACTION

- (1) DEPARTMENTAL ACTION - The Secretary is authorized and directed to effectuate subsection (b) by issuing and securing compliance with rules or orders with respect to a public elementary school, public secondary school, local educational agency, or State educational agency that receives funds made available through the Department and that denies equal access, or a fair opportunity to meet, or discriminates, as described in subsection (b).
- (2) PROCEDURE – The Secretary shall issue and secure compliance with the rules or orders under paragraph (1), through the Office for Civil Rights and in a manner consistent with the procedure used by a Federal department or agency under section 602 of the Civil Rights Act of 1964. If the public school or agency does not comply with the rules or orders, then notwithstanding any other provision of law, no funds made available through the Department shall be provided to a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders.
- (3) JUDICIAL REVIEW – Any action taken by the Secretary under paragraph (1) shall be subject to the judicial review described in section 603 of the Civil Rights Act of 1964. Any person aggrieved by the

action may obtain that judicial review in the manner, and to the extent, provided in section 603 of such Act.

(d) DEFINITION AND RULE

- (1) DEFINITION – In this section, the term youth group’ means any group or organization intended to serve young people under the age of 21.
- (2) RULE – For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

CARDIAC POLICY

Cirrus Academy Charter Board of Directors, Administration, Teachers and Auxiliary Staff are aware of how devastating it can be when a student or an adult encounters a sudden cardiac arrest at school. With that in mind, the team has in place a **Cardiac Emergency Response Team. Leading this team is the School Nurse, a Health and Physical Education Teacher and the Assistant Principal.** This team is responsible for responding when cardiac or other medical emergencies occur. Cirrus utilizes the guidelines listed by the **American Heart Association** when outlining duties and responsibilities within the team which includes:

- Establishing a secure safety zone, recognizing SCA (Sudden Cardiac Arrest), and immediate care of the victim;
- Retrieving emergency equipment; (Currently Cirrus Academy Charter Elementary School does not have a **Defibrillator**, but is exploring ways to get money to purchase this item because this instrument has saved many lives.);
- Directing EMS to the scene;
 - Efficient communication network linking all parts of the school including playgrounds, and athletic fields is needed to prevent delays. The adult where the emergency took place will radio the Superintendent/CEO who will notify the EMS and activate the school’s cardiac emergency response team. If the Superintendent/CEO is not available, the designee will activate the CERT (Cardiac Emergency Response Team). All forms of needed communication will be utilized (cell phones, walkie – talkies, alarms, and/or an Intercom or any public communication system).

INFECTIOUS DISEASES

In compliance with the Federal Laws and State Board of Education Rule, Cirrus Academy Charter School’s Board of Directors, Administration, Teachers and Auxiliary Staff adhere to the following Policies and Procedures. The School Nurse provides an In-Service at the beginning of each school year to ensure that all team members understand the process and procedure as it relates to everyone in the school setting. Follow-up sessions are

provided for faculty and staff that enter later in the school year. Attached is a copy of the in-service, sample letters to parents, along with a listing of protective equipment housed in the clinic such as (face masks, gloves, or clothing that acts as a barrier between infectious materials and the skin, mouth, nose, or eyes). These items are available when tasks contain the potential for exposure to infectious diseases.

These policies and procedures are coded in this communication according to the State Board of Education Rule.

State Board of Education Rule: 160-1-3-03

A state charter school must develop policies, regulations, and procedures related to the impact of infectious diseases on school management and operations. The state charter school must annually provide employees with information, education, or training related to infectious diseases, including transmission, risk, and standard precautions that are based on CDC guidelines or recommendations. Additionally, the state charter school must make personal protective equipment (face masks, gloves, or clothing that acts as a barrier between infections materials and the skin, month, nose, or eyes) available when tasks contain the potential for exposure to infectious diseases.

If a state charter school has a reasonable suspicion that a student has an infectious disease, the state charter school must notify the student’s parent of the need to obtain a medical evaluation. The state charter school must also counsel employees believed to have an infectious disease to seek a medical evaluation. Operational decisions related to employees or students infected with communicable diseases must be made in conjunction with a school nurse, state or local public health officials, health care professionals, and the administrator supervising the state charter school.

DIABETES MANAGEMENT POLICY

In compliance with the Federal Laws, State Law, and State Board of Education Rule, Cirrus Academy Charter School Board of Directors, Administration, Teachers and Auxiliary Staff adhere to the following Policies and Procedures. To ensure proper implementation of diabetics medical management plans, the School Nurse provides an In-Service at the beginning of the school year to ensure that all team members understand the process and procedures as it relates to everyone in the school setting. Follow-up sessions are provided for faculty and staff that enter later in the school year. All students that are diabetics are provide services and accommodation under ADA and Section 504 plan as part of the monitoring process. Small meetings are held with the parents of the students along with their teachers as often a needed to ensure that their academic plan and medical management is appropriate. Attached is a copy of the procedure along with the guidelines that are utilized. The school nurse along with another staff member is trained to make sure that the needs of all students with diabetes are met. A trained member of the faculty serves as the manager of all 504 plans.

State Law: O-C-G-A- 20-2-779

State Board of Education Rule: 160=4-8-18

In addition to serving students with diabetes with appropriate services and accommodations under ADA and Section 504, state charter schools must also adhere to state laws requirements to ensure the proper implementation of all diabetes medical management plans. If a state charter school has a student enrolled who has diabetes, the state charter school must ensure that at least two school employees are trained in accordance with the Georgia Department of Education's *Guidelines for the Care Needed for Students with Diabetes*. The state charter school must also provide information regarding the recognition of diabetes related emergency situations to all persons responsible for the transportation of a student with diabetes.

A state charter school must implement a diabetes medical management plan provided by the parent of a student with diabetes who seeks diabetes care while at school. At least one employee of the state charter school trained in diabetes management must be on site and available during school hours to provide care to a student with a diabetes medical management plan being implemented by the school. The trained personnel must be capable of performing the functions outlined in the diabetes medical management plan. Including but not limited to:

- Responding to blood glucose levels that are outside of the student's target range;
- Administering glucose;
- Administering insulin, or assisting a student in administering insulin through the insulin delivery system the student uses;
- Providing oral diabetes medications;
- Checking and recording blood glucose levels and ketone levels, or assisting a student with such checking and recording; and
- Following instruction regarding meals, snacks, and physical activity.

If requested by a parent in writing and if authorized by the diabetes medical management plan, the state charter school must allow a student with diabetes to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia and otherwise attend to the monitoring and treatment of his or her diabetes in the classroom, in any area of the school grounds, and at any school related activity. Additionally, a student with diabetes must be permitted to possess on his or her person at all times all necessary supplies and equipment to perform monitoring and treatment functions.

COVID Employee Policy

Last Updated: 08/2021

As part of our commitment to school health safety, if an employee test positive for COVID-19, the employee must exhaust their Sick Leave before COVID Leave, which is paid leave, will be available. COVID Leave is only available for up to 80 hours and will only be utilized for those who have been vaccinated.

The employee may not return to work until such time they either test negative or have a medical document indicating they are safe to return to work. If the employee wishes to work from home, he or she must submit a PTO Form requesting to do so. The Superintendent or designee is the only person who is able to approve this request. Once approved, the employee will be directed to complete a Telecommute Agreement detailing the frequency and details of the request.

Reporting Exposure and/or Positive Test

If you have been exposed to or have tested positive for COVID-19 or any variation thereof, you are required to make a report to the Superintendent or his/her designee. The School Nurse and the Human Resources Department will be notified for contact tracing and attendance purposes.

Exposure

If you have been exposed to someone who has tested positive and you have tested negative, you will be required to quarantine for five (5) calendar days or until otherwise notified.

Required Testing – Non-Vaccinated Personnel

If you have not been vaccinated or have had the first shot and missed your appointment for your second shot, you will be required to be tested weekly. Your test must be administered on Sunday and results submitted to Human Resources the following Monday morning before reporting to your assigned area. If you have tested positive, please follow the instructions for **Reporting Exposure and/or Positive Test** above.
Board approved 08/24/2021

ESOL Policy

Cirrus Academy Charter School ESOL Policy

FY 2019-2020

Introduction

As cultural and linguistic diversity in the state of Georgia increases, school personnel have a critical need for information to effectively instruct English Learners (ELs). Cirrus Academy Charter School will provide assistance with program management and the effective instruction of ELs. Cirrus Academy provides specific information about ESOL/Title III and federal and state guidelines. The goal of Cirrus Academy is to present an organized and clearly

written document that facilitates the communication between the ESOL/Title III Department and the schools. This handbook will be updated as needed.

English to Speakers of Other Languages (ESOL) is the state-funded language instruction educational program for eligible English learners (ELs) in grades K-8 at Cirrus Academy Charter School (Georgia School Law Code 1981, §20-2-156, enacted in 1985). ESOL language instruction is focused on developing EL students' academic English proficiency in each content area of the Georgia Standards of Excellence (GSE). The WIDA Consortium English Language Development (ELD) Standards aligned with the GSE guide the work of ESOL teachers. Differentiated instructional practices, both in ESOL and general education classes, ensure that the language development needs of Georgia's EL students are met. In ESOL language programs it is appropriate, when practicable, to use the student's home language as a means of facilitating instruction and providing limited English-proficient (LEP) parents with school-related information.

The goal of the ESOL language instruction educational program for EL students at Cirrus Academy charter School is to increase both English language proficiency (ELP) and academic language proficiency in content-area subject matter. Successful ESOL language programs focus on collaboration and shared accountability for the success of all EL students

The responsibility for the education of English Learners, both in language and academic content, is shared by regular classroom teachers, ESOL teachers, and other instructional staff. All staff serving ELs should plan jointly to determine appropriate modifications needed to make language and content as comprehensible as possible throughout the whole school day for ELs. As a result, all teachers function as language teachers when ELs are enrolled in their classes. Since 1886, English has been designated as the official language of the state of Georgia. It is our responsibility to successfully prepare our students to become college and career ready. This objective requires that our instructional approach be flexible to accommodate the needs of a very diverse student and parent population. Our goal is to have students succeed both socially and academically. We also wish for them to understand and function successfully in American culture. Thus, as we educate students for the 21st century, we celebrate the languages and cultures that our students bring with them, and we build upon their rich cultural and linguistic backgrounds. Cirrus Academy Charter School will use a state approved model to service EL students as they become identified. Students who qualify will be served through the itinerant model. Recognizing the universal importance of education, the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act (ESEA) in 1965. Through subsequent reauthorizations, ESEA has continued to assist the states financially.

Cirrus Academy is required by law as a Charter District contracts with the State Board of Education, a critical point to consider during deliberations is that participation in either of these initiatives does not absolve either school districts or the state from our responsibilities to students under federal laws and regulations. Federal laws govern most services and policies concerning English Learners (EL) Two prominent examples of such laws are Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA). Title VI requires that districts provide equal educational opportunities to national origin minority students, who may also be limited-English-proficient. The EEOA complements Title VI in that it specifically requires school districts to take action to overcome

any language barriers that might impede EL students from equal access and participation in educational programs. The Office for Civil Rights aggressively investigates alleged violations of either Title VI or EEOA law.

Cirrus Academy Charter School will follow the following procedures of Title VI or EEOA:

- provide a language acquisition program to its EL students;
- provide resources to implement its language acquisition program effectively (e.g., an ESOL program lacks ESOL teachers or ESOL materials);
- take steps to identify students who are not proficient in English;
- communicate meaningfully with limited-English-speaking parents and guardians of EL students by not providing such parents and guardians with written or oral translations of important notices or documents;
- exit EL students from an ESOL program when the EL students have acquired English proficiency or exits EL students without written parental or guardian permission before the students acquire English proficiency;
- provide ESOL assistance to EL students because they receive special education services, or provide special education services to EL students who qualify for such services;
- will not excludes EL students from gifted and talented programs based on their limited English proficiency when such programs do not require English proficiency.

Cirrus Academy Charter school understands that federally mandated services and programs cannot be waived as part of a charter system contract with the State Board of Education. Title VI and the EEOA govern the majority of services to English Learners thus continued compliance is required by federal law

Policy adopted: 9.23.19

Professional Qualifications Policy

Cirrus Academy Charter School Professional Qualifications/ESSA In-Field

FY2019 – 2020

Highly Qualified is no longer required by or reported to United States Department of Education (USDE). Cirrus Academy Charter School follows ESSA qualifications:

- 1) ESSA says that State Education Agencies (SEAs) and Local Education Agencies (LEAs) must ensure teachers meet applicable state certification requirements [Sections 1111(g)(2)(J), 1112(c)(6)]. In Georgia, under OCGA § 20-2-2065, state certification can be waived for most teachers, meaning that each LEA that waives certification must establish professional qualifications (PQ) for their teachers.
- 2) ESSA says the SEA must report information on the qualifications of the teachers including out-of-field. How can my LEA ensure that teachers meet PQ and ESSA In-Field? Establish professional qualifications that take subject matter competency into consideration either by requiring certification or the GaDOE accepted equivalent.

Teachers of Special Education Students

- **Special Education:** Teachers required to hold special education certification must hold a clearance certificate and certification in adapted or general special education curriculum that aligns to the course(s) being taught and the IEPs of the students being served. They may NOT waive certification in adapted or general special education curriculum.
- **Content:** All special education teachers issuing grades are required to hold content area certification in the subject field and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) in accordance with the cognitive level specified in the student's Individualized Education Plan (IEP).
- **Charter Waivers:** In Georgia, only teachers in LEAs that waive certification may verify content through degree, coursework, or content test; this must be in compliance with the LEA certification waiver procedures outlined in the Comprehensive LEA Improvement Plan (CLIP).
- **Emergency/ Provisional:** In accordance with Individuals with Disabilities Education Act (IDEA), special education teachers in Georgia may not hold emergency or provisional special education credentials. This means that a special education teacher holding a GaPSC Non-Renewable Professional (N), Waiver (W), or Supplemental Induction (SI) certificate may not meet Georgia's Professional Qualification Requirements.

Professional Qualifications for Paraprofessionals ESSA Sec.1111(g)(2)(M);

GaPSC Certification Rule 505-2-.18 The State of Georgia ensures that it has professional standards for all paraprofessionals working in any school, including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act. In Georgia and at Cirrus Academy Charter School a paraprofessional employed by Cirrus, must hold a clearance certificate and must meet one of the following requirements:

- **Degree:** Hold an associate's degree or higher in any subject from a Georgia Professional Standards Commission (GaPSC)-accepted accredited institution; or
- **Coursework:** Have completed two (2) years of college coursework (sixty [60] semester hours) at a GaPSC accepted accredited institution; or
- **Content Area Test:** Have passed the GACE Paraprofessional Assessment. If eligibility is established through the assessment, the applicant must also hold a minimum of a high school diploma or GED equivalent.

Parent's Right to Know Notification

ESSA Sec. 1112(e)(1)(A)

- Cirrus Academy Charter School notification requirements apply to all programs within the LEA.
- Cirrus notify parents annually at the start of school (within 30 calendar days of the start of school).
- Cirrus use the language of the law.
- Cirrus maintain records of the notifications.
- Cirrus uses what Georgia considers best practices when notifying parents: (1) notifying parents in multiple formats in order to ensure accessibility and, (2) to the extent practicable, notifying in a language the parent may understand.

20 Day Notification of Professional Qualifications ESSA Sec. 1112(e)(1)(B)(ii)

Cirrus notification requirements apply to all teachers in programs within each LEA.

- Cirrus notify parents if a teacher has not met subject or grade level requirements for professional qualifications in compliance with state law for more than four consecutive weeks. In Georgia, this means either GaPSC certification requirements, or, if certification is waived under the Official Code of Georgia 20-2-80, 20-2-2065 or State Board Rules 160-5-1-.33, 160-4-9-.07, the minimum qualifications established by Cirrus Academy is a Clearance Certificate with either content or coursework
- At Cirrus and in Georgia, this notification must be made within 10 business days following the four consecutive weeks.
- For additional notification requirements and best practices, see the ESSA PQ & In-Field Implementation Guide or contact GaDOE Staff.

Cirrus Academy Charter School uses charter/strategic waiver plans to establish minimum professional qualification requirements. The minimum professional requirements are a Bachelor Degree with course work, academic degree, or content with 21 semester hours in the content area they are teaching or 35 quarter hours in the content area they are teaching. Some teachers may hold a degree but lack the GACE to suffice a GAPSC certificate. All teachers at Cirrus hold a GAPSC clearance except for Special Education Teachers who meet full GAPSC certification. Notifications are sent for any teachers who do not meet applicable State and/or LEA professional qualification.

Testing Security Policies, Procedures and Security

TEST SECURITY Security and Accountability

Test Security Policy/Plan and Consequences

The successful implementation of a system wide student assessment program requires a concerted effort by all personnel involved in the testing process.

In accordance with the Georgia Department of Education any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores is viewed by the Cirrus Academy Charter School Governing Board as inappropriate use of handling of tests and will be treated as such.

The Board's test security policy/plan follows the Georgia Board of Education guidelines as outlined in the Georgia Student Assessment Handbook for ensuring and maintaining student assessment integrity and providing accountability.

As a part of the security policy all personnel involved in each test administration are required to attend training which covers roles and responsibilities and appropriate handling of secure test materials. Personnel are also made

aware that failure to comply with established testing policies and procedures may be reportable to the Georgia Professional Standards Commission.

Cirrus Academy Charter School policy states that should any system personnel become aware of a suspected testing irregularity which may have resulted from failure to follow policy and/or procedure within the testing window, must report it immediately to the school test coordinator and/or principal. It shall then become the responsibility of the School Test Coordinator to report the incident and provide documentation to the System Test Coordinator. The System Coordinator will provide documentation and notify the Georgia Department of Education. Personnel may also be reprimanded by the local Board of Education with guidance from the Professional Standards Commission.

The Professional Standards Commission shall determine the appropriate disciplinary action and consequences necessary as related to teaching certificate. The following may apply as deemed by the severity of the incident: Warning, Reprimand, Suspension, Denial, and Revocation.

Security Breaches

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the Georgia Department of Education (GaDOE) as inappropriate use or handling of tests and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or score validity. The guidelines apply, where applicable, to both paper and online test administrations and environments. Please note that this list is not exhaustive and includes acts that could be committed by staff and/or students. Any concern regarding test security must be reported to GaDOE immediately. Assessment Administration Division staff members are available to help system personnel develop and implement appropriate test security procedures.

It is a breach of test security if anyone performs any of the following:

- coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- makes answers available to examinees;
- reads or reviews test questions before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing, this is applicable to both paper and online test forms;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC);
- uses or handles secure test booklets, answer documents, online testing log-ins/passwords/test forms for any purpose other than examination;

- fails to follow administration directions for the test;
- fails to properly secure and safeguard pass codes/usernames necessary for online test administration;
- Erases, marks answers, or alters responses on an answer document or within an online test form.
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts;

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such must be reported to the GaDOE and may be referred to the Educators Ethics Division of the Professional Standards Commission as failure to adhere to established policies and procedures. Under no circumstances may any tests be reproduced or duplicated for individual or group use unless authorized by GaDOE. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright laws must be reported immediately to the GaDOE.

Testing Irregularities

It is the responsibility of all personnel in the local system to follow protocol as they become aware of testing irregularities. Security breaches and testing irregularities can have long-reaching impact on students, schools, and systems, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity.

Examples of testing irregularities include, but are not limited to missing test booklets; copying of (by machine or in handwriting) or verbal communication about test content; failure to create an appropriate test environment (e.g., relevant teaching aids visible by students during the test session); teachers assisting students with answers during the test session; actual or cloned test items presented to students before, during, or after the test session (except released test items or items in the OAS); testing session disruption for any reason; student cheating (i.e. sharing answers, using electronic devices to copy, send, share answers or test information, plagiarism).

Any signs of any testing irregularity must be dealt with immediately. The Examiner should contact the School Test Coordinator/System Test Coordinator if any disruptions in testing sessions, cheating, or security violations are suspected. The School Test Coordinator, in turn, notifies the System Test Coordinator. The System Test Coordinator is expected to contact the GaDOE Assessment Specialist as soon as possible and report the testing irregularity in the MyGaDOE portal.

If the School or System Test Coordinator becomes aware of testing irregularities within the testing window, the GaDOE Assessment Specialist should be contacted immediately to determine if the test session can/should continue. If the decision is made to discontinue the testing process, Assessment Division staff will assist system personnel with re-scheduling and/or re-testing, if appropriate.

If the irregularity is revealed following the scheduled testing window, Assessment Division staff should be contacted to determine if the scores on the affected tests are valid. All reports to the GaDOE should be made by the System Test Coordinator. If the irregularity has a major impact on testing or there is a possible need to invalidate student

scores, then the district's assigned Assessment Specialist at the GaDOE should be called. Confirmed incidences of cheating will result in an invalidation of student scores.

All events that may/do constitute irregularities must be coded and documentation completed and submitted to the Assessment Division. The System Test Coordinator is not required to call for guidance on irregularities concerning common place interruptions (e.g., alarms, sickness, cell phones/texts ringing, power outage, etc.). Once the irregularity code is received from the GaDOE Assessment Specialist, it may be used on future common place irregularities without calling the GaDOE, but the irregularities must be reported in the MyGaDOE portal. Any and all incidents of secure content posted on public websites and/or social media sites must be reported immediately to the GaDOE Assessment Specialist and reported in the MyGaDOE portal.

It is possible to handle minor irregularities locally. However, more serious irregularities require a report to the Assessment Division at the GaDOE. Depending on the impact of the irregularity, the GaDOE will instruct the school system to code the anomaly as either a testing irregularity or a test invalidation. The Assessment Division should be contacted as soon as possible if there is a major interruption in testing that impacts a substantial number of students over an extended amount of time.

If there is a suspicion of cheating during testing, the students involved should be moved or redirected, but testing should not be suspended. If after a system investigation it is determined that a student did cheat, GaDOE will authorize invalidating scores. If it is suspected that an Examiner/Proctor is assisting or coaching students during testing, the Examiner/Proctor should be removed from testing, and investigation by the system and school administration should occur and the results of the investigation reported to the GaDOE. All reports to the GaDOE should be made by the System Test Coordinator to the Assessment Administration division and documentation posted to the MyGaDOE portal.

Any signs of any testing irregularity must be dealt with immediately. The Examiner/Proctor should contact the School Test Coordinator/System Test Coordinator if any disruptions in test administration, cheating, or security violations are suspected. The School Test Coordinator, in turn, notifies the System Test Coordinator.

Occasionally, persons from the general public will contact the Assessment Division with allegations of classroom/school/system testing irregularities. In these cases, the Assessment Administration Division staff will generally contact the System Test Coordinator, asking that person to investigate, determine if possible unethical conduct is involved, make the appropriate report to Georgia Professional Standards Commission with a copy to the Assessment Administration Division, and report the incident in the MyGaDOE portal.

The Assessment Administration Division of the GaDOE will review all reports of irregularities and may advise the local system as to whether a report of possible unethical conduct should be made to the GaPSC.

Irregularities in Security Procedures include, but are not limited to, the following:

- Examinee was given access to test questions or prompts prior to testing.

- Test Examiner or other personnel copied or reproduced and distributed secure test materials.
- Test Examiner or other personnel coached examinee(s) during testing.
- Test Examiner or other personnel altered or interfered with examinee's responses in some way.
- Test Examiner or other personnel made responses available to the examinee.
- Test Examiner or other personnel failed to follow regulations and/or procedures for test security.
- Test Examiner or other personnel used or handled the test materials for a purpose other than test administration (i.e. teacher takes a test home to review; teacher/administrator reads a test booklet after school, etc.)

Irregularities in Test Administration include, but are not limited to, the following:

- Test Examiner or other personnel failed to follow administration directions for the test.
- Examinee's test booklet, answer sheets, or portfolio entries (for GAA) became lost.
- Teaching aids are displayed in the testing environment (i.e. a bulletin board containing relevant instructional materials) during testing.
- Test Examiner fails to provide an examinee with a documented accommodation or provides examinee with an accommodation that is not documented and therefore is not appropriate.
- Student disruptions for any reason.
- Personnel or student verbal or written communication regarding specific test content.

Invalidations related to Student Behavior including, but are not limited to, the following:

- Student attempting to view or copy another student's responses to questions during testing.
- Student assisting peers with answers to questions during testing.
- Student using cell phones, electronic devices, and/or monitors to view, copy, share answers or post secure test information.
- Student involvement in incidents involving cheating and/or plagiarism of content and responses

Steps for Reporting a Testing Irregularity

Examiner, other personnel or School Test Coordinator:

- Communicate with the System Test Coordinator about a possible testing irregularity.
- System Test Coordinator will provide guidance to investigate the possible testing irregularity.
- Written narrative must be provided by all parties involved in the irregularity.
- Return all documentation to the System Test Coordinator.

System Test Coordinator:

- Collect Testing Irregularity Forms and documentation from the Examiner, other school personnel or School Test Coordinators.
- Compile documentation for each incident reported.
- Call the assessment specialist in the Assessment Administration Division to determine appropriate coding for student answer documents. (Additional information about using the Portal to report irregularities will be shared during each pre-administration webinar.)
- Include appropriate information and documentation in the MyGaDOE portal.
- The Assessment Administration Division will inform the local district if it is required to report the irregularity to the Professional Standards Commission.

Only the GaDOE may invalidate assessments. Additional clarification on the coding of irregularities for the specific testing programs and the use of the surveys on the MyGaDOE Portal will be provided during pre-administration trainings.

Professional Standards Commission
 Educator Ethics Division
 200 Piedmont Ave., Suite 1702
 Atlanta, GA 30334
 Atlanta, GA 30334

Georgia Department of Education
 Assessment Administration Division
 1554 Twin Towers East
 205 Jesse Hill Jr., Drive

The System Test Coordinator is not required to call for guidance on irregularities concerning common place interruptions (e.g., alarms, sickness, cell phones/texts ringing, power outage, etc.). All events that may/do constitute irregularities must be coded and documentation completed and submitted to the GADOE Assessment Administration Division. Once the irregularity code is received, it may be used on future common place irregularities without calling the GaDOE. Only the GaDOE may invalidate assessments. Additional clarification on the coding of irregularities for the specific testing programs and the use of the surveys on the MyGaDOE Portal will be provided at the pre-administration workshops.

Cell Phone Use on Georgia Standardized Assessments

Students or school personnel are not permitted to use or bring into the testing environment any electronic device that could allow students access to information (e.g., cell phone, PDA, electronic recording or playback device, etc.). **Announcements must be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the system's student code of conduct and/or test invalidation.** Devices such as those mentioned above that are brought into the testing environment must not remain in the student's possession during testing. The school personnel will provided with crates/baskets in which to collect and secure such devices so that they are not accessible during testing. In the event a student brings such a device into the testing environment but does not have the device out during testing, the examiner and/or proctor must collect the device if they become aware of its presence and should allow the student to continue testing.

In the event an examiner/proctor **confirms** during testing that a student is using a device to access, retain, or share information, the examiner/proctor must with minimal disruption:

- collect the device,
- **stop testing that student,**
- remove the student from the testing session, and
- notify the School Test Coordinator/System Test Coordinator immediately.

In the event such actions are **suspected**, but not yet confirmed, the examiner/proctor must with minimal disruption:

- collect the device,
- **allow the student to complete testing,**
- notify the School Test Coordinator/System Test Coordinator immediately, and
- as soon as it is appropriate attempt to confirm whether or not the device has been used in violation of the guidelines above.

Simple possession of a device (including the ringing of a phone during test administration) may be addressed in keeping with the system's code of conduct and does not require an irregularity report to the GaDOE.

If it is confirmed that the student did use, or intended to use, the device to access information and/or to photograph, post, retain, share, or transmit information/images from any portion of a secure test booklet and/or answer document the test for that student will be invalidated.

The School Test Coordinator must notify the System Test Coordinator. The System Test Coordinator must contact the Assessment Specialist at the Georgia Department of Education (GaDOE) and report the incident as an irregularity. An Irregularity Form, with statements, must also be submitted to the GaDOE as soon as possible on the MyGaDOE Portal. Students who receive, from another party, messages/posts/texts that contain secure test information may also have their test invalidated if the information received is used by them to gain an advantage. Students and other personnel are expected to report all instances where they receive electronic information from another person containing secure test content/materials published by the GaDOE.

Local systems should be aware, and may make students aware, that the GaDOE monitors various websites/social media sites in search of instances where individuals may have posted secure test information. GaDOE works with websites/social media sites to identify the source of any such posting that becomes known. Such actions may result in invalidation and disciplinary action in accordance with the system's code of conduct located in the Student Handbook. **Importantly, examiners and proctors must be vigilant regarding test materials, test security, and the risks associated with electronic devices in the testing environment. While this has always been important, it has become increasingly important given the existence of social media and various smartphone applications.**

Each electronic device incident will vary and will be handled on an individual basis. Once the information has been evaluated, the GaDOE will determine if the assessment should be invalidated. If necessary, the assessment specialist will provide instructions for coding the invalidation. It is important to make certain that the GaDOE is provided with as much information as possible in order for the Department to determine if the assessment should be invalidated.

The district will continue to apply and enforce the local discipline or other policies regarding the use of electronic devices. Only the GaDOE will determine if the assessment should be invalidated.

Examiners and proctors should refrain from having phone conversations, sending emails, sending texts, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials. This does not apply to a need that a staff member may have to use such a device in the event of an emergency/urgent situation.

If questions arise, or if any situation occurs that could cause any part of the test administration to be compromised, System Test Coordinators should contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

CALCULATOR ALLOWANCES AND RESTRICTIONS

Georgia Milestones Assessment System

The system, schools, and students must adhere to the guidelines provided below. It is incumbent upon System and School Test Coordinators, and Test Examiners, to ensure that all calculator policies are implemented and followed. Given that technology changes rapidly, these guidelines may change at any time. A list of state approved calculators will not be issued. Calculators may not be shared by students.

Allowable Calculators for Georgia Milestones:

- **Grades 3 – 5 EOG: No calculators allowed**
- **Grade 6 EOG: Basic four-function calculator with square root and percentage functions**
- **Grade 7 – 8 EOG: Scientific calculator**

The following devices/features are NOT allowed:

- **For basic and scientific calculators, devices that store text and/or that have QWERTY keyboards or typewriter-like keyboards.**
- **Calculators that have programs stored in the memory other than those that are factory installed.**
- **No cell phones, personal laptops, minicomputers, pocket organizers, iPods, and personal tablets.**
- **Calculators with beaming capabilities**
- **Calculators with wireless communication technologies and/or Internet access.**
- **Calculators with built in Computer Algebra System (CAS)**
- **Calculators that make noise, have paper tape, or that have voice**

In grades 6 – 8, calculators are allowed for all students on certain sections of the mathematics test. All students may use a calculator on these sections. For the non-calculator section of the mathematics tests at these grades, it is not permissible to assign a calculator as an accommodation. No student may use a calculator on the designated non-calculator section in grades 6 – 8.

Additionally, the School Test Coordinator/System Test Coordinator and Test Examiner must ensure that all calculators being used for the assessment have no programs stored in memory other than those that are factory

installed. Any non-factory programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, please contact the calculator manufacturer.

All questions regarding calculator usage should be directed to the System Test Coordinator who can then contact the GaDOE Assessment Administration Division if necessary.

Specific Directions – Graphing Calculators:

Beginning with the launch of Georgia Milestones in Winter 2014, graphing calculators are allowed for student use on the Coordinate Algebra and Analytic Geometry EOCs only. Given that many models of graphing calculators possess the ability to store text it is **required** that System Test Coordinator, School Test Coordinators, and Test Examiners confirm prior to testing and immediately after testing (before dismissing students), that all graphing calculators are cleared of any stored text. Should it be confirmed that a student either brought information into the test setting, or left the test setting with secure test information, the student’s test will be invalidated. Further, a failure to confirm that text is cleared prior to, and after, testing may raise security concerns with all test administrations within a school, and possibly across the entirety of the local system. Please note that Georgia Milestones will provide an online graphing calculator, where appropriate, for student use. Any concerns a system may have regarding the requirement to ensure that each device is cleared of text and other non-factory installed programs can be eliminated by testing students online. Please note that the above provisions and requirements also apply to any other type of calculator, either basic or scientific, where applicable.

Legacy Program Calculator Restrictions

It is incumbent upon System Test Coordinator, School Test Coordinator, and Test Examiner to ensure all calculator policies are implemented and followed. Calculators may not be shared by students.

The following devices/features are NOT allowed:

- **Graphing calculators**
- **Calculators that store text and/or have QWERTY keyboards or typewriter-like keyboards**
- **Calculators that have programs stored in the memory other than those that are factory installed**
- **No cell phones, personal laptops, minicomputers, pocket organizers, iPods, and personal tablets**
- **Calculators with beaming capabilities**
- **Calculators with wireless communication technologies and/or Internet access**
- **Calculators with built in Computer Algebra Systems (CAS)**
- **Calculators that make noise, have paper tape, or that have voice**

The School Test Coordinator/System Test Coordinator and Test Examiner must ensure that all calculators being used for the assessment have no programs stored in memory other than those that are factory installed. Any non-factory programs or applications must be removed or disabled prior to testing. Memory must be cleared to factory default both before and after testing. For specific assistance in effectively preparing calculators for use during testing, contact the calculator manufacturer. Given that technology changes rapidly, these guidelines may change at any time. A list of state approved calculators will not be issued.

All questions regarding calculator usage should be directed to the System Test Coordinator who can then contact the GaDOE Assessment Administration Division if necessary.

Professional Ethics

Standardized testing has become a basic component of accountability for students, teachers, administrators, schools and school systems in Georgia and other states. Communities rely on their schools' standardized test scores to determine the success of their schools and to compare them to other communities. Test scores also have a major impact on the economic future of communities. New industries use test scores as a major factor in selecting locations for new facilities. As a result of national and state accountability ratings, standardized testing has become important to all states. When tests are properly administered, scored, and interpreted with a high degree of professionalism, all of the aforementioned stakeholders can be guided to make reliable and appropriate decisions.

A good testing program provides the following benefits:

- Students, based on their individual test scores, will know which skills and knowledge they have mastered and how they compare to other students.
- Parents can evaluate whether their children are obtaining the skills and knowledge they need to be successful during and after their school experiences.
- Teachers can determine if students have mastered the skills and knowledge needed to advance to the next level and if not which skills and knowledge are in need of improvement.
- Community members can compare local student performance with performances of students in other locations. The community has a measuring stick to determine if schools are making improvements from year to year.

Georgia relies on state-mandated assessments as a key component of the state accountability program as well as using the test results to fulfill national requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically. In the pursuit of fair and ethical testing for all stakeholders of Georgia, the following areas shall be addressed before, during, and after testing:

- **Test Security** – Test materials shall be secured before, during, and after testing and scoring to ensure fair assessment of all students. For Cirrus, this will be a locked file cabinet in a storage area in the vacant media center. There are only three keys available in the procession of superintendent, principal, and building manager. The testing materials will be stored in this location before testing. Online test tickets may be maintained securely until scores are received for students. Cirrus Academy will securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding the students' test administrations. Cirrus Academy will retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years. Test Examiners will be required to check out the materials prior to testing by documenting their name and time of checkout. During testing the examiners will be required to keep the materials in their procession. Once

testing is completed the proctor will remain with the students while the examiner returns the materials to the vacant media center for check in and documentation.

- **Test Preparation** – The test should reflect the state-mandated content standards being taught, and should be developmentally appropriate for the age and level of the test-taker. School personnel must attend a mandatory teacher orientation/workshop in which testing policies and procedures will be introduced and discussed. Participants must sign an acknowledgement indicating they received and understand the testing information. A follow up to this training will be participation in a “practice” testing session before the actual state testing. A debriefing will be conducted to discuss any concerns/issues. Students should be familiar with test-preparation skills. Students will be required to complete the online testing tutorial Welcome to Experience Online Testing Georgia, <http://www.gaexperienceonline.com/>.
- **Test Administration** – Policies and procedures should be developed to implement fair and ethical testing procedures and practices. All eligible students should be assessed. Tests are used for their intended purposes.
- **Test Data** – Test scoring should be reliable and valid. Test data interpretation shall be appropriately given to stakeholders. Adequate data analyses will be used to prepare instructional modifications for individual students.

GEORGIA STUDENT ASSESSMENT PROGRAM RESPONSIBILITIES

Superintendent/CEO - The Superintendent/CEO has ultimate responsibility and accountability for all testing activities within the local school system:

- Develops local policies and procedures based on Georgia Department of Education guidelines and test publisher’s directions to maintain test security.
- Supervises and monitors Principals to ensure that they fulfill their specific roles and responsibilities for the administration of tests.
- Ensures that all personnel involved with testing receive training on appropriate test administration, policies, and procedures including accommodations for each assessment given.
- Informs the local Board of Education, GaDOE, and Professional Standards Committee of any breach of security by employees of the system.

Principal - The Principal has ultimate responsibility and accountability for all testing activities within the local school.

- Ensures test security within the school building.
- Ensures distribution of test materials occurs immediately prior to test administration.
- Supervises all testing activities.
- Ensures that all school personnel have been appropriately trained on test administration, procedures, and policies, including accommodations for each assessment given.

- Ensures that accommodations have been given to only those students who appropriately need accommodations and have documentation of such need.
- Implements system's testing policies and procedures and establishes needed local school policies and procedures to ensure all students are tested fairly and appropriately.
- Reports immediately any breach of security to the Superintendent/CEO.
- Completes the Principal's Certification Form following each test administration.

The Professional Standards Commission adopted an updated **CODE OF ETHICS FOR EDUCATORS** effective 2009. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as the guide to ethical conduct.

While the entire Code of Ethics for Educators is critical, the following standard addresses testing specifically:

Standard 11: Testing - An educator shall administer state-mandated assessments fairly and ethically.

Unethical conduct includes but is not limited to:

- 1. committing any act that breaches Test Security; and***
- 2. compromising the integrity of the assessment.***

The following portion of the Code of Ethics for Educators addresses reporting requirements and disciplinary actions that may apply to the assessment and accountability process for the testing program:

Reporting: Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.). The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

Disciplinary Action: The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

- 1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11;*
- 2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators;*
- 3. order from a court or a request from DHR that the certificate should be suspended or denied for non-payment of child support;*
- 4. notification from the GHEAC that the educator is in default and not in satisfactory repayment status on a student loan;*
- 5. suspension or revocation of any professional license or certificate;*
- 6. violation of any other laws and rules applicable to the profession; and*

7. *any other good and sufficient cause that renders an educator unfit for employment as an educator.*

An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.

The Code of Ethics for Educators effective 2009 can be found at this link:

<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

TEST DISTRIBUTION AND STORAGE

All test tickets, test booklets, answer documents, Examiner's Manuals, School Test Coordinator's Manuals, and System Test Coordinator's Manuals are considered secure and must be stored in a locked/secure central location. Materials for online and paper/pencil administrations are distributed to each school system two to three weeks prior to the test dates depending upon the assessment. **For Cirrus, this will be a locked file cabinet in a storage area in the vacant media center. There are only three keys available in the procession of superintendent, principal, and building manager.** Testing materials will be stored in this location before testing. Online test tickets may be maintained securely until scores are received for students. Cirrus Academy will securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding the students' test administrations. Test Examiners will be required to check out the materials prior to testing by documenting their name and time of checkout. During testing the examiners will be required to keep the materials in their procession. Once testing is completed the proctor will remain with the students while the examiner returns the materials to the vacant media center for check in and documentation.

Procedures for disposing of and securing materials are specific to each program. Consult the System Test Coordinator's Manual for each test for specific instructions regarding these procedures. Online test tickets may be maintained securely until scores are received for students. Districts should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding the students' test administrations. Districts/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

Acknowledgment of Receipt of Documentation

I have received a copy of the Test Security-Security and Accountability document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Print Name: _____

Signature: _____

Date: _____

TEST SECURITY INFORMATION FOR SCHOOL TEST COORDINATORS/SCHOOL PERSONNEL/EXAMINERS

This section on security includes information that applies to both test coordinators and teachers. This information is intended to help school personnel understand the procedures that test coordinators use to inform them of their responsibilities.

The need to be very careful regarding test security is critical. Test coordinators should be certain that they are aware of their responsibilities and have made everyone who assists them with test administration aware of his/her responsibilities. Staff members who are not involved in testing should also be aware of the school's responsibility for test security. Paraprofessionals, custodial staff, and others in the school who may be in classes during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

Situations may arise which call for unplanned reactions. New questions may arise about what can and what cannot be done in relationship to testing issues. Therefore, test coordinators may have to make decisions on what actions should result. Attempting to analyze each situation by asking the following questions may help to decide the proper action to take:

- Could this possibly give one student an improper or unfair advantage over others?
- Could this possibly give one teacher's class an improper or unfair advantage over others?
- Could this possibly give a student or teacher advance knowledge of the test?
- Could this possibly be considered as teaching a child a small amount of information that is known to be on the test, or is very likely to be on the test, rather than teaching skills and the entire curriculum for the subject area to be tested?
- Could this possibly be considered unethical or a violation of board rule, professional teaching practices, the provisions in the GaDOE Student Assessment Handbook, or the instructions in the Examiner's Manual?

If the answer to any of the above was yes, then the action would be improper and should not be taken. This does not mean that teachers should not prepare students for standardized tests. They could have a daily review of skills or concepts that are to be tested. They should also be taught appropriate test-taking skills. Teachers should contact the School Test Coordinator/System Test Coordinator for any questions about testing issues. If an answer is not readily available; one will be obtained from the GaDOE by the System Test Coordinator.

Following is a list for consideration prior to testing. The list should not be considered all-inclusive. Where applicable, the list applies to both paper/pencil and online testing environments.

Must Do:

- Contact the School Test Coordinator/System Test Coordinator if any question arises about tests or test security. The school principal must also be made aware of any issues involving testing or test security.
- Keep all testing materials stored in a secure place accessible only by the principal and the test coordinator. The GaDOE recommends that tests be stored in a locked cabinet in a locked room. For Cirrus, this will be a locked file cabinet in a storage area in the vacant media center. There are only three keys available in the possession of superintendent, principal, and building manager. Restricted access should be confirmed prior to receipt of test materials.
- Be certain that everyone involved in the testing process has been properly trained and informed of responsibilities in the area of test security. Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained examiners must not be allowed to test.
- Perform all necessary readiness checks in advance of online testing.

- Adhere to calculator and cell phone policies and guidelines.
- Be certain that all materials issued to persons administering tests are counted carefully when given out and when returned. Keep a daily log of checkout times and return times. If a problem occurs, notify the School Test Coordinator/System Test Coordinator immediately.
- Distribute testing materials as close to the actual testing time as possible.
- Be certain that all persons receiving materials sign a checkout sheet when they receive the materials. This sheet should show date and time.
- Make certain that all materials are returned immediately after the testing session. Examiners are responsible for turning them in and coordinators are responsible for verifying that they do.
- Be certain all persons returning materials sign a check-in sheet. This sheet should show date and time.
- Be certain that materials are issued only to persons who have been carefully advised of their responsibilities for test security. Only staff members who have been trained on the proper management of secure test materials should handle such materials.
- Follow instructions in the test manual exactly. This is very important because manuals change each year. Not doing so can invalidate test scores.
- Adhere to the expectations set forth in the Student Assessment Handbook, and by the local system, relative to student possession of electronic devices in the test setting.
- Teachers must collect and turn in to the School Test Coordinator any scratch paper used during a standardized test and the School Test Coordinator should destroy it. Scratch paper must not be used for a test if the test directions do not allow it.
- Teachers should notify the School Test Coordinator of any problems that occur during testing. School Test Coordinators should immediately notify the principal in writing of any problems and then notify the System Test Coordinator. If necessary, the System Test Coordinator will notify the GaDOE.
- Make certain that everyone involved in testing in any manner is aware of the items in this list and the list below and also ensure that everyone involved in testing is aware of professional practices and the consequences of violations.

Must Not Do:

- Allow anyone to see test forms for any state-mandated test before they are administered—not even for a brief look regardless of the reason.
- Copy tests or test materials in any way—no photocopies, no handwritten copies, no notes may be made about test content, including GAA portfolio entries.
- Allow anyone else to copy tests, testing materials, or make notes about test content.
- Keep tests or testing materials at the end of the testing session or the assessment window.
- Give students the answer, or any clues to the answer, to any test item.
- Make notes about test content during test administration.
- Use any information about actual test items, regardless of how it is obtained, to help students prepare for the test. Such information may not be shared with anyone for any purpose. This does not include appropriate sample test items, practice materials, or GADOE publications such as Test Content Descriptions and Student Study Guides.
- During instruction, teach a particular problem or bit of information because it is known to be on the test. (This does not mean that skills and concepts, which are listed in the objectives or on test profiles, should not be emphasized—they should be.)
- Add anything to, or delete anything from, the directions in the test manual. This violates standardized test conditions and may invalidate scores. Directions may be clarified.

- Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test content descriptions/objectives, test profiles, test results, or test preparation.
- Select and distribute test materials, test forms, writing prompts, etc. in a manner designed to provide a student/group of students with an advantage over others.
- Alter or interfere with a student's responses.
- Remove secure test materials from their secure storage location for reasons other than the preparation of materials for testing, actual test administration, and the completion of tasks prescribed by test administration manuals or the *Student Assessment Handbook*.

I received a copy of this two-page document (Test Security Information for School Test Coordinators/Teachers/Examiners) and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

ROLES AND RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

School Test Coordinator

1. Receives test materials from System Test Coordinator and verifies numbers received.
2. Determines the number of test booklets to be assigned to each testing site and accounts for material distribution and return.
3. Prepares all testing sites.
4. Assists Principal in assigning Examiner(s).
5. Assigns Proctors appropriately in accordance with state guidelines.
6. Accounts for the security of all test materials during the time the materials are in the building.
7. Under supervision, ensures the accuracy of student FTE and GTID numbers on each answer document.
8. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
9. Ensures all materials are stored in a secure, locked location with restricted access. Confirms access is restricted by accounting for keys.
10. Conducts orientation and training sessions for Examiners and Proctors.
11. Adheres to system testing schedule.
12. Distributes test materials to and collects from each Examiner on the testing days.
13. Ensures Examiners sign out (date and time) materials each testing day shortly before testing begins each day.
14. Ensures Examiners return (sign, date, and time) materials immediately after testing each day.

15. Ensures that a minimum of one certified administrator is present and witnesses the transcription of student responses when/where necessary (e.g. such as when a student has the accommodation of marking answers in the test booklet). Documentation of this process must be retained.
16. Provides each Examiner with a list of student FTE and GTID numbers.
17. Gives Examiners extra No. 2 pencils, pens for writing tests, and resource materials, if appropriate.
18. Accounts for all students in terms of testing requirements.
19. Notifies Principal and System Test Coordinator of any emergency situation and helps to decide what action needs to be taken.
20. Conducts, coordinates, and supervises inspection of all completed answer documents before delivering them to the System Test Coordinator for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
21. Counts materials returned from Examiners each day and accounts for all materials distributed each day of testing.
22. Packages and returns materials to System Test Coordinator according to directions and time line.
23. Notifies Principal and System Test Coordinator of any testing irregularities and provides explanation of circumstances.
24. Maintains dated student sign-in/sign-out sheets for each administration.
25. Ensures that students have only one opportunity to test during each window.
26. Ensures that for any students not currently enrolled in their local school, the following protocol is applied:
 - a. contacts students' schools for verification of test eligibility and
 - b. requires photo ID and maintains photocopy record.
 - c. The decision to test out-of-system students is a local one. The burden of identification, establishment of eligibility, and record-keeping ensuring score reports are returned to the appropriate school must be borne by the administering school/system.

I received a copy of this one-page document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

ROLES AND RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

Principal

1. Has ultimate responsibility for testing activities in the local school.
2. Ensures proper environment for test administration.
3. Ensures that all testing sites are appropriately prepared: adequate student workspace, proper lighting, good ventilation, sufficient number of desks in good repair, instructional materials (e.g., posters, word walls, etc.) removed or covered, etc.

4. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified.
5. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students).
6. Designates a School Test Coordinator to coordinate the testing program. The School Test Coordinator must hold a PSC-issued certificate.
7. Assigns personnel to serve as Examiners and Proctors.
8. Arranges appropriate schedules for teachers who will be Proctors and Examiners and for those who will be teaching other students not involved in testing.
9. Informs students and parents/guardians about the purpose of testing, dates and times for testing, and expected dates for return of test results (see Test Preparation section).
10. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.
11. Advises School Test Coordinator, Examiners, and Proctors if emergency situations arise.
12. Monitors the administration of tests.
13. Supervises all testing activities to ensure strict test security.
14. Maintains test materials in a secure location, with restricted access.
15. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
16. Notifies System Test Coordinator of testing irregularities and provides explanation of circumstances.
17. Ensures that the school calendar is planned so that all tests are administered according to the system's testing calendar.
18. Monitors test preparation activities to ensure that secure testing materials are not misused.
19. Verifies all special education teachers have been trained to administer the GAA.
20. Verifies all ESOL teachers have been trained to administer the ACCESS.
21. Verifies all kindergarten teachers have been trained to administer the GKIDS.
22. Validates the content and procedures of students' portfolios by signing the GAA validation form.
23. Reviews and returns the Principal's Certification Form to the System Test Coordinator after each administration.

I received a copy of this one-page document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

ROLES AND RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

Examiner*

1. Participates in training.
2. Reviews and follows all procedures in handling all administration materials.
3. Counts materials prior to testing and after testing to verify accuracy.
4. Ensures the security of test booklets while they are in the testing site before, during, and after testing.
5. Provides No. 2 pencils, erasers, pens for writing tests, and resource materials (if appropriate).
6. Follows procedures for testing as given in *Examiner's Manual*, including reading all directions to students.
7. Maintains control of testing situation and keeps students on task. **Examiners should actively circulate and monitor students throughout the testing session(s).**
8. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to School Testing Coordinators immediately.
9. Confirms that all assigned students have entered and bubbled in the test form number correctly if one is required
10. Allows no student to leave the test room unless there is an emergency.
11. Counts and verifies all testing materials each day prior to dismissing students.
12. With direct administrator supervision, at the conclusion of testing, inspects answer documents for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
13. Returns all test materials to School Test Coordinators immediately after testing each day, including special format tests, such as Braille or large print.
14. Documents the daily receipt (date, time, and number received) of test materials and the daily return of test materials.
15. Ensures that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards should be free of any writing except for test procedure information. Electronic devices are not allowed in the testing site.

* **Certified** educators (teachers, counselors, administrators, paraprofessionals) must administer all assessments. Educators without Georgia certification from the Professional Standards Commission may not administer state assessments.

* The term **Examiner** refers to the person administering the assessment

I received a copy of this one-page document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

ROLES AND RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

Proctor

1. Participates in training.
2. Assumes responsibility for assigned students.
3. Monitors a specific area if a large testing site is used.
4. With Examiner supervision, assists in preparing test materials for distribution to students in a classroom on days of testing.
5. Ensures that desks are clear of everything except test materials.
6. With examiner supervision, assists in distributing and collecting classroom test materials.
7. With examiner supervision, answers questions regarding test procedures but does not explain items or answer any questions regarding the content of the test.
8. Remains in testing site during entire testing time.
9. With Examiner supervision, observes students during test to monitor that they are: (a) marking answers completely and correctly; (b) choosing only one answer per item; (c) marking answers which have the same number as the corresponding item number in the booklet; (d) using only specified test materials; (e) not using calculators unless permitted on specific subtests; and (f) using appropriate materials such as correct test forms and answer documents. Reports student actions to examiner immediately.
10. Reports any unusual circumstances to Examiner immediately (e.g., suspicion of cheating).
11. Circulates among students during testing to discourage misconduct and to be available to answer student questions.
12. Avoids standing by a student's desk too long or touching a student, as this may be distracting.
13. Monitors students with disabilities, 504 students, or ELL students who may require closer observation than other students or who need special assistance.
14. With examiner supervision, assists in accounting for all classroom test materials (Test materials should be returned to the School Test Coordinator by the Examiner).
15. Assists the Examiner in maintaining strict test security.

I received a copy of this one-page document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

CIRRUS ACADEMY CHARTER SCHOOL ASSESSMENT CALENDAR FY21

Date	Assessment
August 10, 2020	MAP Reading
August 10, 2020	MAP ELA
August 11, 2020	MAP Math
August 11, 2020	MAP Science
August 12, 2020	Reading Inventory
August 13, 2020	STAR Reading/Early Literacy Screening

August 14, 2020	STAR Math
July 30, 2020	GKIDS training
August 10 – September 21, 2020	GKIDS Readiness
September 22 – May 21, 2021	GKIDS
August 11, 2020	Fall Assessment Training
August 13, 2020	Keensville Pre-Administration Training
August 14 – June 30, 2021	Keensville Administration
August 25, 2020	Beacon Overview and Pre-Administration training
September 8- June 30, 2021	Beacon Administration Window
September 8-11, 2020	Beacon Fall Administration
January 11-12, 2021	MAP Assessment 2 nd Administration
January 13, 2021	Reading Inventory 2 nd Administration
January 14, 2021	STAR Reading and Math 2 nd Administration
January 19-21, 2021	Beacon 2 nd Administration
April 5-6, 2021	MAP 3 rd Administration
April 7, 2021	Reading Inventory 3 rd Administration
April 8, 2021	STAR Reading and Math 3 rd Administration
April 12-14, 2021	Beacon 3 rd Administration
April 26-30, 2021	Georgia Milestone Spring Administration 3-8

Disciplinary Hearing Process

A disciplinary hearing will be held within 10 school days of any serious violation or numerous violations of the Code of Conduct in which the Superintendent believes that a suspension of more than ten days or an expulsion is appropriate. These violations typically fall in the Level IV or V categories in the Code of Conduct but can also include repetitive Levels I, II, and III.

Hearing Officer

Disciplinary Hearing Officers are independent decision makers appointed by CACS's Governing Board to hear disciplinary matters. Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short-term suspension, long-term suspension, or expulsion of any

student found to have violated the Code of Conduct. If a Disciplinary Hearing is called, the student will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said ten (10)-day period.

Disciplinary Hearing Procedures for Regular Education Students

Disciplinary Hearing Officers are independent decision makers appointed by CACS to hear disciplinary matters.

Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short - term suspension, long-term suspension, or expulsion of any student found to have violated the Code of Conduct.

The Disciplinary Hearing Officer must meet the training requirements included in OCGA 20-2-759 and SBOE Rule 160-4-8-.15. SBOE Rule 160-4-8-.15 provides that individual selected by the local education agency (LEA) to be a disciplinary officer or member of a disciplinary hearing panel must either be: (1) in good standing with the State Bar of Georgia; (2) have experience as a teacher counselor, or administrator in a public school system; or (3) is actively serving as a hearing officer under an existing contact/ agreement with a Georgia school system and has completed an approved Georgia Department of Education (GaDOE) tribunal training course.

If a disciplinary hearing is called, the student will be suspended from school until the hearing can be held. The hearing

will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said ten-day (10) period. Prior to the hearing, students and parents will receive a notice to include the following:

1. The rules which the student has allegedly violated.
2. A description of the student's act.
3. The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
4. The maximum punishment that the student could receive.
5. The time and place for the hearing.
6. That the student is entitled to require witnesses to be present at the hearing and the student will have the right to present evidence, examine any and all witnesses presented and have an attorney, at the student's expense, to represent the student.

The school administrators should be notified prior to the hearing if a subpoena is to be issued by the Executive Director. Parents/guardians should contact the school if they would like the notice and other documents

related to the hearing in a language other than English. Language interpreter services are also available upon request for a student disciplinary hearing. At the hearing, students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent's expense, to represent the student. The decision of the Disciplinary Hearing Officer may be appealed by submitting a written notice of appeal to the Executive Director within twenty (20) calendar days from the date the decision is made.

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing. The school has the burden of proving that the student engaged in acts that violated the Student Code of Conduct. Students who deny that they have violated the Code of Conduct should be prepared to present evidence and or witnesses to prove that the student did not violate the Code of Conduct. The Disciplinary Hearing Officer will determine whether the student did or did not violate the Student Code of Conduct as set forth by the school. The Disciplinary Hearing Officer shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board of Education. The record and documentary evidence shall be kept on file by the Executive Director or designee for a period of twenty (20) days after the date of the decision of the Disciplinary Hearing Officer. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Hearing Officer, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final at which time the record and documentary evidence may be destroyed.

Notice

Prior to the hearing, students and parents will receive a notice to include the following:

1. The rules which the student has allegedly violated.
2. A description of the student's acts.
3. The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
4. The maximum punishment that the student could receive and a recommendation for discipline.
5. The time and place for the hearing.

6. That the student is entitled to require witnesses to be present at the hearing and the student will have the right to present evidence, examine any and all witnesses presented and have an attorney at the student's expense, to represent the student. School administrators should be notified three (3) days prior to the hearing if a subpoena is to be issued by the Superintendent.
7. A statement that all parties are afforded an opportunity to present and respond to evidence and to evidence and to examine and cross examine witnesses.
8. A copy of the hearing process.

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 Superintendent 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 Superintendent. 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 hearing may be omitted 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 Hearing 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 Hearing 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 Hearing Officer 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 hearing, the Hearing 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 hearing is scheduled to begin. The hearing 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 Superintendent or designee will present the facts of the case against the student as well as the reason for the recommendation. The Superintendent/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 hearing's decision is appealed.

Legal Representation at the Disciplinary Hearing

If the student is represented by an attorney, the school's attorney will be present. The student's parent/guardian must notify the Superintendent no 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 Disciplinary Hearing 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 Superintendent. Appeals must be in written and hand delivered or mailed to the Superintendent within the 20-calendar day appeal timeline. Appeals by the Superintendent 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 it receives notice of the appeal, unless all parties agree to a different date. The Board's decision shall be in writing and a copy shall be provided to the student/parent/guardian and the Superintendent. 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.

Family Educational Rights and Privacy Act (FERPA)

It is the policy of Cirrus Academy Charter School's Board of Directors, and Superintendent/CEO to comply with state and federal laws including Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA) and the Pupil Protection Rights Amendment (PPRA), adhering to the confidentiality and releasing of student records and information. The Superintendent/CEO, or designee have developed rules and procedures to be followed for parents, guardians, and eligible students of any type of information designated as *Directory Information* on an annual basis and provide parents, guardians, and eligible students with an opportunity to opt out of the disclosure of any type of directory information by submitting the appropriate documentations and forms.

Family Education Rights and Privacy Act (FERPA)

Statute: 20.U.S.C. 1232 Regulations: 34 C.F.R. Part 99

The Family Education Rights and Privacy Act (FERPA) provide parents and eligible students certain rights relating to accessing education records. An eligible student is a student that is at least eighteen years of age, or attends a

postsecondary school. FERPA also restricts a school's disclosure of education records. Except in limited circumstances, a school cannot disclose educational records without prior written consent from the parent or eligible student.

Additionally, schools may release "directory information" of students after providing notice to parents and eligible students that includes the types of information that the school designated as directory information, the right of a parent or eligible student to refuse to designate information related to the student as directory information, and the period of time within which a parent or eligible student must notify the school in writing that the school may not designate the information related to the student as directory information.

Protection of Pupil Rights Amendment (PPRA) – Notice to Parents

July 1, 2022

Protection of Pupil Rights Amendment (PPRA) – Notice to Parents

Dear Parent(s)/Guardian(s),

This letter serves as official notice of Cirrus Academy's policy regarding Protection of Pupil Rights Amendment (PPRA) which affords parents certain rights regarding the school's conduct of surveys, collections and use of information for marketing purposes, and certain physical exams.

These include the right to:

- a. 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:
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student nor parents; or
 8. Income, other than as required by law to determine program eligibility.

- b. Receive notice and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding;
 2. 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; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

c. Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as a part of the educational curriculum.

Parents of eligible students should submit to the school principal a written request that identifies which items set forth above that they wish to inspect. The principal will make arrangements for access and notify the parents or the eligible student of the time and place where the materials may be inspected. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Cirrus Academy has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collections, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

Cirrus Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Cirrus Academy will also directly notify, such as through U.S. Mail or e-mail, 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.

Cirrus Academy will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. 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 are 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.

Following is a list of the specific activities and surveys covered under this requirement:

- a. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- b. Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- c. 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

Cirrus Academy thanks you for doing your part to make the 2022-2023 school year a healthy, safe, and positive learning experience for all students as we continue to move FULL STEAM AHEAD!

Superintendent/CEO

Dr. Gail M. Fowler

Governing Board Infectious Disease Policy

Cirrus Academy Charter School Governing Board Infectious Disease Policy

Adopted On: 11-06-15 **Last Reviewed On:** 8-23-19 **Last Updated On:** Pending 9.24.19 Meeting

The Board of CACS adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Purpose of Policy

SECTION 1.1. The Governing Board intends to ensure that no individual has potentially harmful exposure to infection or diseases.

SECTION 2. Definitions.

SECTION 2.1. **Communicable disease:** a disease that can be directly or indirectly transmitted from one person to another.

SECTION 2.2. **HIV infection:** an infection in which the human immuno-deficiency virus is present. SECTION 3. Protections

SECTION 3.1. No student shall be denied access to nor shall an otherwise qualified individual be denied employment in the educational programs of the Governing Board solely because he or she is infected with a communicable disease.

SECTION 3.2. A student or employee who is infected with a communicable disease will remain in his or her educational or employment setting unless he or she presents a significant risk of contagion as determined by the Governing Board after consultation with the student's or employee's physician, public health official knowledgeable about the disease and/or the Board's physician if in the judgment of the Principal it is necessary to consult a private physician.

SECTION 4. Prevention of Transmission

SECTION 4.1. Each year, the Principal shall provide educational opportunities and review of this policy for all employees to become informed concerning transmissions of communicable disease and HIV infection.

SECTION 4.1.1. Education and policy review shall include procedures to reduce the risk of transmitting HIV infection as well as other communicable diseases, including precautions to be taken in handling bodily fluids and blood whenever necessary. Handling blood and body fluids shall be in a manner consistent with the Center for Disease Control's Universal Precautions for Handling Blood and Body Fluids.

SECTION 5. Identification of Potential Risks

SECTION 5.1. Whether or not an infected individual presents a significant risk of contagion shall be determined based upon reasonable medical judgment given the state of medical knowledge about:

- The nature of the risk; i.e., how long the disease is transmitted;
- The duration of the risk; i.e., how long the carrier is infectious;

- The severity of the risk; i.e., the degree of potential harm to third parties; and
- The probability that the disease will be transmitted and will cause varying degrees of harm.

SECTION 5.1. Once the student's or employee's medical condition has been determined, the (Principal or other title) shall consult with the student's or employee's physician, a public health official knowledgeable about the disease and/or a physician employed by the Governing Board at the option of the Board in order to determine whether reasonable accommodations will allow the student to perform in the classroom or other educational setting or the employee to meet the essential functions of his or her job.

SECTION 5.2. If an accommodation that does not impose undue financial hardship or administrative burdens can be made, then neither student nor employee shall be denied the right to participate in Governing Board programs or to be employed by the Board.

SECTION 5.3. In order that the Board may have time to obtain a reasonable medical judgment concerning the student or employee who is infected by a contagious disease, the Principal is authorized to remove the infected student or employee from Board programs or employment for a period not to exceed ten days during which time the Board shall make a decision as to whether the student or employee can be accommodated and does not pose a significant risk to others.

SECTION 5.4. The student or employee shall be excluded only if the Board determines after consultation as provided above that the communicable disease is of such nature or at a stage that the individual should not be in an educational setting.

SECTION 6. Privacy Rights

SECTION 6.1. Neither the Board nor its employees shall disclose medical information about a student or employee with HIV infection or other communicable disease without the consent of the employee or the student or his or her parent or guardian, whichever is applicable, or only as required by law or court order.

Parent Complaint Policy and Procedure

Please refer to the Cirrus Academy Charter School Board Policy Staff Complaints and Grievances for specific procedural steps. Complaint Procedure forms may be obtained from a supervisor or by calling the Human Resources Department.

Scope of Complaint: Exclusions

This complaint and grievance procedure applies to any claim by professional employees certificated by the Professional Standards Commission (PSC). These employees must have been affected in their employment relationship by an alleged violation, misinterpretation, or misapplication of various compliances required of the school district.

This procedure does not apply to:

- Performance ratings contained in personnel evaluation and professional development plans;
- Job performance;
- Termination, non-renewal, demotion, suspension, or reprimand of any employee;
- The revocation, suspension, or denial of certificates of any employee

A certified employee, who chooses to pursue any appeal under §Code 20-2-1160, shall be barred from pursuing the same complaint under this policy.

Procedure

Initiating a Complaint and Requesting a Hearing

In order to resolve matters in a fair, equitable, and expeditious manner, the Board has developed a procedure outlined in Policy GAE. This policy is designed to identify all parties involved, provide timelines, and assist in organizing complaint information.

Policy for Reporting Sexual Abuse or Sexual Abuse or Sexual Misconduct by Staff Members

O.C.G.A. § 20-2-751.7.(a) provides that: “The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.”

The following is the reporting process:

- A. Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
- B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of 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 superintendent or the superintendent’s designee.
- C. 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 to the school social worker, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The school social worker’s Child Protection Report may be submitted via telephone, fax, or in written form (preferred method for the school district is written report) to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

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 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel is required to take a written statement from the student prior to any other person. 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 designated Regional Superintendent, Chief Officer of Public Safety, and Coordinator of School Social Work. The Superintendent and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.

STAFF ON STAFF ABUSE POLICY

It is the policy of Cirrus Academy Charter School's Board of Directors and Superintendent/CEO to prohibit any act of harassment of employees based on Staff to Staff abuse be it (mental or physical), namely national origin, sex, religion, age, disability, sexual orientation, race, gender identity or genetic orientation, at all times on the school campus or any school sponsored activity. If any of the above acts are reported and found to be valid, such act will result in prompt and appropriate discipline, including possible termination of employment.

An in-service is held at the beginning of each school year by the Superintendent/CEO to ensure that all staff understands this policy. Once the in-service is complete, all faculty and staff sign the document indicating that they understand all aspects of this policy. Faculty and staff that are employed later in the school year are provided the same in-service and also sign off on the said document.

STUDENT – TEACHER SEXUAL HARASSMENT POLICY

In compliance with the Federal Laws, and the State Charter Commission of Georgia, Cirrus Academy Charter School's Board of Directors, Administration, Teachers and Auxiliary Staff adhere to the policies that are in place namely, Title IX of the Educational Amendments Acts of 1972. This act is clear cut in that it states that *Sexual Harassment* and *Sexual Assault* are unlawful forms of gender discrimination at school throughout the United States of America.

Cirrus Academy's Superintendent/CEO takes this issue very serious and reviews it annually with the faculty, staff and student body. In-services is held for the faculty and staff with signed documents for verification and printed in the *Faculty Handbook*; and this information is explored in the *Student Handbook* by their homeroom teacher to ensure that they understand the seriousness of this act.

The protocol for Student – Teacher sexual harassment is for the alleged victim to report immediately to the Superintendent/CEO or designee. The first step will be a thorough investigation. After a thorough investigation, if the act is found to be valid, said act will result in prompt and appropriate discipline as outlined in the handbooks.

TITLE IX of the Educational Amendments Act of 1972

Statue: 20.U.S.> 1681. seq

Regulations: 34.C.F.R. Part 106

Sexual Harassment

Title IX prohibits sexual harassment in schools as the conduct has the effect on denying or limiting a student's ability to participate in or benefit from the school's educational program. Sexual harassment may occur when a teacher or other school employee conditions educational benefits on unwelcome sexual conduct or the school creates or fails to

remedy a hostile environment that has the effect of denying a student an educational benefit. Sexual harassment may be perpetrated by school officials, volunteers, students, or other visitors to the school. If a state charter school knows or reasonably should know about sexual harassment that creates a hostile environment, the state charter school must take immediate action to eliminate the harassment, prevent the recurrence, and address the effects.

Creating a safe environment free from sexual harassment is critical to school success. The United States Department of Education's Office for Civil Rights monitors and enforces Title IX in elementary and secondary schools. The Office of Civil Rights has comprehensive guidelines and resources to assist schools in addressing and preventing sexual harassment.

Student Records

It is the policy of Cirrus Academy and Charter School ("CACS") that the School shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Student Data Privacy, Accessibility, and Transparency Act of Georgia (the Act). For the purposes of this policy, a "parent" is defined as a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. An "eligible student" is defined as a student who has reached 18 years of age or is attending an institution of postsecondary education.

CACS shall implement procedures whereby the principal is directed to provide an annual notification to parents of students currently in attendance and eligible students currently in attendance, including parents or eligible students who are disabled or who have a primary or home language other than English, of their rights under the FERPA and the Act, either through a student handbook distributed to each student in the school or by any means that are reasonably likely to inform them of their rights.

The annual notification as required by FERPA will inform parents and eligible students of, and the applicable procedures related to, the following:

1. Parents and eligible students have the right to inspect and review the student's educational records.
2. Parents and eligible students have the right to request an amendment to student educational records that are believed to be inaccurate, misleading, or in violation of student privacy rights.
3. Parents and eligible students must give consent prior to the disclosure of personally identifiable information contained in their student's or their own educational record.

4. Parents and eligible students may file a complaint with the United States Department of Education concerning alleged failures of the District to comply with the requirements of FERPA.

Generally, a parent or eligible student will be permitted to obtain a copy of the student's education records upon reasonable notice to the District and payment of reasonable copying costs, if applicable.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Confidentiality of student records shall be preserved while access is provided to parents, eligible students, and school officials with legitimate educational interests, as described in the annual FERPA notification given to parents and eligible students.

With the exception of directory information as defined below, personally identifiable information will not be released by the school district from an education record without prior written consent of the parent or eligible student, except to the extent authorized by the FERPA and its implementing regulations at 34 C.F.R. § 99.31 and the Act.

CACS designates the following information as "directory information." Unless a parent or eligible student makes a timely request to the principal CACS that such information not be designated as directory information for the individual student, such information will not be considered confidential and may be disclosed upon request.

Directory Information

Directory Information is that which may be considered of general interest to students, parents or the public. For the purpose of this policy, the following information is defined as directory information:

1. The student's name, address, electronic mail address, and date and place of birth;
2. Location and dates of attendance within the school district;
3. Participation in officially recognized activities and sports;
4. The weight and height of members of athletic teams;
5. Photograph;
6. Grade level;
7. Name of the most recent educational agency or school attended by the student; and,

8. Honors, awards, and other recognition connected with student performance at school.

Unless the parent/legal guardian or the eligible student submits a written objection to the disclosure of Directory Information within thirty (30) days of the date of enrollment or start of the school year, Directory Information may be disclosed to the public upon request. Written notification of this objection must be submitted to the Principal of CACS to avoid publication and/or disclosure of Directory Information.

Federal law mandates the disclosure of names, addresses, and telephone numbers of high school students upon request by military recruiters and institutions of higher learning. CACS will make disclosures of student directory information to military recruiters and institutions of higher education upon request, unless a parent or eligible student submits a written objection to the Principal of CACS which states their desire to prohibit the release the student's directory information. Written objections to the disclosure of Directory Information to military recruiters and institutions of higher learning must be submitted with within thirty (30) days of the date of enrollment or start of the school year.

Academic Information

For the purpose of this policy, Academic Information includes such items as individual student attendance, disciplinary records, transcripts, and test results. Such information is confidential, and access is restricted. Entries of Academic Information be based on objective factual data or observation of performance.

Academic Information is available to students' parents/legal guardians. The rights afforded to parents/guardians can transfer to the student when the student reaches eighteen years of age. Professional personnel, in the normal function of the school, may access student records. In addition, access to student records may be afforded:

1. In compliance with a judicial order or any lawfully issued subpoena. In this event, advanced notice of compliance will be given to parents/legal guardians.
2. In the event of an emergency, if knowledge of information contained within the record is necessary to protect the health and/or safety of students or other persons.
3. If students move to another attendance area or enrollment is sought outside of CACS.

Records of individual students shall be kept in a safe place of file. The student's academic record shall be maintained for a period established by the Georgia Records Retention Act.

Release of Records

Each school shall maintain a record, kept with the education records of each student which indicates all parties which have requested or obtained access to a student's records. Where the consent of a parent or eligible student is required for the release of records, it shall be in writing, be signed and dated by the person giving consent and shall give:

1. A specification of the records to be released;
2. The purpose for such release; and,
3. Identify the parties to whom such records will be released.

FERPA Hearing

The State Board requires that state operated schools provide parents or eligible students an opportunity for a hearing for the purpose of challenging the content of students' records in order to ensure the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students. Parents or eligible students shall be provided an opportunity for the inappropriate data, and they shall be authorized to insert into the records a written explanation by the parents or eligible students respecting the contents of the records. Information such as that defined in this policy as "Academic Records" and "Directory Information" shall generally be considered as not challengeable, except to the extent that the information is recorded accurately.

CACS may attempt to settle a dispute with the parent of a student or an eligible student through informal meetings and discussions with the parent or eligible student. If the FERPA based complaint cannot be settled at the school level and there is a request for a hearing, the Principal shall provide the complaining parent or eligible student with access to a FERPA Complaint Form. Formal hearings may only be necessary when informal means are not satisfactory to the parent or the school. Procedures for formal hearings shall include the following:

The school principal shall be responsible for receiving all written complaints regarding FERPA and the Act. The school principal will provide a written response to the complaining parent or eligible student acknowledging receipt of the complaint and informing the parent or eligible student of the scheduled hearing date.

The school principal will conduct a hearing with the parent or eligible student and school official within fifteen (15) business days of receiving the complaint. The school principal shall provide an opportunity for the parents or eligible students to present relevant evidence. A decision on the Complaint shall be rendered no later than ten (10) business days following the hearing. A copy of this decision shall be sent to the parent or eligible student and Executive Director.

There is no Board level appeal, and the decision of the school principal regarding FERPA complaints is final. Parents and eligible students may seek further review of the CACS's decision by the U.S. Department of Education as outlined in the annual FERPA notification.

Section 504 Policy

Congress prohibited discrimination against persons with disabilities in the Rehabilitation Act of 1973, in a segment most often referred to simply as "Section 504." This was a broadly worded prohibition that covers both children and adults. It applies to programs that receive any federal financial assistance.

Section 504 prohibits discrimination against individuals, whose physical or mental impairment substantially limits one or more major life activities, including: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning.

- Under Section 504, schools must afford scholars with disabilities equal opportunity.
- Many scholars, who fall within the Section 504 category, are medically involved, and the disability is temporary in nature.
- Section 504 accommodations are delivered and monitored through the Student Support Tea

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/RehabilitationActOf1973.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/GaDOESection504Guidance.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/Section%20504%20Procedural%20Safeguards.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/Section504FAQ.pdf>

Notice of Rights of Students and Parents under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress.

The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact Cirrus Academy's Charter School District's Section 504 Coordinator at the following address:

Brenda A. Edwards
Department of Special Education
1870 Pio Nono Avenue
Macon, Georgia 31204
Ph: 478.250.1376 | Fax:478.787.4995 Email: Brenda.edwards@cirrusacademy.org

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/ or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney.
34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time; file a complaint with the United States Department of Education's Office for Civil Rights.

STUDENT SUPPORT TEAM (SST/RTI)

The Student Support Team process is a state-mandated and school-based intervention process. As outlined in Georgia's Student Achievement Pyramid of Interventions, Student Support Team Compliance serves as the basis for facilitation of Tier 3-Response to Intervention services. The purpose of the Student Support Team is to provide support to both students and teachers with the outcome being to improved student performance. (GaDoe: SST Resource Manual, 2008) The Response to Intervention Team is committed to providing training, resources, and guidance to school-based teams to help ensure the delivery of high quality instruction, research-based interventions, progress monitoring, and prompt identification of at-risk students.

Student Support Teams are comprised of interdisciplinary teachers, resource personnel, parents, and when necessary, the student. The team uses a systematic, problem-solving approach to address learning and/or

behavior difficulties experienced by students. This includes students who are experiencing a lack of academic progress, are medically challenged, display behavior or emotional challenges, are Section 504 eligible or need of homebound instruction.

Contact:

Brenda Edwards
Director of Student Support Services Director
Brenda.edwards@cirrusacademy.org
Phone: 478-250-1376
Fax: 478-787-4995

Important Links for MTSS/RTI/Student Support Fact Sheets:

<https://www.gadoe.org/wholechild/Documents/MTSS/MTSS%20National%20Definition%20Fact%20Sheet.pdf>

Staff Complaints, Grievances, and Appeals Policy

RATIONALE/OBJECTIVE:

The Cirrus Academy School District (District) believes that clearly stated procedures for employees will make it easier to resolve concerns, complaints, and grievances (Complaints) that may arise between employees and/or supervisors.

RULE:

A. PURPOSE/INFORMAL RESOLUTION PREFERRED:

The goal of this Rule is to resolve problems and disputes in employment relationships at the lowest possible organizational level with a minimum of conflict and formal proceedings so that good morale may be maintained, effective job performance may be enhanced, and the community may be better served. The CACS School District encourages all employees to resolve their Complaints informally in a spirit of collegiality where possible. This Rule is available where such efforts do not succeed, or, where for other reasons, the employee desires to pursue this procedure.

B. DEFINITIONS:

1. Administrator:

The individual at each level designated by the CACS School District to preside over and make decisions with respect to employee Complaints.

2. Complainant:

The employee who files a Complaint pursuant to this Rule.

3. Complaint:

Any claim by a District employee which is filed pursuant to and within the scope of this Rule.

4. **Level I Hearing Administrator:**

The Principal of the school or supervisor of the department/division in which the Complainant is assigned.

5. **Level II Hearing Administrator:**

The Superintendent or designee.

6. **Level III Hearing Officer:**

The District may appoint an attorney to serve as the law officer who shall rule on issues of law and other objections, but such attorney shall not participate in the presentation of the case for either party.

C. SCOPE OF COMPLAINT/EXCLUSIONS:

1. **Scope:**

Unless excluded by Section C of this Rule, this Complaint procedure is applicable to any claim by an employee who is affected in his/her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, Rules, regulations, or written agreements of the District with which the District is required to comply.

2. **Exclusions:**

This Rule shall not apply to:

- a. Performance ratings contained in personnel evaluations conducted pursuant to O.C.G.A. § 20-2-210, remediation plans, and job performance; performance ratings and annual evaluations for all employees not covered by O.C.G.A. § 20-2-210 (Administrative Rule [Employee Evaluation]);
 - b. Job performance;
 - c. Termination, non-renewal, demotion, suspension, or reprimand of any employee as set forth in O.C.G.A. § 20-2-940;
 - d. Revocation, suspension, or denial of certificates of any certified employee, as set forth in O.C.G.A. § 20-2-984.5.
3. An employee who chooses to appeal under O.C.G.A. § 20-2-1160 (School Law Tribunals; Appeals) shall be barred from pursuing the same Complaint under this Rule.

D. PROCEDURES:

1. A Complaint by the employee at the initial and each subsequent level of review shall be in writing (See Section E below) and shall clearly state the intent of the employee to access the Complaint Rule.

2. **Time Schedules:**

- a. The Complainant shall be entitled to file a Complaint within ten (10) calendar days from the most recent incident upon which the Complaint is based;
- b. The Complainant shall have ten (10) calendar days to file an appeal at any level;
- c. The total time frame shall not exceed sixty (60) calendar days from the initiation of the Complaint until notification to the Complainant of the decision rendered by the CEG Governing Board (Board).

3. **Hearing:**

- a. **Evidence:**
 - (1) The Complainant shall be entitled to an opportunity to be heard, to present relevant evidence, and to examine witnesses at each level; but
 - (2) The Complainant may not present additional evidence at Level II or Level III of the Complaint process unless the additional evidence is submitted in writing to the Superintendent at least five (5) calendar days prior to the hearing;
 - (3) When hearing a Level III appeal from Level II, the Board shall hear the Complaint as a totally new hearing where all evidence is presented as if for the first time (de novo).

- a. Time Limits:
- b. The Hearing Administrators and the Board shall have the authority to maintain order at any hearings provided under this Rule;
- c. Time limits may be imposed at the outset of the hearing or at any time during the hearing regarding the presentation of evidence or examination of witnesses.

4. **Representation:**

- a. Level I:

The presence of any individual other than the Complainant and the Level I Administrator is specifically prohibited, except witnesses who present testimony or documents.

- b. Levels II and III:

The Complainant and the administrator against whom the Complaint is filed or whose decision is appealed shall be entitled to the presence of an individual, including an attorney, to assist in the presentation of the Complaint and the response thereof at Level II and Level III of this procedure. If the Complainant is represented by an attorney, the Board attorney shall be present and present the District's case if requested by the administrator.

5. Records:

- a. An accurate record of the proceedings shall be kept at each level;
- b. The proceeding shall be recorded by mechanical/electronic means;
- c. All evidence shall be preserved and made available at all times to the parties involved;
- d. All costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the

parties, except:

- (1) The cost of preparing and preserving the records of proceedings shall be borne by the District; however,
- (2) The cost of transcribing the proceedings before the Board shall be borne by the party requesting the same, and all costs of the record on any further appeal shall be paid by the party required to do so by the laws relating thereto.

6. Decisions:

- a. The decision reached at each Complaint level shall be sent to the Complainant by both first class and certified mail, overnight delivery or hand delivered by a person designated by the Superintendent within ten (10) calendar days of the decision.

- b. If the decision is sent by first class and certified mail or overnight delivery, it shall be sent to the address stated in the Complaint or, if not contained in the Complaint, to the last known address of the Complainant on file with the District.

- c. Notification to the Complainant of the decision shall be deemed to have been made:

- (1) On the date of hand delivery; or
- (2) On the date of deposit in the United States Mail by first class and certified mail, return receipt requested; or
- (3) On the date deposited for overnight delivery.

7. Automatic Referral to Next Level:

Any Complaint not processed by the administrator or the Board within the time frames required by this Rule shall be forwarded to the next level of the Complaint procedure.

E. FORM OF COMPLAINT:

The Complaint must be in writing and shall include the following:

- 1. The mailing address of the Complainant to which notices and all other documents may be delivered;
- 2. A statement of the intent of the Complainant to utilize this Complaint procedure;

3. A reference to the statute, policy, Rule, regulation, or written agreement that is alleged to have been violated, misapplied, or misinterpreted;
4. A brief statement of the facts on which the Complaint is based that explains how such statute, policy, Rule, regulation or written agreement was violated, misapplied, or misinterpreted, and how it substantially affects the employment relationship of the Complainant; and
5. A statement of the relief desired.

F. LEVEL I HEARING:

1. The Complaint shall be filed with the Level I Administrator within ten (10) calendar days from the occurrence of the most recent alleged incident or other matter on which the Complaint is filed and shall clearly state the intent of the employee to access the Complaint;
2. The Level I Administrator shall indicate the date of filing on the Complaint;
3. If the Complaint is filed within the required time limit, the Level I Administrator shall give written notice to the Complainant of the time and place of the hearing, either by mail, electronically or hand delivery:
 - a. When notice is given by mail, it shall be sent by first class mail to the address set forth in the Complaint;
 - b. If no address was included in the Complaint, then notice shall be sent to the last known address of the Complainant on file with the District.
4. The Level I Administrator shall conduct a hearing on the Complaint and render a decision thereon within ten (10) calendar days of the filing of the Complaint;
5. The decision shall be dated and shall:
 - a. Set forth findings of fact;
 - b. The decision made; and
 - c. Reasons for that decision.
6. A copy of the decision shall be sent to the Complainant as provided in Section D above.

G. LEVEL II HEARING - APPEAL FROM LEVEL I:

A Complainant who wishes to contest the decision of the Level I Administrator may appeal that decision to the Level II Administrator as follows:

1. The appeal must be filed in the Superintendent's office in writing within ten (10) calendar days after the date the Level I Administrator's decision is mailed or hand delivered;
2. The appeal shall clearly set forth the questions and issues involved and the reasons why the Complainant wishes to contest the Level I Administrator's decision; The Superintendent's office shall indicate the date of the filing on the appeal;

3. If the appeal is filed within the time limit, a Level II hearing shall be scheduled before an appropriate Level II Administrator who shall give written notice to the Complainant of the time and place of the hearing by mail, electronically or hand delivery;
4. The Level II Administrator shall, within ten (10) calendar days of the filing of the appeal:
 - a. Obtain the record of the proceedings and evidence introduced at the Level I hearing, as well as a copy of the Complaint;
 - b. Conduct a hearing; and
 - c. Render a written decision;
5. If the Level II Administrator is a designated representative of the Superintendent, the Administrator shall promptly submit his/her recommendations and findings to the Superintendent for final decision, which shall be rendered within ten (10) calendar days of the filing of the appeal;
6. The decision shall be dated and shall:
 - a. Set forth findings of fact;
 - b. The decision made; and
 - c. Reasons for that decision;
7. A copy of the decision shall be sent to the Complainant as provided in Section D above.

H. LEVEL III HEARING - APPEAL FROM LEVEL II:

A Complainant who wishes to contest the decision of the Level II Administrator may appeal that decision to the Board as follows:

1. The appeal must be filed in the Superintendent's office in writing within ten (10) calendar days after the date the Level II Administrator's decision is mailed or hand delivered;
2. The appeal shall clearly set forth the questions and issues involved and the reasons why the Complainant wishes to contest the Level II Administrator's decision;
3. The Superintendent's office shall indicate the date of filing on the appeal;
4. If the appeal is filed within the time limit, the Superintendent or designee shall give written notice to the Complainant of the time and place of the hearing by mail, electronically or hand delivery;
5. The Complainant and the Administrators against whom the Complaint is filed or whose decision is being appealed shall be entitled to appear before the Board and be heard;
6. Three members of the Board may conduct the hearing and submit findings and recommendations to the full Board for final decision;
7. The Level III hearing shall be conducted as a de novo proceeding by the Board or its designated committee and a decision rendered by the Board so that the decision is mailed or hand delivered to the Complainant within sixty (60)

calendar days after the filing of the initial Level I complaint, but no later than fifteen (15) days after the conclusion of the Level III hearing;

8. The Board's written decision shall be dated and shall;

- (1) Set forth findings of fact;
- (2) The decision made; and
- (3) Reasons for the decision;

9. A copy of the decision shall be delivered to the Complainant in accordance with Section D above within sixty (60) calendar days after the filing of the initial Level I Complaint.

I. APPEALS TO STATE CHARTER SCHOOL COMMISSION:

A Complainant dissatisfied with the decision of the CEG Governing Board may appeal that decision to the State Charter School Commission. Such appeals shall be governed by the applicable State Board Rule and O.C.G.A. § 20-2-1160.

J. REPRISALS:

A Complainant shall not be the subject of any reprisal as a result of filing a Complaint under this Rule. Should any such reprisal occur, the Complainant may refer the matter to the Professional Practices Commission (Administrative Rule Admin Rule DIE-R [Fraud Prevention]).

K. COLLECTIVE BARGAINING DISCLAIMER:

Nothing in this Rule shall be interpreted as authorizing or permitting collective bargaining by or on behalf of any employee or group of employees.

Nursing Service Department/Form

The Cirrus Academy Charter School's Nursing Service Department believes that scholars can thrive and perform at their potential when they are healthy and present. The Nursing Service provides coordinated school-based nursing services and district health initiatives to ensure delivery of quality individualized support for scholars. A comprehensive nursing service approach provides support to enhance educational achievement by improving and protecting the health status of scholars through disease prevention, early detection, and removal or mitigation of health-related barriers to learning.

Student health and wellbeing is enhanced through intentional collaboration and partnership to foster optimal health outcomes. Standard Operating Procedures (SOPs), best practices, are aligned with School Health Law that provides for the Whole Child, Whole School, and Whole Community.

Cirrus Academy Charter School's Nursing Service Department's Infrastructure is comprised of a District/School Registered Nurse.

The Cirrus Academy Charter School's Nursing Service is responsible for the development of individualized health management plans for scholars with healthcare conditions and provides health-related support for scholars with documented health conditions. Below are some of these services:

Scholars and Partnerships

- Provide and coordinate, dental, scoliosis, and other required screenings for scholars, including referrals as needed.
- Ensure immunizations for scholars are current for school attendance.
- Provide first-aid, emergency care, and prescribed medical intervention as indicated by physician orders while at school.
- Promote awareness activities through education and targeted

health initiatives Parents/Guardians and Community

- Provide information for preventing common illnesses through health education, guidance to parents, and community resources.
- Serve as a resource and advocate to parents by identifying and seeking to eliminate health /safety hazards within the school.
- Assist parents with administration of prescribed medical treatment based on medical need with current physician order.

Student Health Services and Academic Success

Research studies have demonstrated a positive relationship with Comprehensive School Nursing Services on scholars' academic success.

School Nurses:

- Address medical needs for scholars in a school setting.
- Increase scholars' academic achievement grades, by managing health conditions.
- Decrease absences by managing health conditions.
- Identify and address health-related barriers to learning.
- Implement guidelines for school health and nursing services.

CIRRUS ACADEMY CHARTER SCHOOL

NURSE CONSENT FOR CLINIC SERVICES

2022-2023

Student Name: _____ Grade: _____

Homeroom Teacher: _____ Birthday: ____/____/____ Age: _____

Gender: _____ Male _____ Female

Emergency Contact Information:

Parent/Guardian: _____ Phone #: _____

Parent/Guardian email address: _____

Contact Person	Relationship	Cell Phone #	Work Phone #	Home Phone#	Email Address

A Management Plan or Authorization for Medicine Administration signed by your Doctor may be required.

Allergies (Specify type food, medicine, bees/ants) _____

My child's allergy is life-threatening and he/she carries an Epi-pen: _____Yes _____No

Asthma: _Yes _No Medication: _____

ADHD/other: _____Yes _____No Medication: _____

Diabetes: _____Yes _____No Medication: _____

Sickle Cell: _____Yes _____No Medication: _____

Seizures: _____Yes _____No Medication: _____

My child has been prescribed Diastat: _____Yes _____No

Any other health

concerns: _____

Student's Doctor's Name: _____ Phone Number: _____

DOES YOUR CHILD NEED TO CARRY ANYTHING SUCH AS DIASTAT, EPI-PEN, INHALER OR

DIABETIC SUPPLIES WHILE AT SCHOOL? _____ YES _____ NO

IF YES PLEASE CONTACT THE CIRRUS ACADEMY CHARTER SCHOOL NURSE (WILLIAM THOMASON, R.N.) ASAP TO SET THIS UP AT 478-250-1376.

My child takes the following medication(s) at home daily:_____

My child takes the following medication(s) at home occasionally/as needed:_____

Listed below are medications stocked in the Nurse’s clinic. We do not have cold or allergy medicines. No medications will be administered without Parental written consent. The consent is for Nurse Use or Nurse Designee only.

Please check all the medications your child may receive

while at school. Tylenol (Acetaminophen)_____

Advil_____

Antacids (Maalox/Tums) _____

Benadryl_____

The products listed below are used only if the parent or guardian states in writing not to use them:

Products	YES	NO	Comments
Eye drops			
Antibiotic			
Ointment			
Anti-fungal cream			
Peroxide			

Vaseline			
Cough drops			
Throat Lozenges/spray			

I understand that I can revoke this permission form by written notice to the school

Nurse. Parent/Legal Guardian

Signature: _____ Date: _____

Cardiac Arrest Awareness Form

What is Sudden Cardiac Arrest (SCA)?

SCA is a life-threatening emergency that occurs when the heart suddenly and unexpectedly stops beating. This causes blood and oxygen to stop flowing to the rest of the body. The individual will not have a pulse. It can happen without warning and can lead to death within minutes if the person does not receive immediate help. Only **1 in 10** survives SCA. If Cardiopulmonary Resuscitation (CPR) is given and an Automatic External Defibrillator (AED) is administered early, **5 in 10** could survive.

SCA is NOT a heart attack, which is caused by reduced or blocked blood flow to the heart. However, a heart attack can increase the risk for SCA.

Watch for Warning Signs

SCA usually happens without warning. SCA can happen in young people who don't know they have a heart problem, and it may be the first sign of a heart problem. When there are warning signs, the person may experience:

**Fainting – Dizziness – Extreme Fatigue – Chest Pain – Abnormal
Racing Heart – Seizures – Difficulty Breathing**

If any of these warning signs are present, it's important to talk with a health care provider. There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops due to SCA, blood stops flowing to the brain and other body organs. Death or permanent brain damage can occur in minutes.

Electrocardiogram (EKG) Testing

EKG is a noninvasive, quick, and painless test that looks at the heart's electrical activity. Small electrodes attached to the skin of the arms, legs, and chest capture the heartbeat

While rare, SCA is the #1 medical cause of death in young athletes.

as it moves through the heart. An EKG can detect some heart problems that may lead to an increased risk of SCA. Routine EKG testing is not currently recommended by national medical organizations, such as the American Academy of Pediatrics and the American College of Cardiology, unless the pre-participation physical exam reveals an indication for this test. The student or parent may request, from the student's health care provider, an EKG be administered in addition to the student's pre-participation physical exam, at a cost to be incurred by the student or the student's parent.

Limitations of EKG Testing

- An EKG may be expensive and cannot detect all conditions that predispose an individual to SCA.
- False positives (abnormalities identified during EKG testing that turn out to have no medical significance) may lead to unnecessary stress, additional testing, and unnecessary restriction from athletic participation.
- Accurate EKG interpretation requires adequate training.

Signature of Student-Athlete

Print Student-Athlete's Name

Date

Signature of Parent/Guardian

Print Parent/Guardian's Name

Date

I have reviewed and understand the symptoms and warning signs of SCA.

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.

By signing this sudden cardiac arrest form, I give _____ Cirrus Academy Charter School permission to transfer this sudden cardiac arrest form to the other sports that my child may play. I am aware of the dangers of sudden cardiac arrest and this signed sudden cardiac arrest form will represent myself and my child during the 2022-2023 school year. This form will be stored with the athletic physical form and other accompanying forms required by the Cirrus Academy Charter 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

Policy
Equal Opportunity Employment

Cirrus Academy and Charter School is an equal opportunity employer. As such, employment procedures and practices are to be nondiscriminatory in regards to sex, age, race, color, handicap, disability, religion, national origin, veteran status, or genetic information.

Notice of the Board's nondiscriminatory policy will be given to employees, applicants, sources of referral for employment, and the general public. Said notice will be included in personnel handbooks, application forms, recruitment materials, and other publications. Notice will be given prior to the school year that vocational opportunities will be offered on a non-discriminatory basis.

The Superintendent will designate professional staff to be responsible for coordinating efforts within CACS to comply with Title IX (Civil Rights Act of 1964, Amended 1974), Section 504 (The Rehabilitation Act, 1973), ADA (The Americans with Disabilities Act) and other laws, rules and regulations pertaining to equal opportunity employment. Responsibilities will include investigating any complaint alleging noncompliance or alleging actions which would be prohibited by law in the area(s) assigned.

Employees will be notified annually in the Employee Handbook of the name, office address and phone number of the designated coordinator to contact concerning the application of Title IX, Section 504 or ADA. Grievances of this policy will be filed in accordance with Board Policy.

CIRRUS ACADEMY CHARTER SCHOOL

“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. Cirrus Academy Charter School, the school superintendent, and the governing body of the school shall prohibit an employee from discriminating against students and other employees based on race.
2. Cirrus Academy Charter School, the school superintendent, and the governing body of the charter school 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.

3. Cirrus Academy Charter School 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 the Cirrus Academy Charter 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:

A complaint related to a violation of the above provisions of the subsections listed earlier in this policy submitted to the School shall be governed in the following manner:

1. Cirrus Academy Charter School 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 Superintendent;
3. The complaint shall provide a reasonably detailed description of the alleged violation;
4. Within five (5) school days of receiving the complaint; the Superintendent 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 Superintendent or designee shall confer with the complainant;
 - a. The Superintendent 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 Superintendent 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 Superintendent 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 Superintendent or designee of the school, Cirrus Academy Charter School 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 Superintendent or designee, or the governing board of the Cirrus Academy Charter School, as applicable, within ten (10) school days of receiving a written request for such review by the complainant addressed to the Superintendent or designee or the governing board of the Cirrus Academy Charter School; provided, however, that confidential student or personnel information shall not be subject to review pursuant to this paragraph;

- b. The decision of the governing body of the Cirrus Academy 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. 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 Cirrus Academy Charter School, the governing body of the Cirrus Academy Charter School, or the State Charter Schools Commission.

D. Records Request

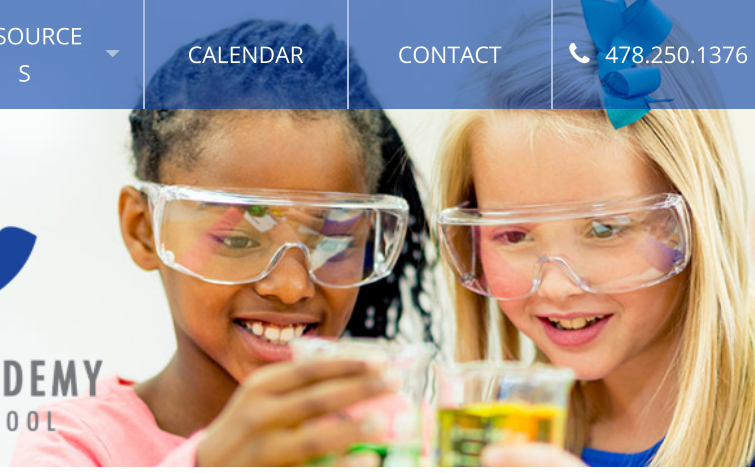
1. Any individual described in this policy shall have the right at any time, including prior to filing a complaint, to request, in writing, from the Superintendent or school principal nonconfidential records which he or she reasonably believes may substantiate a complaint under this policy. The Superintendent 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 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 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 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 Cirrus Academy Charter School governing board. The Cirrus Academy 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 the Cirrus Academy Charter School or the governing body of the Cirrus Academy 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 20-2244 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 (Fair Labor Standards Act) Posted in these locations:

- Breakroom wall in the District Area
- Breakroom wall in the Middle School Breakroom
- Wall at the top of 100 hall headed to Human Resources



FOR PARENTS

We hope you will choose Cirrus Academy Charter School for your child. For questions or information about Cirrus Academy, volunteering in your child's classroom, joining the PTO, or more, please email us at enrollment@cirrusacademy.org or fill out the form below.





FREQUENTLY ASKED QUESTIONS



WHO IS DESIGNATED AND AUTHORIZED AS THE TITLE IX COORDINATOR FOR CIRRUS ACADEMY CHARTER SCHOOL? HOW IS THIS INFORMATION SHARED WITH RELEVANT PARTIES?

Our Dean of Students, Joanne Binns, is our Title IX Coordinator. She can be located here at Cirrus Academy Charter School 1870 Pio Nono Avenue Macon, GA 31204. Her office telephone number is 478.250.1376 Ext. 201 and email address is joanne.binns@cirrusacademy.org

This information is available in our 2022-2023 Scholar-Parent Handbook.



COBRA

COBRA Health Insurance Information

COBRA allows you to continue your health insurance coverage for a limited period of time after you or a family member has lost it. This information explains your rights and responsibilities under COBRA.

COBRA Coverage: You may be able to continue your health insurance coverage for up to 18 months after you or a family member has lost it. This coverage is provided by the same insurer that provided your health insurance before you lost it.

Who is Eligible for COBRA Coverage? You are eligible for COBRA coverage if you or a family member were covered by a group health plan through your employer and you or a family member have lost that coverage.

How to Elect COBRA Coverage: You must elect COBRA coverage within 60 days of the date your health insurance coverage ends. You must also pay the full cost of the health insurance coverage.

COBRA Coverage and Other Health Insurance: You cannot have COBRA coverage if you are covered by another group health plan, Medicare, Medicaid, or a health plan through a state or local government.

COBRA Coverage and Other Insurance: You may be able to get other health insurance coverage through your spouse's employer, a state or local government, or a health plan through a state or local government.

COBRA Coverage and Other Insurance: You may be able to get other health insurance coverage through your spouse's employer, a state or local government, or a health plan through a state or local government.

EMERGENCY SAFETY INSTRUCTIONS

Tornadoes: If you are indoors, go to a small interior room without windows. If you are outdoors, lie flat on the ground.

Floods: If you are in a flooded area, move to higher ground. Do not drink water from flooded areas.

Earthquakes: If you are indoors, drop, cover, and hold on. If you are outdoors, move to an open area.

Chemical Spills: If you are near a chemical spill, move to a safe area. Do not touch or breathe in the chemicals.

Winter Storms: If you are outdoors, seek shelter. Do not drink alcohol or use alcohol to warm yourself.

Hurricanes: If you are indoors, stay away from windows. If you are outdoors, seek shelter.

Emergency Dial 911 or: Fire, Police, or Ambulance.

EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

Minimum Wage: \$7.25

Official Notice: This notice is required by the Fair Labor Standards Act (FLSA).

Job Safety and Health: IT'S THE LAW!

THE LAW: The Fair Labor Standards Act (FLSA) sets the minimum wage, overtime pay, and child labor standards.

Minimum Wage: The minimum wage is \$7.25 per hour.

Overtime Pay: Employees are entitled to overtime pay for hours worked in excess of 40 hours per week.

Child Labor: There are restrictions on the hours and types of work that children and teenagers can do.

EMPLOYEE RIGHTS UNDER THE FAMILY AND MEDICAL LEAVE ACT

The Family and Medical Leave Act (FMLA) provides eligible employees with unpaid, job-protected leave for specified family and medical reasons.

Eligible Employees: Employees who have worked for the employer for at least one year and have worked at least 1,250 hours during the previous 12 months.

Qualifying Reasons: Birth and care of a newborn child, placement with or adoption of a child, care of a family member, or the employee's own serious medical condition.

Job Protection: Employees are guaranteed the same or an equivalent job upon their return from leave.

2003 Employee Time Management

Information regarding time management and attendance policies.

HIPAA INFORMATION

The Health Insurance Portability and Accountability Act (HIPAA) sets standards for the protection of individuals' medical records and other personal health information.

Privacy: Your medical information is protected. We will not disclose your information to anyone without your permission.

Security: We have implemented measures to protect your medical information from unauthorized access, use, or disclosure.

Access: You have the right to access and review your medical information.

FLSA

Information regarding the Fair Labor Standards Act (FLSA), including minimum wage, overtime pay, and child labor standards.

Minimum Wage: \$7.25 per hour.

Overtime Pay: 1.5 times the regular rate for hours worked in excess of 40 hours per week.

Child Labor: Restrictions on the hours and types of work for children and teenagers.

First Aid

Information regarding first aid procedures and emergency response.

Personal Services Under Medicaid and the Children's Health Insurance Program (CHIP)

Information regarding Medicaid and CHIP coverage for personal services.

Job Safety and Health: IT'S THE LAW!

Summary of Work-Related Injuries and Diseases: Information regarding the reporting and recording of work-related injuries and diseases.

OSHA Whistleblower Protection Program: Information regarding the protection of employees who report safety violations.

PPE - Personal Protective Equipment: Information regarding the use of personal protective equipment.

Accident Prevention Signs: Information regarding the use of safety signs.

2022-2023 Safety Meeting Schedule: Information regarding the safety meeting schedule.

All Work-Related Injuries and Diseases Must be Reported Immediately: Information regarding the reporting of work-related injuries and diseases.

Standard Access to Medical and Exposure Records: Information regarding the access to medical and exposure records.

Protecting Workers Against COVID-19: Information regarding the protection of workers against COVID-19.

OSHA Compliance Information: Information regarding OSHA compliance.

THE ORGANIZATION IS AN EQUAL OPPORTUNITY EMPLOYER

Information regarding the organization's equal opportunity policy.

Equal Opportunity Policy: The organization is an equal opportunity employer. We do not discriminate on the basis of race, color, sex, religion, national origin, age, or disability.

Application Information

Information regarding the application process for employment.

Equal Opportunity is the LAW: Information regarding the organization's equal opportunity policy.

Your Rights Under COBRA: Information regarding COBRA coverage.

Employee Rights UNDER THE FAMILY AND MEDICAL LEAVE ACT: Information regarding FMLA coverage.

Information regarding the organization's policies and procedures.



Cirrus Academy Charter School
CODE OF CONDUCT
2022-2023

1870 Pio Nono Ave, Macon, GA 31204
www.cirrusacademy.org / (478) 250-1376

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GOVERNING BOARD MEMBERS

Shelton Hart, Board President

Shirlynn Kelly

Nathan Lewis

Joe Morris

Tosin Olagunju

Latrell Taylor

Albert Rogers, Founder

CEO/Superintendent Message



Greetings Scholars/Parents,

Welcome to Cirrus Academy Charter School—home of the *Eagles*. Your talents and skills will help to continue our winning ways—in and out of the classroom. We are looking forward to assisting you in fulfilling your educational goals. Further, we promise to offer you an opportunity to prepare for life after Cirrus Academy. With your cooperation, reaching our academic goals will be easy.

We encourage you to study diligently and to learn as much about every academic subject as possible. Set your goals high, believing that you can achieve them, and you will. Be the best that you can be. Good grades are important, but what you learn is more important. Employers everywhere are demanding that schools “raise the bar”, requiring that scholars have higher levels of competence in the basic skills for entrance into the job market after high school. It starts in elementary and middle school. It is therefore essential that we have a school that works to meet this growing demand.

Be a committed **EAGLE**; get involved! We encourage parents and scholars to seek out our trained professionals, and we will do our best to help you. We are here to help make your years at Cirrus Academy successful and as educationally challenging as possible. Your Parent/Scholar Handbook contains important school rules and policies. If you have questions, stop by my office, or call for assistance. We extend our best wishes for *SUCCESS* in of your educational pursuits. Let’s have a great year!

WE ARE FULL STEAM AHEAD!!!!

Kind Regards,

Dr. Gail Morris Fowler
Superintendent/CEO

Mission Statement

Cirrus Academy Charter School's mission is to develop and implement a comprehensive educational program that prepares scholars to meet and exceed world class standards and prepare them to compete in the global market.

Vision Statement

Our vision is for Cirrus Academy Charter School scholars to be well rounded, civic-minded individuals who graduate with a firm foundation of knowledge and skills in STEAM that enable them to build and sustain quality lives, contribute to the economic vitality of the United States of America, and to be globally competitive in the worldwide marketplace.

Belief Statement

We believe that:

- All scholars who enter our doors are success stories waiting to happen and it is up to us to help make it happen!
- All scholars can learn.
- Scholars need to both demonstrate their grasp of essential knowledge and skills and be actively involved in solving problems and producing high quality work.
- Scholars need to apply their learning in meaningful contexts.
- Scholars learn best when they are actively engaged in the learning process.
- Cultural diversity can increase scholars' understanding of different peoples and cultures. A scholar's self-esteem is enhanced by positive relationships and mutual respect between scholars and staff.
- A school must continue to improve if it is to help scholars become confident, self-directed life-long learners.

ACCREDITATION

Cirrus Academy Charter School System is accredited by **Cognia**.

NOTICE OF EQUAL OPPORTUNITY

The CACSGB maintains a policy of equal educational, athletic, and employment opportunity. The CACSGB does not discriminate on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age in its programs and activities and provides equal access to Scouts BSA and other designated youth groups. The Board prohibits retaliation against individuals who file complaints or those who assist in the investigations of complaints alleging discrimination on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Appropriate disciplinary actions shall be imposed for verified acts of retaliation, including, but not limited to a report to the Professional Standards Commission for certified staff members. The Board believes complaints are best resolved when handled as close to their origin as possible. If scholars and/or parents have concerns, then they

should bring concerns, in writing, to the attention of the Dean of Students or designated administrator.

CACS CODE OF CONDUCT

The Cirrus Academy Charter School Governing Board's (CACSGB) Code of Conduct was designed and created to comply with the progressive discipline processes set forth in O.C.G.A. § 20-2-735, which states that discipline will be in proportion to the severity of the behavior leading to the discipline, that the previous discipline history of the scholar during the current school year and other relevant factors will be taken into account, and that all due process procedures required by federal and state law will be followed.

A copy of the Code of Conduct is provided annually to each scholar in grades kindergarten through eighth. Scholars who enroll at Cirrus Academy Charter School (CACS) during the school year will receive the Code of Conduct at the time of enrollment.

EXPECTATIONS

Each scholar may expect that CACS will:

1. Provide a free quality education.
2. Provide a safe learning environment.
3. Ensure that all scholars are treated courteously, fairly, and respectfully.
4. Provide scholars with the opportunity to respectfully express their opinions, concerns, and complaints.
5. Address all complaints and concerns brought to the attention of school personnel and school staff.
6. Inform scholars of the Code of Conduct and of disciplinary procedures related to disciplinary actions and/or appeals.
7. Provide scholars with a copy of the **Scholar–Parent Code of Conduct for scholars**, the first week of school (or upon enrollment of a new scholar).

Each scholar is expected to:

1. Read and become familiar with this Code of Conduct.
2. Behave in a responsible manner at school and at all school related functions on or off campus.
3. Demonstrate courtesy and respect for others.
4. Attend all classes, regularly and on time.
5. Prepare for each class, take appropriate materials to class, and complete assignments.
6. Follow all CACS rules and cooperate with school staff and volunteers in maintaining safety, order, and discipline.
7. Communicate with his or her parent/guardian about school academic progress.

Each parent/guardian may expect that CACS will:

1. Ensure that parents or guardians are treated respectfully by the Dean of students, teachers, and other staff.
2. Provide access to information regarding their scholar and CACS's policies and procedures.
3. Promote and encourage active participation in their scholar's education.
4. Promptly notify parents or guardians if a scholar is disciplined and inform parents of procedures related to disciplinary actions and/or appeals.
5. Inform parents or guardians about their scholar's academic and behavioral progress.
6. Provide access to information about CACS's policies and procedures.

Each parent/guardian is expected to:

1. Read and become familiar with this CACS Code of Conduct.
2. Make sure their scholar attends school regularly, on time, and notify the school before the school day if their scholar is going to be absent.
3. Give the school accurate and current contact information and inform/update the contact information when and if it changes.
4. Inform school officials about any concerns/complaints in a respectful and timely manner.
5. Work with the school administrators, teachers, and other staff to address any academic or behavioral concerns regarding their scholar.
6. Talk with their scholar about the behavior that is expected at school.
7. Support their scholar's learning and school activities.
8. Be respectful and courteous to staff, other parents, guardians, and scholars.
9. Be respectful of our front office personnel and traffic directors. Getting upset with them because the line is long during pick up or drop off will not make the line go faster.
10. Respect other scholars' privacy rights.
11. Give school any and all information to assist with the welfare and education of the scholar and the safety of operations.

Per Georgia Department of Education (GADOE) Discipline Discrepancy Requirement - relevant disciplinary procedures apply to the child with a disability in the same manner and for the same duration as the procedures would be applied to a child without a disability unless the Behavior Intervention Plan (BIP) states otherwise or the disciplinary action is found to be a manifestation of the child's disability.

Additional Behavior Requirements

The CACS School District may impose campus, classroom, or club/organization rules in addition to those found in the scholar handbook. Sponsors and coaches of extracurricular activities may require and enforce additional standards of conduct for scholar participation in extracurricular activities.

Organizational standards of behavior concerning an extracurricular activity are independent of the Scholar Code of Conduct. Violations of these standards of behavior that are also violations of the Scholar Code of Conduct may result in disciplinary actions being taken against the scholar, including but not limited to, the scholar being removed from participation in extracurricular activities, exclusion from school honors, suspension, and expulsion for violation of the Scholar Code of Conduct.

Addendums to the Code of Conduct may be added based on the specific needs of response to the pandemic or other national emergencies. These will be communicated by the schools through phone, internet and/or physical distribution of guidelines.

Prohibited Behaviors

To provide a peaceful and safe school environment, the CACS School District prohibits the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication.

- Disruptive behavior that interferes or threatens to interfere with District operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup.
- Threatening to do bodily harm to a District employee, visitor, fellow parent/guardian, or scholar.
- Threatening to damage the property of a District employee, visitor, fellow parent/guardian, or scholar.
- Damaging or destruction of school.
- Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages or other written or oral communication.
- School staff and administration may not always be immediately available to speak with you. The only way to *ensure* that you can speak with a staff member or administrator is to schedule an appointment. Staff and administrators have a practice of attempting to return all phone calls/e-mails within 24 hours with remarkable success. Your calls and visits will be responded to consistently with this practice if someone is not immediately available to speak with.
- Defamatory, offensive, or derogatory comments regarding the school or school staff made publicly to others.
- Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all.
- This includes use of any social media medium, including but not limited to websites, blogs, wikis, social networking sites such as Google+, Facebook, Instagram, Snapchat, LinkedIn, Twitter, and any other social media sites.

Consequences

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school sponsored events under the **Criminal Trespass Laws**. In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban.

Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the CACS School District to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.

Response to Intervention for Behavior (RTI) Multi-Tiered Support Systems (MTSS)/ Positive Behavior Interventions and Supports (PBIS)

RTI/MTSS for Behavior is a four-tiered model of instruction and intervention which includes the principle that behavioral supports are provided at a universal level intended to effectively address the needs of all scholars in a school (referred to as Tier 1 and/or PBIS). A major initiative at Cirrus Academy Charter School is Positive Behavior Intervention and Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments.

Attention is focused on sustaining a level system of support to enhance scholar learning. School staff recognizes that maintaining and changing scholar behaviors involves a continuum of acknowledgments, supports and interventions.

RTI/MTSS for Behavior provides a problem-solving approach which aims to prevent inappropriate behavior and teach and reinforce appropriate behaviors. School-wide Positive Behavior Support (SWPBS) is a system approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problems for all scholars. SWPBS is NOT a specific curriculum, intervention, or practice, but a decision-making framework that guides selection, integration, and behavior outcomes for all scholars. A central feature of SWPBS is implementation of behavioral practices throughout the entire school. SWPBS defines practices that all scholars experience in all parts of the school and at all times of day.

SWPBS emphasizes four integrated elements: (a) socially valued and measurable outcomes, (b) validated and practical practices, (c) systems that efficiently and effectively support implementation of these practices, and (d) continuous collection and use of data for decision making.

These four elements are operationalized by five guiding principles:

1. Invest first in prevention to establish a foundation intervention that is validated to be effective, efficient, and sustainable.
2. Teach and acknowledge appropriate behavior before relying on negative consequences.
3. Use regular “universal screening” to identify scholars who need more intense support and provide that support as early as possible, with the intensity needed to meet the scholars’ needs
4. Establish a continuum of behavioral and academic interventions for use, when scholars are identified as needing more intense support.
5. Use progress monitoring to assess (a) the accuracy of the implementation for which the support is provided and (b) the impact of support on scholar academic and social outcomes. Use data for continuous improvement of support.

Parents and scholars must be aware of school board policy and procedures concerning acceptable and unacceptable behavior in our schools and at school events, etc. Progressive discipline is based upon the belief that an individual does not have the right to infringe upon the rights of others. Also, all people concerned with the school have the responsibility of creating a positive environment within the building, on school property or at any school event. Teachers will try to resolve minor problems prior to referring a scholar to the office.

RTI/MTSS for behavior is the systematic process for providing a series of intensifying, evidence-based behavioral interventions and supports matched to scholar need. Scholar need is determined by inadequate response to an evidence-based, behavioral intervention implemented with fidelity.

RTI/MTSS for behavior relies on the repeated collection of objective data (progress monitoring) to make decisions about whether the scholar is responding adequately or inadequately to the support (s) currently being provided.

Upon identifying a scholar as a Chronic Disciplinary Problem Scholar, as described in the Scholar Code of Conduct, a teacher **must** provide behavioral support for all scholars needing support by utilizing RTI/MTSS.

According to O.C.G.A. § 20-2-741.3b, local boards of education are encouraged to implement PBIS and RTI/MTSS programs and initiatives in their schools, particularly in high needs schools. CACS has determined that RTI/MTSS and PBIS will be implemented within the district.

Tier 1- Standards Based Classroom Learning

Focus: All Scholars

- General curriculum and instructional best practices, enhanced by acknowledgements of positive behaviors, and clearly stated expectations that are applied to all scholars.

Tier 2- Needs Based Learning

Focus: Scholars identified through screening as at-risk for poor behavioral outcomes

Cirrus Academy Charter Schools

- **Includes** scholars from Tier 1, who are not performing successfully with school-wide positive behavior intervention support
- Continuous Progress Monitoring and data collection

Tier 3- SST (Scholar Support Team) Driven Learning

Focus: Scholars who have not responded to Tier 1 and Tier 2 level interventions

- **Includes** scholars from Tier 2, who are not performing successfully with school-wide positive behavior intervention supports
- The needs of individual scholars who exhibit a pattern of problem behaviors
- Diminishing problem behaviors and increasing the scholar’s social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans
- Continuous Progress Monitoring and data collection
-

Tier 4- Specially Designed Learning

Tier 4 is developed for scholars who need additional support and meet eligibility criteria for special program placement, including gifted education and special education. With three effective tiers in place prior to specialized services, more struggling scholars will be successful and will not require this degree of intervention.

Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For scholars with disabilities, special education and related services, Tier 4 provides instruction that is targeted and specialized to meet scholars’ needs. If a child has already been determined as a child with a disability, then the school system should not require additional documentation of prior interventions in the event the child demonstrates additional delays.

The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the scholar may require a comprehensive evaluation to determine eligibility of additional disability areas.

- Specialized programs, methodologies, or instructional deliveries
- Intensive, evidence-based, supplemental instruction delivered to individual or small groups
- Greater frequency of progress monitoring and data collection

Administrative Prevention and Early Intervention

Prior to a scholar receiving a suspension, it is the administrator’s responsibility to ensure that the scholar has had interventions that address the scholar’s misbehavior. These interventions must be **DOCUMENTED**. Exceptions to this are offenses, which are most serious in nature and have occurred with no prior opportunity to provide early interventions.

CORRECTIVE STRATEGIES	DESCRIPTION
Behavior Contract	A written/verbal contract or plan for the scholar with stated goals, objectives, and outcomes for the scholar to develop the necessary skills to address the stated incident.

Community Service	Donated service or activity that is performed by scholars for the benefit of the public or its institutions.
Conference with Parent(s)	Administrators and teachers communicate with scholar's parent(s) by phone, email, written notes, or person to person about the problem.
Conference with Scholar	Private time with a scholar to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Daily/Weekly Report	A progress report and/or assignment sheet which gives the scholar and parent the opportunity to track the scholar's academic and behavioral progress in each of his/her classes for a specified period.
Detention	Disciplinary action consists of the assignment of scholars to a certain area of the school, outside of regular school hours (before school, after school, on a non- school day) for two or more school days or the equivalent hours. This is a state-reportable action.
Loss of Privileges (during school hours)	The loss of privilege(s) during school hours, assemblies, field trips, and incentive activities.
Mentoring	An agreed upon adult or scholar who provides consistent support, guidance and concrete help to a scholar who needs a positive role model.
Olweus Bullying Prevention Program (Pronounced OI-VAY-us)	The Olweus Program is a comprehensive approach to bullying proven to reduce and prevent bullying problems among school children and to improve peer relations at school. The program is focused on long-term change that creates a safe and positive school climate.
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and /or attend class with their child at school for an agreed upon time during the child's school day.
Plan Meeting (IEP, LEP, 504)	The scholar recommended to the necessary department/group for discussion and development of a course of action/interventions for the scholar.
Referral to Behavioral Specialist	A referral to the Behavioral Specialist occurs when schools need additional behavioral support for scholars.
Referral to School Counselor	Counseling of the scholar by guidance counselor to assist the scholar in developing or utilizing the necessary skills to address the stated incident.
Referral to Social Services	Social services provided by the school social worker to assist and enhance scholars' achievement in the classroom by developing strategies and interventions to improve their academic, social and behavioral performance.

Restorative Justice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Schedule Change (change of regular classes)	A permanent change in the scholar's regular class schedule.
School Service Work (during school hours)	Work assistance, provided by the scholar, to any staff member during school hours, assistance could include campus or hallway clean-up.
Silent Lunch/Lunch Detention	A separate facility and/or seating arrangement for the scholar during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance, such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Temporary Classroom Change (short-term)	The temporary removal of a scholar from the regular classroom to a different classroom. The scholar will be given the opportunity to complete his or her regular class work in the alternative setting.
Temporary Removal from Classroom	The temporary removal of a scholar from the traditional learning environment to a separate, individual learning environment for a brief period.
Voluntary Restitution/Self-Designed Action(s)	Scholar makes amends for negative actions, takes responsibility to correct the problem through a written or verbal apology.
Behavioral Social Emotional Program	The Behavior Social Emotional Learning (BSEL) program implements a curriculum that applies social skills to help scholars manage their emotions, show empathy, and create and maintain positive relationships with their peers. The implementation of Social Emotional Learning (SEL) curriculum decreases inappropriate behavior within a classroom while also decreasing mental health problems.
Early Learning PBIS Aligned Model	The aligned model is designed to provide Pre-K through 3 rd grade early learners with a positive school climate and promote reading proficiency, through embedding tier one PBIS system supports and providing professional development in Social Emotional Learning.

Any writing assignment or communication to home must be in a language that scholars and parents can understand.

Information Regarding Disciplinary Procedures

The Code of Conduct governs scholars' behavior on school grounds and off school grounds at a school activity. The Code of Conduct also governs scholar behavior off school grounds at a non-school activity, but where the misconduct constitutes a potential danger to school, scholars, and/or staff, or constitutes or causes a disruption of school operations. Finally, the Code of Conduct also governs any scholar conduct that constitutes a violation of the Scholar Code of Conduct in route to and from schools, in route to or from any school-sponsored activity.

Disciplinary action will be progressive, will draw on the professional judgment of teachers and administrators, and may, depending on the circumstances, include a range of discipline management alternative resolutions, including positive disciplinary techniques. Disciplinary action will take into consideration, without limitation, the seriousness of the violation, the scholar's age and grade level, the frequency of the scholar's misbehavior overall, the scholar's attitude, whether the scholar was acting in self-defense, the effect of the misconduct on the school environment, intent, or lack of intent at the time the scholar engaged in the conduct, and requirements of law (including, without limitation, IDEA and Section 504). Because of these factors, discipline for a particular violation (unless otherwise specified by law) may bring into consideration varying alternative resolutions and responses. Administrators will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case-by-case basis.

When a Code of Conduct violation is reported or suspected, the administrator will determine whether an investigation is warranted and, if so, will investigate. The investigation, where possible, should include interviews with alleged perpetrator(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. When possible, written statements may be requested from all individuals who are interviewed. Video surveillance, if available and relevant, should be reviewed and secured. Administrators have the responsibility and authority to question scholars for the purpose of maintaining a safe and orderly school environment. Although schools will try to inform parents about issues of concern, when possible, parental consent and notification is not required prior to questioning and/or obtaining written statements from scholars.

At an appropriate time during the investigation, the parent or guardian will be notified. If the incident involves injury or a need for immediate medical care arises, appropriate medical attention will be provided, and the parent or guardian notified as soon as is practicable. **The Administrators and his/her designee should also immediately inform parents/guardians when scholars are removed from the school setting by emergency medical or law enforcement personnel.**

The determination of whether a scholar has violated the Code of Conduct will be based solely on a preponderance of the evidence, which means that it is more likely than not based on all the evidence available that the scholar did violate the Code of Conduct. Once it has been determined that the scholar did violate the Code of Conduct, the administrator will follow the progressive discipline process.

LEVELS OF DISCIPLINE

The Code of Conduct is organized into four (4) levels of prohibited behaviors: *Level 1 Violations*, *Level 2 Violations*, *Level 3 Violations*, and *Level 4 Violations*. However, it is important for scholars and parents to note that the circumstances of violations may warrant more severe consequences, even on the first violation. The district reserves the right, in the administration's sole and exclusive discretion, to take all action necessary to protect its scholars, provide a safe and secure learning environment, and to ensure the orderly operation of all educational facilities, including without limitation treating a violation as a higher-level violation and/or providing for more severe consequences. Additional information regarding prohibited behaviors and disciplinary actions follows these sections.

Level 1 Discipline: Level 1 Discipline is used for minor acts of misconduct which interfere with the good order of school. Level 1 violations are minor violations and may represent a failure to demonstrate accepted expectations or social skills. It is the responsibility of all staff to address minor violations as soon as practicable within the environment in which the misbehavior occurred. **Following appropriate teacher alternative**

resolutions, the scholar may be referred to an administrator. The accumulation of multiple Level 1 violations could result in more severe consequences.

Level 2 Discipline: Level 2 Discipline violations are intermediate acts of misconduct. Level 2 violations are mid-level infractions. Mid-level infractions are addressed by administrators. Repeated (two or more) violations of any Level 2 violation can result in that violation being considered a Level 3 violation.

Level 3 Discipline: Level 3 Discipline violations are serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. Level 3 violations are major infractions and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident and may result in the immediate removal of a scholar from school. Level 3 violations may result in a referral to a Disciplinary Hearing. Administrators will notify the appropriate district personnel, school resource officers, and law enforcement or state agencies deemed appropriate and required by law.

Level 4 Discipline: Level 4 Discipline violations are the most egregious acts of misconduct and constitute a serious violation of the law (for example, conduct which would be considered a serious felony criminal act if the scholar were an adult), and pose a significant safety risk or result in serious bodily injury. Committing a Level 4 violation will result in a referral to a Disciplinary Hearing.

Depending on the severity of the violation, school administrators have the authority to send a scholar to a Disciplinary Hearing for any violation regardless of the level of disciplinary violation.

Only the CACSGB has the authority to allow a scholar who is under a permanent expulsion from any school system to enroll in CACS.

A scholar who receives a consequence of permanent expulsion from the Disciplinary Hearing Officer for violating a Level 4 Violation during a school year may not enroll into CACS unless the scholar, pursuant to an appeal to the CACSGB, receives permission from the Board to re-enroll into the CACS. The Board may grant the re-enrolled scholar the opportunity to enroll into the Alternative School Program.

DISCIPLINARY DEFINITIONS

Note: The definitions below are meant to address and define disciplinary actions. Throughout this Code of Conduct, other defined terms may refer to the Glossary of Terms located within this Handbook. Parents and scholars are encouraged to read and become familiar with all defined terms.

Some of the disciplinary actions that may be used for scholar violations of the Code of Conduct include the following:

- **Warning/Reprimand:** Scholars will be warned that they may receive a consequence if the misbehavior continues.
- **In-School Suspension or CACS APPROPRIATE PROGRAM:** The scholar is removed from regular classes for a specified period at the local school. Class work assignments are sent to the scholar by the teachers while in In-School Suspension (ISS). While assigned to ISS, scholars may not participate in or attend any extracurricular activity, including athletic participation and other school events. If scholars violate any rule of the ISS program, scholars will be suspended from the program and from school for the remaining number of days the scholars were assigned to ISS.

- **Short-Term Suspension:** Scholars subject to a short-term suspension will be suspended from school for not more than ten (10) consecutive days
- **Long-Term Suspension:** Scholars subject to a long-term suspension will be suspended from school for more than ten (10) consecutive days but not beyond the end of the current semester. A Disciplinary Hearing is required to impose a long-term suspension.
- **Expulsion:** Scholars subject to an expulsion will be suspended from school beyond the end of the current semester. A Disciplinary Hearing is required to impose an expulsion of longer than 10 days (about 1 and a half weeks).
- **Permanent Expulsion:** Scholars subject to a permanent expulsion from school will be permanently suspended from school after the effective date of the permanent expulsion beyond the current semester and not allowed to attend any CACS. A Disciplinary Hearing is required to impose a permanent expulsion.
- **Referral to an Alternative School Scholars** who receive a long-term suspension or expulsion, and who are referred to alternative school, will be referred for a minimum six (6) weeks. Any scholar who is referred to the alternative school for 18 weeks (about 4 months) or more, may have the opportunity to reduce his/her suspension or expulsion by up to nine (9) weeks by attending school regularly, following all rules set by the alternative school, achieving passing grades in all classes, and attending or participating in any violation-based alternative resolutions program required by the alternative school. Scholars are only eligible for an alternative school reduction from 9 to 6 and 6 to 3 weeks once in their CACS education. Any scholar who commits a Level 3 or 4 disciplinary infraction while attending the alternative program may be removed from the program, after being found in violation after a disciplinary hearing.
- **Suspension or Expulsion from School**
All In-School Suspension, Out-of-School Suspension, or Expulsion shall also include suspension from all regular school activities, extracurricular school activities, athletic participation, and other school events.
- **Strategies and Alternative Resolutions**
When scholars commit Level 1 through 3 disciplinary violations, a combination of strategies and alternative resolutions may be used in conjunction with a disciplinary response.

Classroom Level One Interventions/Consequences for Teachers

Teachers should use the following interventions to help scholars change behavior in the classroom. If these interventions are successful, referral to a school administrator may not be necessary.

Build relationship with scholars, verbal warning, written warning, review PBIS expectations, and teach behavioral expectations, Eagle's Bridge, seat change, parent contact, letter of apology, teacher conference with scholar, in class time out, reinforce appropriate behaviors, de-escalation strategies, written reflection, and restorative practices.

*Truancy – Document contact in Infinite Campus. Contact may be phone/email.

SCHOLAR CONDUCT VIOLATIONS

CACS strives to provide a supportive, safe, secure, and equitable learning environment for all scholars. Scholars shall not violate any of the following rules of CACS.

Progressive Discipline

The disciplinary levels below correspond to the progressive discipline levels detailed above within the levels of discipline. However, in serious violations, administrators or designee working in conjunction with designated District School Personnel may use a higher level of progressive discipline.

The Code of Conduct provides examples of violations that may occur and guidelines for the **MINIMUM** and **MAXIMUM** consequences. This Code of Conduct is not intended to include all violations for which disciplinary action may be taken as it is not possible to identify all behavior which might result in disciplinary consequences. Similarly, this Code of Conduct is not intended to list every consequence for every violation as it is not possible to anticipate every set of circumstances under which a disciplinary consequence may be appropriate. The scholar will receive a consequence that is either the minimum, the maximum, or an appropriate consequence in between. Scholars and parents/guardians should expect that discipline will be progressive, will be equitable, and will be fairly and evenly administered. This Code of Conduct is meant to be a clear and concise reference guide and scholars and parents/guardians are encouraged to communicate with school administrators regarding their scholar's particular situation.

LEVEL 1 VIOLATIONS

- 1.1 Behavior Detrimental to Learning:** Such behavior includes, but is not limited to, conduct that disrupts the learning environment and insulting communication that is disrespectful.
- 1.2 Bullying (1st Violation):** Bullying, as the term is defined in Georgia law (O.C.G.A. § 20-2-751.4), is prohibited. The Scholar Code of Conduct for all schools within the school system expressly prohibits bullying. **Bullying is one of three Level 1 violations that has an alternate progression, please see the Bullying progression.**
- 1.3 Unexcused Tardies to school or class:** Scholars that briefly miss class can accumulate tardies which may result in a level 1 violation. Tardies to class of an extended nature may result in immediate level 1 violation.
- 1.4 Dress Code:** Violation of the dress code policy. **The Dress Code is one of three Level 1 violations that has an alternate progression, please see the Dress Code progression.**
- 1.5 Electronic Resources:** Violating the policies for using electronic resources.
- 1.6 Misuse of Electronic Communication Devices:** Unauthorized possession, displaying or using a cell phone, pager, or other electronic communication device during the school day without the consent of the Administrator or his/her designee.
- 1.7 Encouraging Prohibited Behavior:** Inciting, encouraging, counseling, or advising others to engage in prohibited behavior that violates the K-8 Scholar & Parent Handbook or any policy of the CACSGB. A scholar violates this rule when he/she verbally or physically encourages others to engage in prohibited behavior, which may include oral instruction or physically showing a scholar how to engage in prohibited behavior.

1.8 False Information: Deliberately giving false or misleading information, including, but not limited to, forgery and altering records.

1.9 Failure to Report: Failure to report to a teacher or administrator the knowledge of an event, device, object, or substance that could cause harm to self or others.

1.10 Gambling: Includes, but is not limited to, betting money or other items on card games, dice games, or the outcome of athletic contests or other activities, and/or possession of gambling materials or paraphernalia.

1.11 Hazardous Objects: Possession of any hazardous objects on school grounds, or school events without intent to use. If the scholar displays, uses, or otherwise exhibits intent to use said object in a non-dangerous manner, refer to Level 2, Non-Dangerous Use of Hazardous Objects.

Hazardous Object: Any dirk, bowie knife, switchblade knife, any other knife having a blade of two or more inches, straight- edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known a nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or dart, or any instrument of like kind, any nonlethal gun replica, air gun, any stun gun or taser, and pepper spray, also known as capsaicin spray or capsicum spray, and commonly referred to as Mace, or any other lachrymatory agent meant to cause irritation to the eyes, pain and temporary blindness.”

1.12 Inappropriate Items and Activities: Possessing, using, selling, buying, giving away, bartering, or exchanging any material, substance, food item, or personal belonging that is inappropriate for school. Possession or non-damaging use of a laser pointer.

1.13 Inappropriate Physical Contact between Scholars: Includes, but is not limited to, pushing, shoving, inappropriate display of affection, or inappropriate touching.

1.14 Insubordination: Being insubordinate to school personnel or school volunteers.

1.15 Miscellaneous Violations: Violating any other CACSGB or school rule, including, but not limited to, violating rules of the In-School Suspension Program.

1.16 Tobacco Products and Paraphernalia: Possessing, using, selling, buying, giving away, bartering, or exchanging any tobacco product, or smoking paraphernalia.

1.17 Over-the-Counter Medication: Using or possessing over-the-counter medication at school without the written consent of the Administrator or his/her designee.

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Administrator or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescriptions and over-the-counter medicines must be kept in the school office unless authorized in writing by a physician and approved by the Administrator. Scholars are subject to disciplinary action, including but not limited to, short- term suspension, long-term suspension, or expulsion, if they possess

medicine at school without the Administrator's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions (for over-the-counter medicines).

1.18 Profanity: Using profane, vulgar, obscene, insulting, or threatening language, gestures, graphics, or materials, whether spoken, written, gestured, or communicated in person or via any electronic device, directed towards any person other than school personnel.

1.19 Possessing Obscene Materials: Possessing obscene or vulgar materials when such conduct does not involve another scholar.

1.20 Skipping School: Leaving school, skipping school, or skipping class without permission.

1.21 Unauthorized Areas: Being in an unauthorized area without permission.

LEVEL 1 PROGRESSION

Kindergarten-5th Grade

All K-5 schools are encouraged to have proactive, intervention-based, and multi-step systems at the classroom level prior to office referral.

1st Violation: Verbal Warning and Parent Notification

2nd Violation: Parent Conference and/or 1 day Out-of-School Suspension (OSS)

3rd Violation: 1 day OSS

4th Violation: 1 day OSS

5th Violation: 1 day OSS

A school may only increase to 2 days of OSS for a level 1 Violation after following the appropriate chronic discipline guidelines. If no Chronic Discipline Meeting has been held, OSS must remain in 1-day segments.

6th Violation: 2 days OSS

7th Violation: 2 days OSS-Hearing for 7th Level 1 Violation (only if a Chronic Discipline Meeting has been held and implemented)

Subsequent Violations will repeat 2 days OSS.

6th – 8th Grade

All 6-8 schools are encouraged to have proactive, intervention-based, and multi-step systems at the classroom level prior to office referral.

1st Violation: Warning-1 day of In-School-Suspension (ISS)

2nd Violation: 2 days of ISS

3rd Violation: 3 days of ISS

4th Violation: 4 days of ISS

5th Violation: 5 days of ISS

A school may only assign OSS for a Level 1 Violation after following the appropriate chronic discipline guidelines. If no Chronic Discipline Meeting has been held, ISS must be assigned instead of OSS. Schools may/are encouraged to assign ISS in place of OSS for scholars that have never violated the rules of In-School Suspension.

6th Violation: 2 days of Out-of-School Suspension (OSS)

7th Violation: 3 days of OSS – Hearing for 7th Level 1 Violation (only if a Chronic Discipline Meeting has been held and implemented)

Subsequent Violations will repeat 3 days OSS.

Committing a Level 1.16 Violation (violating the rules of In-School Suspension program) may result in the remainder of days being assigned as Out-of-School Suspension.

BULLYING

Bullying, as the term is defined in Georgia law (O.C.G.A. § 20-2-751.4), is prohibited. The Scholar Code of Conduct for all schools within the school system expressly prohibits bullying.

If you or your scholar believes that a scholar is being bullied, please report it to a school staff member or administrator immediately.

Bullying is defined as an act that is:

- 1.21.1 Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or
- 1.21.2 Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
- 1.21.3 Any intentional written, verbal, or physical act that a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
- 1.21.4 Causes another person substantial physical harm or visible bodily harm,
- 1.21.5 It has the effect of interfering with a scholar's education.
- 1.21.6 is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or,
- 1.21.7 It has the effect of disrupting the orderly operation of the school.

The term "bullying" applies to acts which occur 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 networks, or other electronic technology of a local school system.

The term "bullying" also applies to acts of cyberbullying which occur using electronic communication, whether such electronic act originated on school property or with school equipment if the electronic communication:

1. It is directed specifically at scholars or school personnel.
2. It is maliciously intended for the purpose of threatening the safety of those specified or disrupting the orderly operation of the school; and
3. Creates a reasonable fear of harm to the scholars or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic photo, electronic or photo optical system.

Professional development and training opportunities for school staff on how to respond appropriately to acts of bullying, victims of bullying, and bystanders, who report bullying, shall be in place. Procedures may be developed

at each school encouraging a teacher or other school employee, scholar, parent, guardian, or other person who has control or charge of a scholar, either anonymously or in the person's name, at the person's option, to report or otherwise provide information on bullying activity. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has reliable information that would lead a reasonable person to suspect that someone is a target of bullying shall immediately report it to the Dean of students. Any report will be appropriately investigated by the administration based on the nature of the complaint and in a timely manner to determine whether bullying has occurred, whether there are other procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. Such consequences shall include, at the minimum and without limitation, disciplinary action, or counseling, as appropriate under the circumstances. However, upon a finding by the Disciplinary Hearing Officer that a scholar in grades 6-8 has committed the violation of bullying for the third (3rd) time in a school year, the scholar shall be assigned to the alternative school.

Depending on the severity of the bullying allegation, school administrators have the discretion to send a scholar to a disciplinary hearing for the first (1st) or second (2nd) bullying violation whereby the scholar, if found to have committed the violation, will be subject to disciplinary action pursuant to the scholar and parent handbook, including but not limited to, suspension or expulsion.

Upon the finding by a school administrator that a scholar has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the scholar by telephone call or through written notice, which may be done electronically.

Scholars and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at each school and by including such information in the scholar/parent handbooks.

ELECTRONIC RESOURCES

CACS provides Internet/World Wide Web access to school system staff and scholars (users). The purpose of this service is to provide teachers and scholars access to electronic resources that support job responsibilities and the teaching and learning process. User access to the Internet and other computer resources is a privilege, not a right. Therefore, users who violate rules for the use of electronic resources shall be subject to revocation of these privileges and potential disciplinary and/or legal actions.

The Internet Safety Policy and school system measures are designed to address safety and security when using direct electronic communication. Electronic resources include, but are not limited to, Internet, World Wide Web (WWW), chat rooms, electronic mail, data, online resources, online services, portable media, network information, licensed software, telecommunication resources, and all other school system electronic messaging systems and data systems. Staff and scholars do not have a right to privacy while using the district's computer network. School officials can and will search for data or e-mail stored on all school system-owned computers and networks with or without notice.

All users are expected to comply with CACSGB's Policy, Electronic Communications, and follow school system's regulations for the use of electronic resources. Such regulations include, but are not limited to, the following:

1. Email accounts are provided for professional and academic purposes. Email accounts should not be used for personal gain, personal business activities, or to solicit for non-school system business. Broadcasting of unsolicited messages is prohibited. District employees should use electronic resources to communicate confidential staff or scholar information only to those who are authorized to receive and with a need to know. This includes scholar assessment data.
2. Users are required to follow school system regulations which concern the use of electronic resources (i.e., will not damage computers, will not violate the privacy of users' files, will follow directions of staff or supervisors, will not be wasteful of resources).
3. Comply with network policies regarding scholar and staff logins including, but not limited to, circumventing desktop protection applications or internet filtering devices.
4. Use the Internet for appropriate educational resources.
5. Use electronic resources only with permission of administrator or designated personnel.
6. Comply with copyright laws (giving credit to the rightful author and not distributing protected materials or software) and do not download or transmit confidential or copyrighted information.
7. Immediately report security problems or policy violations to appropriate school and/or district/staff.
8. Do not use electronic resources in a manner that is obscene, insulting, purposely inaccurate, intimidating, or knowingly offensive to others.
9. Do not access inappropriate, obscene, or vulgar materials or show others how to access or use them.
10. Do not transmit computer viruses or any other malicious programs.
11. Do not intentionally damage or disrupt Internet/WWW services or network/hardware/software that provides delivery of electronic resources.
12. Do not install or remove software on any computer or server.
13. Do not share user IDs or passwords.
14. Do not utilize unauthorized user IDs or passwords.
15. Do not post messages or information and attribute it to another user.

School system staff will employ the same supervision and care in determining and monitoring appropriate use of the Internet. Failure to abide by Board policies and administrative procedures governing use of the school system's electronic resources may result in the suspension or revocation of system access and can result in disciplinary action.

CACS has taken precautions to restrict access to inappropriate electronic materials; however, on a global network it is impossible to control all available content. A user may accidentally or purposely discover inappropriate information. Use of any information obtained via electronic resources is at risk for the user. CACS makes no warranties of any kind, whether expressed or implied, for the service it is providing.

CACS will not be responsible for any damages a user may suffer, including loss of data or cost incurred from a commercial service. CACS will not be responsible for the accuracy or quality of information obtained through any telecommunication or electronic resource.

It is the policy of CACS to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (d) comply with the Children's Internet Protection Act [Pub. L No. 106-554 and 47 USC 254(h)]; (e) and comply with the Scholar Data Privacy and Transparency Act.

LEVEL 2 VIOLATIONS

Disruption of School: Causing or contributing to the disruption and interference of school operations. It is unlawful for any person to disrupt or interfere with the operation of a school. Georgia law prohibits the upbraiding, insulting, or abusing of any teacher, administrator, or staff member upon the premises of any school in the presence and hearing of a scholar. This includes but is not limited to virtual classrooms as well.

DISRUPTION OF SCHOOL Level 2.2	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out of School Suspension for two (2) days	Short Term Out of School Suspension for three (3) days	In-School Suspension for five (5) days	Short Term Out-of-School Suspension for three (3) days
2 nd Violation	Short Term Out of School Suspension for three (3) days	Short Term Out of School Suspension for five (5) days	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out of School Suspension for five (5) days	Short Term Out of School Suspension for seven (7) days	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Violation of Electronics and Technology Policy: Misuse of electronic or technological resources or devices, including, but not limited to, unauthorized access to the system network, creating or using the email or messaging account of another without permission to send communications.

VIOLATION OF ELECTRONICS & TECHNOLOGY POLICY Level 2.3	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	In-School Suspension three (3) days		In School Suspension for five (3) days	Short Term Out-of- School Suspension for three (3) days
2 nd Violation	In-School Suspension for four (4) days		Short Term Out-of- School Suspension for three (4) days	Disciplinary Hearing (Up to 6weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Short Term Out- of- School Suspension for seven (5) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)

Combination of local interventions, supports, and disciplinary response may be appropriate.

Giving False Information: Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a scholar.

GIVING FALSE Information Level 2.4	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out of School Suspension for one (1) day		In School Suspension for five (3) days	Short Term Out- of- School Suspension for two (2) days
2 nd Violation	Short Term Out of School Suspension for two (2) days		Short Term Out-of- School Suspension for two (2) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

False Representation of Substances: False representation of a substance to be a drug for which the scholar has no valid prescription or false representation of a substance to be an illegal drug as defined under the laws of the State of Georgia.

FALSE REPRESENTATION SUBSTANCES Level 2.5	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out of School Suspension one (1) day (MIN) Three (3) days (MAX)		In-School Suspension for Five (5) days	Short Term Out-of- School Suspension for two (2) days
2 nd Violation	Short Term Out of School Suspension two (2) days (MIN) Four (4) days (MAX)		Short Term Out-of- School Suspension for two (2) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Gang Affiliation: Exhibiting gang affiliation, as evidenced by a common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic. Exhibiting gang affiliation and/or engaging in any gang-related activity is not permitted. For this handbook, a gang is defined as any group or association of three (3) or more persons, whether formal or informal, as evidenced by a common name or common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic, that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive activity.

Scholars shall not use any speech or commit any act or omission in furtherance of the interests of any gang-related activity, including, but not limited to:

1. Soliciting others for membership in a gang.
2. Requesting any person to pay for protection, bullying, or otherwise intimidating or threatening or physically harming any person.
3. Inciting other scholars to engage in any gang-related activity; and,
4. Defacing any school property with any kind of gang graffiti.

GANG AFFILIATION Level 2.6	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for three (3) days		Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for four (4) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Non-Dangerous Use of Hazardous Objects: Displaying, using, or otherwise exhibiting intent to use a hazardous object in such a manner that is neither dangerous nor threatening to the scholar, other scholars, personnel, or any other person. If the hazardous object is displayed or used, or the scholar exhibits an intent to use the object, in such a way that the object could be considered a dangerous weapon, refer to Level 4 violation below. This includes sharp objects and pepper spray/mace when non-dangerously used.

NON-DANGEROUS USE OF HAZARDOUS OBJECTS Level 2.7	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for one (1) day (MIN) Three (3) days (MAX)		Short Term Out-of- School Suspension for (3) days	Short Term Out-of- School Suspension for five (5) days
2 nd Violation	Short Term Out-of-School Suspension for two (2) days- Four (4) days (MAX)		Short Term Out-of- School Suspension for three (5) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for three (3) days-Five (5) days (MAX)		Short Term Out-of- School Suspension for seven (7) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Fighting: For the purpose of this violation, fighting shall include, but not be limited to, hitting, kicking, punching, slapping, or other physical contact with another scholar or person that are not school personnel, and does not rise to the level of Excessive Physical Contact as defined in Level 3.

FIGHTING Level 2.8	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days
2 nd Violation	Short Term Out-of-School Suspension for four (4) days		Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Inappropriate Activity of a Sexual Nature: Such conduct does not rise to the level of severity of a Level 3 violation and may include public displays of affection including, but not limited to, kissing or embracing or groping on school property; sexual harassment that does not involve physical contact such as lewd gestures, or verbal conduct or communication of a sexual nature; unwelcomed sexual advances; “sexting”; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.

Note: May also involve a separate sexual harassment investigation under Sexual Harassment CACS Board Policy

INAPPROPRIATE ACTIVITY – SEXUAL NATURE Level 2.9	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for three (3) days		Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for four (4) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Unintentional Physical Contact with School Personnel: Unintentional, but inappropriate physical contact or action with school personnel.

UNINTENTIONAL PHYSICAL CONTACT SCHOOL PERSONNEL Level 2.10	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks) Expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Medical Substance Containing Alcohol: Possessing any substance containing alcohol which is normally used for medical purposes that has not been reported to the appropriate school official in accordance with the Medicine Policy.

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Dean of students or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescription and over-the-counter medicine must be kept in the school office unless authorized in writing by a physician and approved by the administrator. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Dean of student's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions (for over-the-counter medicines).

Medical Substance Containing Alcohol Level 2.11	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution		In-School Suspension up to three (3) days	In-School Suspension up to five (5) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day		Out-of-School Suspension up to three (3) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for two (2) days		Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Possession of Prescription Drugs: Possession of prescription medication prescribed to the scholar by a doctor, but that has not been reported to appropriate school officials in accordance with the Medicine Policy.

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Dean of students or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescription medicine must be kept in the school office unless authorized in writing by a physician and approved by the designated administrator. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Dean of student’s consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions.

Possession of Prescription Drugs Level 2.12	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution		In-School Suspension up to three (3) days	In-School Suspension up to five (5) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day		In-School Suspension up to five (5) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for one (1) day		Short Term Out-of- School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Viewing Obscene Materials: Accessing or viewing obscene or vulgar materials when such conduct does not involve another person.

Viewing Obscene Materials Level 2.13	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out- of-School Suspension for one (1) day	Short Term Out- of School Suspension for two (2) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	

3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Entering Areas Designated for the Opposite Sex: Entering, directing, or soliciting another scholar to enter an area designated for the opposite sex only.

Entering Areas Designated for the Opposite Sex 2.14	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution		Verbal Warning and Alternative Resolution	In-School Suspension for two (2) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for one (1) day		Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Theft: Theft includes, but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property.

THEFT Level 2.15	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day.	In-School Suspension for five (5) days.	Short Term Out-of-School Suspension for two (2) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days
3 rd Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Vandalism or Damage to Property: Vandalizing or damaging school or individual property, regardless of whether there is a monetary loss of value.

	Elementary	Middle
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Vandalism or Damage to Property Level 2.16	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
	1 st Violation	Verbal warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for five (5) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for two (2) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Verbal Abuse: Verbally abusing others, including but not limited to, threats, or intimidation, including but not limited to, harassing, or taunting in person, on the Internet, or other mode of electronic communications.

Verbal Abuse Level 2.17	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	One (1) In-School Suspension and Alternative Resolution	Short Term Out-of-School Suspension for three (3) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for Four (4) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Possession or Vaping Devices/Electronic Cigarettes or Related Products: Possession, distribution, or use of electronic cigarettes (includes but not limited to e-cigarettes, e-cigs, Juuls, vapes, vape pens, vaping cartridges, hookah devices, hookah look-alikes, advanced personal vaporizers) and related products. This includes, but is not limited to, cannabidiol (CBD) extract or hemp products. Scholars are responsible for possession or use of these products regardless of lack of knowledge of what is contained in the item. *For products containing THC or other mood-altering substances, refer to Level 3.10 Drugs.*

Possession or Use of	Elementary	Middle
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Vaping/ Electronic Cigarettes	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Products Level 2.18				
1 st Violation	One (1) day Out of School Suspension	Short Term Out-of- School Suspension for three (3) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out- of- School Suspension for one (1) day	Short Term Out-of- School Suspension for four (4) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out- of- School Suspension for two (2) days	Short Term Out-of- School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

LEVEL 3 VIOLATIONS

Failure to provide notification of charge, adjudication, or conviction of a felony: Upon any enrolled scholar being charged, adjudicated, or convicted of a felony violation as defined in Level 4, Rule 3, or Rule 4, the scholar shall immediately notify the Administrator and the Superintendent of said charges, adjudication, or conviction and shall provide to the Administrator and Superintendent a copy of all documents received by the scholar concerning said charges, adjudication, or conviction, including any probation terms. This includes any violation held in abeyance or given first offender status. Failure to provide the required documents shall be grounds for disciplinary action.

FAILURE TO PROVIDE NOTIFICATION Level 3.2	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of- School Suspension for one (1) day	Short Term Out-of- School Suspension for three (3) days	Short Term Out-of- School Suspension for one (1) day	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Gang Related Activity: Engaging in a gang-related activity that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive act.

GANG RELATED ACTIVITY Level 3.3	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out- of- School Suspension for five(5) days	Short Term Out- of- School Suspension for ten (10) days	Requires a Disciplinary Hearing. 9 weeks of either Long Term Suspension or Expulsion and referral to alternative school.	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long Term Suspension or

				Expulsion and referral to alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Excessive Physical Contact: The use of *excessive physical force* resulting in harmful contact with a scholar or person other than school personnel referenced in Level 4. This includes, but is not limited to, fights that are beyond a Level 2 fight, that are violent or planned, cause a disruption of the school environment or educational process, group fights of three (3) or more individuals, and/or fights that cause an injury.

EXCESSIVE PHYSICAL CONTACT Level 3.4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. 27 weeks (about 6 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Permanent Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Sexual Misconduct: Any inappropriate act of a sexual nature that involves physical contact or that rises above a Level 2 offense; any act of indecent exposure, including “flashing,” “mooning,” or “streaking” as those terms are commonly understood; any act of indecent fondling, groping or touching of the scholar’s own intimate body parts or the intimate body parts of another; any act of sexual intercourse, oral sex, or sodomy as the term is defined by the laws of the State of Georgia; any act of viewing or possessing which involves another scholar; selling, buying or transmitting sexually explicit or sexually exploitative materials, or any materials which depict a minor in a sexual manner; any act of recording images of intimate body parts, whether of oneself or of another person.

Note: May also involve a separate sexual harassment investigation under Sexual Harassment.

SEXUAL MISCONDUCT Level 3.5	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out- of-School Suspension for three (3) days	Short Term Out-of- School Suspension for five (5) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the Alternative school.	Requires a Disciplinary Hearing. Expulsion for 27weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of- School Suspension for five (5) days	Short Term Out- of- School Suspension for seven (7) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out- of- School Suspension for seven (7) days	Short Term Out-of- School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27weeks (about 6 months) and referral to the alternative school.
Any incident of sexual misconduct will be reported to law enforcement and state agencies as required by law. Combination of local interventions, supports, and disciplinary response may be appropriate.				

Attempting to make inappropriate physical contact or action with school personnel or Physical Violence Against Personnel, No Physical Harm: Committing acts of physical violence against teachers, school bus drivers, or other school officials or employees, is prohibited. For the purposes of this rule, physical violence is defined as intentionally making physical contact of an insulting or provoking nature with the person of another that does not result in physical harm.

ATTEMPTING OR MAKING INAPPROPRIATE PHYSICAL CONTACT/ ACTION - SCHOOL PERSONNEL. INTENTIONAL CONTACT THAT DOES NOT CAUSE HARM Level 3.6	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out- of- School Suspension for three (3) days	Short Term Out-of- School Suspension for five (5) days	Requires a Disciplinary Hearing. 18 weeks of either Long- Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out- of- School Suspension for five (5) days	Short Term Out- of- School Suspension for seven (7) days	Requires a Disciplinary Hearing. 18 weeks of either Long- Term Suspension or Expulsion	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.

3 rd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks of either Long- Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Seven or More Level 1 Violations: Accumulation of seven (7) or more Level 1 violations in one academic school year.

7 OR MORE LEVEL 1 OFFENSES Level 3.7	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of- School Suspension for five (5) days	Short Term Out-of- School Suspension for ten (10) days
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Alcoholic Beverages: Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any alcoholic beverage at school, at any school-related activity, prior to attending school, or prior to a school-related activity.

Alcoholic Beverages Level 3.8	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.

2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Prescription Medication: Possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug not prescribed to the scholar in possession; wrongfully possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug that is prescribed to the scholar; or the use of any substance represented to be a prescription drug prior to or after attending school or a school related activity that was not prescribed for the scholar

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Dean of students or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescription medicine must be kept in the school office unless authorized in writing by a physician and approved by the Dean of students. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Dean of student's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions.

Prescription Medication Level 3.9	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.

3 rd Violation	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Drugs: Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any Schedules I, II, III, or IV drug as defined by the Official Code of the State of Georgia, or any substance or chemical that is mood altering when taken that has not been prescribed to the scholar taking the substance or the chemical.

DRUGS Level 3.10	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out- of- School Suspension for five (5) days	Short Term Out-of- School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out- of- School Suspension for seven (7) days	Short Term Out-of- School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Theft Greater than \$500: Theft, including but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property when the value of the property is greater than \$500, as estimated by school officials.

Theft Greater than \$500 Level 3.11	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out- of- School Suspension for five (5) days	Short Term Out-of- School Suspension for seven (7) days	Short Term Out-of- School Suspension for ten (10) days	Requires a Disciplinary Hearing Expulsion for 6 weeks (about 1 and a half

				months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Vandalism or damage to property greater than \$500: Vandalizing school or personal property, with the cost of damages being greater than \$500, as estimated by school officials.

Vandalism or damage to property greater than \$500 Level 3.12	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Damaging or Setting Off a Fire Alarm or attempting to start a fire: Willfully damaging or destroying a school fire alarm; setting off a school fire alarm with no reasonable belief that a fire exists on the school premises. This violation shall also include refusing to evacuate the building when a fire alarm sounds, or an evacuation of a school is ordered. Attempting to start a fire on school grounds or at school events.

Damaging or Setting Off a Fire Alarm Level 3.13	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM

1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Terroristic Threats: A terroristic threat is any communication that could be perceived as a threat by a school administrator to commit any act of violence or to burn or damage property. Terroristic threats shall also include, but are not limited to, making false calls to 911 which have the effect of causing a lock-down of a school building, the evacuation of a school building, or the search of a school building, or any bus, property, or building belonging to the school district by the school resource officer or any other public safety officer or agency, or the use of electronic communication to convey text, video, or images which have the effect of causing a disruption of the school.

Terroristic Threats Level 3.14	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out- of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out- of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Two or More Level 2 Violations: Accumulation of two (2) or more Level 2 violations in one academic school year.

2 OR MORE LEVEL 2 VIOLATIONS Level 3.15	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	3 days OSS	5 days OSS	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school
2 nd Violation	5 days OSS	Disciplinary Hearing Expulsion for 6 Weeks and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	7 days OSS	Disciplinary Hearing Expulsion for 9 Weeks and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Level 3.16 Pepper Spray; Use without Intent to Harm: Use or discharge of pepper spray by any scholar when no intent to harm or injure is evident shall be prohibited. The level of disruption by the discharge or use may determine the severity of the consequence.

Pepper Spray: Use without Intent to Harm Level 3.16	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (7) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Before a scholar who is in preschool through third grade is assigned more than five days of out of school suspension, whether consecutive or cumulative, the scholar must receive multi-tiered system of supports (MTSS). If the scholar has an Individualized Education Program (IEP) under the Individuals with Disabilities in Education Act or a Section 504 Plan under the Rehabilitation Act of 1973, then the scholar’s IEP or Section 504 Team must meet to review appropriate supports provided to the scholar under the plan.

LEVEL 4 VIOLATIONS

If a kindergartner through third grade scholar commits a Level 4 offense, specifically if the scholar possesses a weapon, illegal drugs or other dangerous instrument, or the scholar’s behavior endangers the safety of other scholars or school personnel, the school administration or a hearing officer may assign age-appropriate consequences without first referring the scholar to the MTSS process.

Possession of a Firearm, Dangerous Weapon, or Explosive Compound: Possessing, using, selling, buying, giving away, bartering, or exchanging any firearm, dangerous weapon, explosive compound, or an object that can be considered and/or used as a weapon. Pursuant to O.C.G.A. § 20-2-751.1, a violation of this rule has a mandatory minimum one-year of expulsion, but may result in permanent expulsion, at the discretion of the Disciplinary Hearing Officer.

It is unlawful for any person to carry, or to possess, or have under his/her control while within a school safety zone or on a bus or other transportation furnished by the district any dangerous weapon, firearm, or explosive compound. Any person violating this rule will be reported to the appropriate authorities for prosecution.

- **Dangerous Weapon:** Includes any weapon or object that could be used in a manner that may inflict bodily harm to another. Examples include, but are not limited to, sharp objects that are used or pepper spray that is discharged or used with intent to cause harm or injury, a rocket launcher, bazooka, recoilless rifles, mortar, hand grenade, or other similar weapon designed to explode.
- **Explosive:** Includes any bomb, firebomb, Molotov cocktail, firecracker, fireworks, stink bomb, bullet, shell, gun powder, grenade, missile, or any other type of explosive device and/or substance, including a set fire. A scholar in possession of any such item will be subject to disciplinary action as outlined in the Code of Conduct with the matter being reported to law enforcement authorities.
- **Firearm:** Includes, but is not limited to, a handgun, rifle, shotgun, or other weapon, which will or can be converted to expel a projectile by the action of an explosive or electrical charge, or gas cartridge (CO2 and nitrogen oxide cartridges that fuel air soft weapons).

POSSESSION – FIREARM, DANGEROUS WEAPON, EXPLOSIVE COMPOUND Level 4.1	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>

1 st Violation	Requires a Disciplinary Hearing. Expulsion for one Year. K-3rd Grade – 10 days (about 1 and a half weeks) OSS	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Physical Violence Against Personnel with Physical Harm: It is prohibited for any scholar to intentionally make physical contact which causes physical harm to teachers, school bus drivers, or other school officials or employees.

PHYSICAL VIOLENCE AGAINST PERSONNEL WITH PHYSICAL HARM Level 4.2	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Offense	Requires a Disciplinary Hearing. Expulsion for one Year. K-3rd Grade – 10 days (about 1 and a half weeks) OSS	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Adjudication or Conviction of Felony (All Others): The adjudication or conviction of a scholar of an violation that is designated as a felony under the laws of the State of Georgia, or a felony under the laws of the United States of America, and which makes his/her continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

Adjudication or Conviction of Felony (All Others) Level 4.3	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Adjudication or Conviction of a Felony (“Seven Deadly”): The adjudication or conviction of an enrolled scholar or a scholar seeking enrollment who committed an violation that involves one or more of the following violent criminal violations, and which makes his/her continued presence at school a potential danger to persons or property at the school, or which disrupts the educational process: a. Murder (O.C.G.A. §16-5-1); Voluntary Manslaughter, (O.C.G.A. §16-5-2); Rape (O.C.G.A. §16-6-1); Aggravated Sodomy (O.C.G.A. § 16-6-2); Aggravated Child

Molestation (O.C.G.A. §16-6-4); Aggravated Battery (O.C.G.A. §16-5-24); and Aggravated Armed Robbery (O.C.G.A. §16-8-41)

Adjudication or Conviction of a Felony (“Seven Deadly”) Level 4.4	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Requires a Disciplinary Hearing Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year.	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

JURISDICTION TO TAKE DISCIPLINARY ACTION

School Administrators are authorized to take disciplinary action for misconduct that occurs:

1. On school grounds.
2. Off the school grounds at a school activity, function, or event.
3. Off the school grounds at a non-school activity, function, or event, but where the misconduct leads to a potential danger or disruption of school or any other violation of the Scholar Code of Conduct; and,
4. In route to and from school or any school-related activity.

Authority to take disciplinary action also extends to any off-campus non-school-related actions by scholars, *at any time of the year*, which have a direct or immediate impact on school discipline, the educational operation or function of the school, or the welfare of scholars or staff. Such act could include, but is not limited to, a felony, a delinquent act which would be a felony if committed by an adult, an assault upon another scholar, a violation of the laws prohibiting controlled substances, or sexual misconduct and which makes the scholar's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (OCGA 20-2-751.5). A scholar whose presence on school property may endanger the welfare or safety of other scholars or staff, or whose presence may cause substantial disruption at school, may also be subject to discipline.

Notification of Charge or Commission of a Felony

Any scholar seeking enrollment into the CACS District and who has been charged with, convicted or adjudicated of a felony, or for an act that would constitute a felony under the law if committed by an adult, and including any charges, conviction or adjudication that results in an abeyance or given first offender status, or incarcerated for any period of time, prior to the scholar being enrolled in the CACS District, the scholar and the scholar’s parent shall immediately notify the Superintendent of said charges, conviction or adjudication, and shall provide to the Superintendent a copy of all documents received by the scholar concerning said charges, conviction or adjudication, including any bond or probation terms.

Prior to the scholar enrolling in the CACS District, the Superintendent shall decide on the proper placement of the scholar. The scholar's placement may include provisional or long-term anywhere within the district. Any placement may also include, at the Superintendent's discretion, a safety or transition plan. Upon enrollment, failure of the scholar to abide by the terms of any developed safety or transition plan may be grounds for disciplinary action, including referral to a Disciplinary Hearing Officer.

Failure of any scholar to provide the required documentation upon enrollment shall be a violation of the Code of Conduct and will result in the scholar being referred to a Disciplinary Hearing Officer for disciplinary action.

While the scholar's placement is pending, the scholar will not be permitted on campus, unless authorized by the Superintendent. The scholar will not be permitted to participate in any regular school activities, extracurricular activities, athletic activity, or school sponsored social event.

If the scholar and the parents are dissatisfied with the placement of the scholar by the Superintendent, they shall have the right to appeal the Superintendent's decision by filing written notice with the Superintendent within five (5) days thereof. The Board shall consider the scholar's placement within ten (10) school days of the Superintendent receiving written notice of the scholar's appeal. If no appeal is received by the Superintendent, then the Superintendent's decision shall become final.

Disciplinary Authority of Teachers and Administrators

Teachers: Teachers shall maintain discipline and order in the classroom, and are authorized to give verbal warnings, written reprimands, refer scholars to the school office, and employ any other discipline and behavior management techniques except for short-term or long-term suspension or expulsion of a scholar, discipline which is forbidden by law, or discipline which is permitted under the Scholar Handbook or by CACSGB policy to be administered only by an Administrator or Scholar Disciplinary Hearing Officer.

School Administrators: Notwithstanding anything to the contrary herein, school administrators (Dean of students) have the authority to administer any discipline or behavior management technique which a teacher is permitted to use, may assign scholars to in-school suspension, assign scholars short-term suspensions, may assign scholars Out- of-School Suspension up until the time of a disciplinary hearing (even if for a longer period of time than a short-term suspension) and refer any disciplinary matter to a scholar Disciplinary Hearing Officer for a disciplinary hearing. Any scholar who has been suspended pending a disciplinary hearing shall be allowed to make up schoolwork that is missed due to the suspension pending the disciplinary hearing and shall be permitted onto school grounds to pick up class assignments at the office unless an administrator determines that allowing the scholar to pick up work assignments at the school office constitutes a danger to other scholars or staff. However, scholars who are suspended pending a disciplinary hearing are not allowed on school grounds to participate in regular school activities, extracurricular activities, athletic participation, and other school events.

Although progressive in nature, discipline should be appropriate for misbehavior and the age of scholars. **Consequently, administrators have the latitude of assigning discipline in relation to misbehavior.** For example, scholars who engage in more serious acts of misbehavior, such as fighting, are not entitled to a warning before any other disciplinary action is taken.

The ADMINISTRATORS are the designated leaders 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 the Scholar Handbook, the ADMINISTRATORS may undertake corrective measures, which he/she believes to be in the best interest of the scholar, and the school provided such action does not violate Board policies or procedures, or state or federal laws.

Disciplinary Hearings

Disciplinary Hearing Officers are independent decision makers appointed by the Board of Education to hear disciplinary matters. Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short-term suspension, long-term suspension, or expulsion of any scholar found to have violated the Code of Conduct. If a hearing is called, the scholar will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension, or the conduct of the scholar or parent causes a delay beyond said ten (10)-day period. Prior to the hearing, scholars and parents will receive a notice to include the following:

1. The rules which the scholar has allegedly violated.
2. A description of the scholar's acts.
3. The names of the witnesses who may testify against the scholar (witnesses may be added prior to and during the hearing).
4. The maximum consequence that the scholar could receive.
5. The time and place for the hearing.
6. That the scholar is entitled to require witnesses to be present at the hearing and the scholar will have to present evidence, examine all witnesses presented and have an attorney at the scholar's expense, to represent the scholar. School administrators should be notified prior to the hearing if a subpoena is to be issued by the Superintendent.

Parents/guardians should contact the school if they would like the notice and other documents related to the hearing in a language other than English. Language interpreter services are also available, upon request, for a scholar disciplinary hearing.

At the hearing, scholars and parents/guardians will have the right to present witnesses and evidence, to examine all witnesses presented, and to have an attorney, at the parent's/guardian's expense, to represent the scholar. Any teacher called as a witness shall be given notice no later than 3 days prior to the hearing. O.C.G.A. § 20-2-754(b)(4). The decision of the Disciplinary Hearing Officer may be appealed by submitting a written notice of appeal to the Superintendent within twenty (20) calendar days from the date the decision is made.

A scholar disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing, the school has the burden of proving that the scholar engaged in acts that violated the scholar code of conduct. The scholar will have the opportunity to present evidence and/or witnesses for the Disciplinary Hearing Officer's consideration but is not required to do so. The Disciplinary Hearing Officer will determine whether the scholar committed or did not violate the code of conduct as set forth by the school

The Disciplinary Hearing Officer shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board. The Superintendent shall keep the record and documentary evidence on file for a period of twenty (20) days after

the date of the decision of the Disciplinary Hearing Officer. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Hearing Officer, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final, at which time the record and documentary evidence may be destroyed.

All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the scholar. The Disciplinary Hearing Officer may limit unproductively long or irrelevant questioning.

The parents or legal guardian of the scholar may give testimony at the hearing and make a statement to the Disciplinary Hearing Officer concerning their feelings about the proper disposition of the case and to answer any questions. The scholar may be represented by counsel at the scholar's expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests. Failure to notify the district of a scholar being represented by counsel may cause a delay or continuance of the hearing.

All parties shall be entitled to subpoena witnesses for the hearing. A scholar or parent/guardian shall submit all requests for subpoenas to the scholar's administrators at least three (3) days prior to the time of the disciplinary hearing.

All scholar disciplinary proceedings and hearings conducted by either the Disciplinary Hearing Officer or the CACSGB are confidential and are not subject to the open meetings law. Only the following persons are permitted to attend a school disciplinary hearing conducted by a Disciplinary Hearing Officer: the accused scholar, parents or legal guardians of the accused scholar, legal counsel, a provider of interpretative services, school staff, and witnesses. Any written records, transcripts, exhibits, or other documents assembled or used in any manner regarding the conduct of any scholar disciplinary hearing are not public records and are not subject to public inspection.

Scholars who receive long-term suspension, expulsion or permanent expulsion may file an appeal to the Cirrus Academy Governing Board. The scholar's appeal must be in writing and delivered to the Superintendent.

If good and sufficient cause exists, the Superintendent may reschedule the hearing. Upon rescheduling, written notice of the rescheduled date and time of the hearing will be sent to the scholar's parent/guardian/representative either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation. The scholar's parent/guardian/representative may request a continuance of the hearing from the Superintendent. Continuance 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 scholar's parent/guardian or representative, the scholar 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.

When a hearing is appealed, the CACSGB will review the transcript of the hearing, decide based solely on the record, and notify scholars and parents, in writing, of the Board's decision. At the hearing before the Board, scholars have the right to be represented at the scholars' and parents' expense, by an attorney. The attorney will not, however, be permitted to hold an oral argument at the disciplinary hearing appeal. Scholars and

parents may appeal the Board's decision to the Georgia Board of Education by giving the Superintendent written notice within thirty (30) days of the decision of the Cirrus Academy Governing Board.

Waiver of Hearing

The formal hearing may be omitted if the school, the scholar, and a parent/guardian agree that the scholar is guilty of the charges; that the disciplinary action proposed by the school is appropriate; and that the parent/guardian will waive the scholar's right to a hearing. Such agreement must be reduced to writing in a formal Hearing Waiver Agreement that clearly states that the scholar admits guilt to the charges, that all parties agree to the consequences, and that the parent/guardian and scholar clearly waive the right to a hearing.

A signed Hearing 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 Hearing Officer adopts the agreement as its decision, the decision becomes final and cannot be appealed by the school or the scholar's parent/guardian. If the agreement is not adopted as the decision of the hearing, the Hearing Waiver Agreement will become invalid, all parental rights will be restored, and a new hearing date and time will be established.

Specific Provisions

Dress Code Policy

The purpose of the School Dress Code Policy is to provide additional opportunities for increased school safety, to encourage our scholars to experience a greater sense of school identity and belonging, to encourage improvement in scholar behavior, to reduce school clothing costs and disruptions to the learning environment, to encourage an elevated level of program participation and to improve and expand academic excellence. In addition, potential benefits of school uniforms include:

- Decreasing violence and theft
- Helping thwart the promotion of gang activity or insignia at school
- Instilling scholar discipline
- Helping parents and scholars resist peer pressure
- Helping school officials recognize intruders who come to school.

Appearance

In addition to being required to wear school uniforms, all scholars are to be groomed and addressed appropriately for school and school activities. No oversized clothing is allowed.

A scholar's dress and/or appearance shall:

- Support, not disrupt, the learning environment
- Constitute no threat to health or safety
- Be tasteful and not provocative or obscene
- Reflect practices of good hygiene and cleanliness

There is a mandatory school dress code policy adhered to at CACS as set forth by the Cirrus Academy Governing Board. The administration has a right to stop any behavior or activity that is disruptive of the learning environment or denotes gang affiliation, for example groups wearing identical earrings, chains, beads, bracelets, etc.

Reasonable accommodation shall be made by the administration for scholars involved in special duties, activities, or projects approved by the school. This would include but not be limited to athletics, physical education, dance classes, extraordinary events, and other activities that require non-conforming dress on a school campus during a school-sponsored event.

MONDAY-THURSDAY

PANTS

Gray, Blue, Black, or Khaki pants must be worn with a belt at the waist and belts must be through the loops. Absolutely NO cargo pants, leggings, sweat suit pants, pajamas, logos, insignias, pictures, or messages. Jeans can only be worn on Fridays.

SKIRTS, JUMPERS, SHORTS OR SKORTS

Skirts, jumpers, shorts or skorts must be clear blue plaid, gray, navy or black. Items must be below the scholar's fingertip with arms at their side. Skirts, jumpers, shorts or skorts must be worn with a belt at the waist and belts must be through loops. Administrators will make a final decision if it is appropriate for a scholar's school attire. Absolutely NO logos, insignias, pictures, or messages, except CACS Logo, on clothing worn by scholars of CACS

POLO-STYLE SHIRTS/SWEATSHIRTS/SWEATERS/JACKETS

Shirts must be collared (polo, turtleneck, oxford, or other collared blouse) and may be white, blue, black, gray or red. CACS logo is optional.

T-shirts that have CACS Logo and/or representing school sanctioned club and organization received from the school may be worn on designated days.

Sweatshirts and hoodies are prohibited. Sweaters with the CACS Logo can be worn (pull over or button front). Coats and jackets will be removed and stored when the scholar enters the school building.

NO COATS, JACKETS, HOODED SWEATSHIRTS, CAPS OR HATS ARE TO BE WORN DURING SCHOOL DAY.

SHOES OR SNEAKERS

Shoes/Sneakers must fit securely on the foot. Sneakers can only be solid: white, black, blue, gray or red. Loafers and flats must only be brown or black. Shoes with open toes or backless shoes (including flip flops, sandals, mules, and slides) will not be allowed. Shoes may be laced or buckled. High heels are prohibited. Scholars are prohibited from wearing "Heelies" or footwear with rolling wheels.

JEWELRY

The jewelry must be school appropriate, safe and must not cause a disruption to the school setting. Earrings that are large hoops or dangle are inappropriate for the school environment. Large medallion necklaces or big chains pose a safety and disruption issue and are not allowed at school. Excessively long false fingernails should not be worn to school as they pose a safety and hygienic concern. Administrators will make a final decision regarding the appropriateness of jewelry or long false fingernails.

EAGLES' FRIDAYS

Scholars can dress according to the dress code or wear t-shirts and jeans on **designated** Fridays and special Cirrus Academy Spirit Days. Plain t-shirts in school colors or class shirts can be worn with jeans on Eagles' Fridays or Spirit Days. No holes, rips, colored wrist bands, neck beads, head bands, doo-rags or sagging are allowed. Class shirts are available for purchase at a cost of \$8.00 each and order forms are available in the office. All details of this policy will be available in the school office.

Request to Waive the Uniform/Dress Code Policy

Reasonable consideration shall be made for those scholars who, because of a specific religious belief or medical reason, request a waiver of a guideline for dress or appearance.

The waiver request shall be in writing from the parent or guardian and approved by the Dean of students on an annual basis. In considering a waiver request, the Dean of students have the right to request additional documentation from medical officials and/or religious leader.

Compliance Measures

CACS will strive to achieve full compliance using incentives and positive reinforcement measures. The Dean of students will implement the dress code policy and implement disciplinary action only when positive measures fail to ensure compliance with CACS Dress Code Policy.

In addition, the school's rationale toward and benefit from the Dress Code Policy should be explained and fully understood by the scholar and his/ her family. Scholars who attend CACS while dressed in the following attire will not be deemed to have violated the CACS Uniform/ Dress Code Policy:

- When the scholar's parent or guardian has secured an exception from the school dress code policy for religious or health considerations, a scholar may wear religious attire or attire that accommodates the scholar's health condition.
- While an appeal of an exemption is pending under the described Dress Code Policy.
- During the first two (2) weeks after transferring in CACS.
- When a scholar is on school grounds outside of normal school hours, appropriate attire is permitted.
- When a field trip or school event may require specialized clothing, appropriate attire is permitted.
- The school Leader shall have the authority to allow scholars/ scholar organizations to have special dress-up days on special occasions.

DISCIPLINARY ACTION

CACS will impose disciplinary action as specified by Cirrus Academy Governing Board address code.

FIRST VIOLATION – The school will contact the parent/guardian to restate our dresscode policy, and the scholar will be given a verbal warning concerning appropriate clothing.

SECOND VIOLATION – The school will contact the parent/guardian to restate our policy. Scholar will remain in the front office until appropriate clothing is brought by the parent/guardian. The scholar will be instructed to change into appropriate clothing before returning to class.

THIRD VIOLATION – This is considered insubordination. The scholar will be subject to the disciplinary consequences of out of school suspension as set forth in the CACS Code of Conduct.

BOOKBAG POLICY

As part of our commitment to school safety, we continually review our policies and procedures to ensure that we provide a safe and secure learning environment. To that end, all backpacks and book bags must be translucent plastic or mesh. Scholars who choose to carry a backpack or book bag must ensure they are translucent plastic or mesh.

Please understand that it is not our goal to inconvenience our scholars, but to provide a safer school for everyone. While we would all love to have fewer restrictions, our job is to create the safest environment possible for scholars and staff.

CACS ELECTRONIC DEVICES POLICY

Use of electronic devices during the instructional school day is **prohibited**, UNLESS authorized by school staff and signed parental permission. Scholars may not use electronic communication devices during instruction time or on school buses. **(O.C.G.A. § 20-2-1183)** unless it is for the sole purpose of academic instruction and authorized by school staff. Scholars must adhere to the school's established Cell Phone Protocol as directed. They must be **KEPT OUT OF SIGHT IN THE SCHOLAR'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, AS WELL AS WHILE ON FIELD TRIPS, AND ON THE SCHOOL BUS AND/OR SCHOOL OTHER PROVIDED TRANSPORTATION**, unless being utilized for instructional purposes and authorized by school staff. Scholars are not to utilize communication devices for personal calls, texting, or personal social media postings.

The use of audio recording or camera functions of electronic devices by scholars is **always prohibited on school premises**, unless directed by a school official. Electronic devices shall not be used in a way that threatens, humiliates, harasses, or intimidates school-related individuals, including scholars, employees, and visitors, or violates local, state, or federal law.

Scholars may only have electronic devices for the exceptions below. Otherwise, Cirrus Academy's policy prohibits the possession or use of the following electronic devices on the school campus or on the school bus: cell phones, pagers/beepers, iPods, Walkman, radios, CD/DVD players, digital cameras, electronic games and toys, laser pointers or any other electronic devices.

Exception for Personal Communication Devices

Scholars are allowed to bring communication devices to school for the sole purpose of scholar safety and communication with parents and guardians before and after the school day. **ALL DEVICES MUST BE KEPT OUT OF**

SIGHT IN THE SCHOLAR'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, AS WELL AS WHILE ON FIELD TRIPS, AND ON THE SCHOOL BUS AND/OR

SCHOOL OTHER PROVIDED TRANSPORTATION, unless they are being used for instructional purposes (BYOD) and authorized by school staff.

Scholars are allowed to BYOD for the sole purpose of academic instruction. BYOD devices must be authorized by school staff and parental permission provided through the Cirrus Academy Technology Use Agreement.

Cell phones or any other personal communication devices that are visible, ring, or make sounds during the instructional day will be considered contraband items and a violation of this policy. Parents must submit a note authorizing scholars to have a cellphone at school.

Electronic devices may not be used during any scholars' assessments unless specifically allowed by law, scholar IEP, or teacher directions.

Scholars who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to appropriate disciplinary action. No scholar shall photograph, videotape, record or reproduce, via any audio or video means, another scholar, or staff member while on school system premises, without the expressed prior permission of the scholar or staff member.

First Offense: Should a scholar receive or send a phone call, text message during school, or make personal posts on social media, the device shall be confiscated by a certified or classified staff member and given to an administrator. The parent(s)/guardian(s) of the scholar will need to arrange with the Administrative Office to retrieve the device.

Second Offense and Thereafter: A second infraction shall result in the device being confiscated and the scholar will be required to participate in disciplinary action assigned by the administrator and the device will remain in the possession of the administrator until a parent, guardian or parent designee comes to the school to pay a **\$25 fine** and to participate in a conference with school administration. In addition, disciplinary actions may be assigned as outlined in the Code of Conduct.

Scholars shall be personally and solely responsible for the security of their cellular telephones and/or other Personal Communication Devices (PCDs) or BYODs.

Cirrus Academy shall not assume responsibility or liability for the theft, loss or damage to a cellular telephone or other electronic device, nor does it assume responsibility for the unauthorized use of any device.

Sexual Harassment

CACS will not tolerate sexual harassment in any form by any person. It is the policy of CACS to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy for any person to harass a scholar, an employee, or any other person through conduct or communications of a sexual nature as defined below.

It shall also be a violation of this policy for scholars to harass other scholars through conduct or communications of a sexual nature as defined below.

Submission to such conduct is made, either explicitly or implicitly, as a term or condition of employment or an individual's education.

Submission to or rejection of such conduct by an individual is used as the basis for promotion or academic decisions affecting that individual; or

Such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creates an intimidating, hostile or offensive academic or work environment.

Any person who has knowledge of or suspects that sexual harassment is occurring within CACS shall immediately make a report to a school administrator or the school's Title IX Coordinator.

The right to confidentiality, both the complainant and of the accused will be respected consistent with the Board's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

All allegations of sexual harassment shall be immediately reported to the school's Title IX Coordinator or a school administrator. All reports of sexual harassment made to the Title IX Coordinator, or a school administrator will be fully investigated, and immediate and appropriate interim measures will be taken such that the alleged harassment will be remedied, and corrective or disciplinary action shall be initiated against the offending scholar, if appropriate, if there is a substantiation of the allegation of harassment. A substantiated charge against an employee shall subject such person to disciplinary action, including discharge.

CACS Title IX Coordinator:
Joanne Binns, Dean of Students
1870 Pio Nono Avenue Macon, GA 31204
Telephone: 478-250-1376 Ext 201

State Mandated Process for Scholar Reporting of Acts of Sexual Abuse or Sexual Misconduct

Any Scholar who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor, or administrator at school. Parents or friends of victimized scholars who have knowledge of sexual abuse or sexual misconduct by a teacher, administrator, or other school system employee are also urged to make an oral report of the act to any teacher, counselor, or administrator at the school.

- Any teacher, counselor, or administrator receiving a report of sexual abuse or misconduct of a scholar by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the Dean of students and shall submit a written report of the incident to the Dean of students within 24 hours. *If the Dean of students is the person accused of sexual abuse or sexual misconduct, the oral and written reports should be made to the Superintendent/CEO or Superintendent/CEO's designee.*
- Any Dean of students 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 in writing, if requested, to a child welfare agency providing protective services or to an appropriate police authority or district attorney.

- Reports of acts of sexual misconduct against a scholar 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 or system personnel. If the investigation of the allegation of sexual misconduct indicated a reasonable cause to believe that the report of sexual misconduct is valid, the Dean of students shall make an immediate written report to the Superintendent/CEO and the Professional Standards Commission Ethics Division.
- Pursuant to CACS procedures, upon receipt of a report under this policy, the Dean of students shall immediately contact the Superintendent/CEO, who will initiate an investigation into the allegations.
- When it is determined that reports should be made to various outside agencies, the Superintendent/CEO will contact appropriate police authorities, to make a report to the appropriate child welfare agencies and will make a report to the Professional Standards Commission.

School Safety Zone

School safety zones are defined as in, on, or within 1000 feet (about 304.8 m) of any real property leased, owned, or occupied by CACS. It is unlawful for any person to carry, possess, or have under his/her control any weapon or explosive compound while within a school safety zone, at a school building or school function, or on school property or a vehicle furnished by the school. Violation of this law is a felony. However, an individual over the age of 21 years old (except scholars) who are in possession of a weapon and/or has a weapon locked in a compartment of a motor vehicle and has a lawful gun license or permit, may transit through a designated school zone to carry, or pick up a scholar. However, it is unlawful for any person to remain within the school safety zone without a legitimate cause or need. Failure to leave the premises when requested is grounds for a charge of disruption of or interference with the operation of any public school, which shall be considered a misdemeanor of a high and aggravated nature.

Academic Honesty

Coursework submitted by a scholar must be the scholar's own, original work. Scholars shall not cheat on any assignment by giving or receiving unauthorized assistance or commit the act of plagiarism. Scholars who commit such acts are subject to not receiving credit on the assignment in question and will be subject to disciplinary action as well.

PLEASE SIGN THIS PAGE AND RETURN TO CACS

CACS Acknowledgement and Consent Form 2022-2023

The purpose of this form is to ensure parents/guardians:

- Review the CACS Scholar-Parent Handbook and Code of Conduct and
- Grant or deny specific permission to the district

For each scholar, a parent/guardian must read **each** section of this form and initial. **At the end of this form, the parent/guardian must acknowledge they read the information in this Scholar-Parent Handbook and Code of Conduct and sign the form.**

_____ (initials) **1. Attendance Policies:** I have reviewed the attendance requirements along with the written consequences and penalties for failure to comply with compulsory attendance as required by state law. Parents/guardians are required to keep the school updated any time there is a change in a scholar's residence or telephone number.

_____ (initials) **2. Federal Programs Notification:** I have received the Federal Programs Notifications in the Scholar-Parent Handbook and Code of Conduct including:

- Family Education Rights and Privacy Act/FERPA
- Federal Programs Complaint and Procedure
- Parent Rights to Know
- Protection of Pupil Rights Amendment (PPRA)
- Title I School Designation

_____ (initials) **3. Internet Usage:** I have reviewed the CACS Computer and Network Resources-Scholar Responsible Use Guidelines. I grant permission for my scholars to use the internet as outlined in the Scholar Code of Conduct, and I understand violations of the "Acceptable Use Guidelines" may result in revoking a scholar's access privileges, additional disciplinary action, and/or appropriate legal action.

_____ (initials) **4. Cell Phone/Electronics Policy:** I have read and understand the cell phone/electronics policy and contract. I understand that possession of a cell phone or other electronic devices on school campus is a privilege, and that it may be revoked at any time. Furthermore, I understand that the school and its employees are not responsible for any theft or damage of my cell phone or electronic device while on school grounds, trips, etc. The school is not obligated to investigate the loss or damage of any phone or electronic device.

_____ (initials) **5. Notice of Rights of Scholars and Parent/Guardian Under Section 504:** I have reviewed and understand my child's rights, and my own, under the Section 504 Plan of the CACS School District Scholar-Parent Handbook and Code of Conduct.

_____ (initials) **6. Transportation Rules:** I have reviewed the information on Transportation and scholar discipline.

_____ (initials) **7. Media Release:** I have reviewed the photograph release form. I **DO NOT** give CACS permission to take photographs/videos of the minor named below or photographs in which the minor may be involved with others for the purpose of promoting CACS.

I have received and reviewed a copy of the CACS's 2022-2023 Scholar-Parent Handbook and Code of Conduct.

Print name of Scholar: _____ Grade Level: _____

Signature of Scholar: _____

Print name of Parent: _____

Signature of Parent: _____ Date: _____

Cirrus Academy Charter School ELL Policy

FY 2022 - 2023

Introduction

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The goal of the ESOL language instruction educational program for EL students at Cirrus Academy charter School is to increase both English language proficiency (ELP) and academic language proficiency in content-area subject matter. Successful ESOL language programs focus on collaboration and shared accountability for the success of all EL students

The responsibility for the education of English Learners, both in language and academic content, is shared by regular classroom teachers, ESOL teachers, and other instructional staff. All staff serving ELs should plan jointly to determine appropriate modifications needed to make language and content as comprehensible as possible throughout the whole school day for ELs. As a result, all teachers function as language teachers when ELs are enrolled in their classes. Since 1886, English has been designated as the official language of the state of Georgia. It is our responsibility to successfully prepare our students to become college and career ready. This objective requires that our instructional approach be flexible to accommodate the needs of a very

diverse student and parent population. Our goal is to have students succeed both socially and academically. We also wish for them to understand and function successfully in American culture. Thus, as we educate students for the 21st century, we celebrate the languages and cultures that our students bring with them, and we build upon their rich cultural and linguistic backgrounds. Cirrus Academy Charter School will use a state approved model to service EL students as they become identified. Students who qualify will be served through the itinerant model. Recognizing the universal importance of education, the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act (ESEA) in 1965. Through subsequent reauthorizations, ESEA has continued to assist the states financially.

Cirrus Academy is required by law as a Charter District contracts with the State Board of Education, a critical point to consider during deliberations is that participation in either of these initiatives does not absolve either school districts or the state from our responsibilities to students under federal laws and regulations. Federal laws govern most services and policies concerning English Learners (EL) Two prominent examples of such laws are Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA). Title VI requires that districts provide equal educational opportunities to national origin minority students, who may also be limited-English-proficient. The EEOA complements Title VI in that it specifically requires school districts to take action to overcome any language barriers that might impede EL students from equal access and participation in educational programs. The Office for Civil Rights aggressively investigates alleged violations of either Title VI or EEOA law.

Cirrus Academy Charter School will follow the following procedures of Title VI or EEOA:

- provide a language acquisition program to its EL students;
- provide resources to implement its language acquisition program effectively (e.g., an ESOL program lacks ESOL teachers or ESOL materials);
- take steps to identify students who are not proficient in English;
- communicate meaningfully with limited-English-speaking parents and guardians of EL students by not providing such parents and guardians with written or oral translations of important notices or documents;
- exit EL students from an ESOL program when the EL students have acquired English proficiency or exits EL students without written parental or guardian permission before the students acquire English proficiency;
- provide ESOL assistance to EL students because they receive special education services, or provide special education services to EL students who qualify for such services;
- will not excludes EL students from gifted and talented programs based on their limited English proficiency when such programs do not require English proficiency.

Cirrus Academy Charter school understands that federally mandated services and programs cannot be waived as part of a charter system contract with the State Board of Education.

Title VI and the EEOA govern the majority of services to English Learners thus continued compliance is required by federal law

Policy adopted:

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Policy adopted:



HOMELESS EDUCATION PLAN

Purpose of the Program

Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. The program will ensure that these students are afforded equal access to academic and other services that will allow them to meet the same challenging state achievement standards as non homeless students.

The program provides procedural guidelines to ensure that homeless students are not denied enrolment due to the lack of registration documentation at the time of enrollment. Homeless children and youth, including preschool age children, will be enrolled immediately pending obtainment of necessary documents. The school counselor will assist parents, guardians or unaccompanied youth in obtaining the proper documentation.

The homeless education program makes every effort to provide homeless children and youth with a stable school environment by enrolling students in the *school of origin* and providing them with transportation to and from *the school of origin*. Provisions are made for parents, guardians, or unaccompanied youth to decline enrollment in the *school of origin*.

The program provides for a homeless liaison who will ensure program implementation and coordinate efforts to ensure that homeless children and youth, including preschool age children are provided the opportunity for academic success.

Identification and Registration Procedures

Homeless children and youth are often undetected; therefore, the system will use a **Residency Questionnaire** to facilitate identity of homeless children and youth, as well as preschoolers. The parent, guardian, or unaccompanied youth will complete the **Residency Questionnaire** at the time of registration. The school counselor may provide appropriate assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire if necessary.

A copy of the Residency Questionnaire must be submitted to the Office of the Homeless Liaison on the day of registration. The school will maintain the original form in a file separate from the student's permanent record for audit purposes during the year. This file should be housed in the school counselor's office.

The parent or guardian may enroll a homeless child or youth with or without proof of residency, birth certificate, social security number, immunization record, or school records. The school counselor will provide the parent, guardian or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment. Enrollment without the required immunization record will be pending receipt or acquisition of immunization documentation. The existing method of assigning a student number will be utilized when a student enrolls without a social security number.

An unaccompanied youth may enroll himself/herself. In this case, the school principal or designee will immediately contact the Central Office Homeless Liaison to report the enrollment of an unaccompanied youth. The school will provide the youth with proper assistance in language that the student understands. The Central Office Homeless Liaison will assist the homeless unaccompanied youth in obtaining eligible educational services. The application process for free and reduced priced meals can be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process.

Identification of Homeless Preschoolers

The Central Office Homeless Liaison will collaborate with local community service agencies (e.g. Head Start, Department of Human Resources, Health Department, faith-based organizations and the court system, etc.) and school personnel to identify homeless preschoolers. The system will also include homeless preschoolers and children in the “Child Find” process as required by the Individuals with Disabilities Act.

School Placement

The school system will make school placement decisions in the “best interest” of the homeless child or youth. Students will continue in the *school of origin* for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year. Students may enroll in any public school that non homeless students who live in the attendance area in which the student is actually living are eligible to attend.

If school enrollment decision is contrary to the wishes of the child or youth’s parent/guardian, the school will provide the parent/guardian or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision. The complainant must file a School Enrollment Dispute Form with the school in which the student is presently enrolled. The principal of this school will notify the Central Office Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent/guardian or unaccompanied youth, pending resolution of the dispute. The Central Office Homeless Liaison will expeditiously take steps to resolve the dispute following the district dispute resolution policy in conjunction with the adopted grievance policy if the dispute cannot be resolved locally, the parent or guardian may request a review of the State Superintendent, Georgia Department of Education.

Homeless Education Liaison:

The homeless liaison shall work to ensure that homeless children and youth, including preschoolers are identified, enrolled in school, and receive all eligible services facilitate student academic success. The responsibilities listed below are not all inclusive but shall be primary duties of the liaison.

The homeless liaison shall ensure that:

- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- Homeless students enroll in, and have full and equal opportunity to succeed in, the school of the district;
- Homeless children and youth receive educational services for which they are eligible, including Head Start, and preschool programs administered by the school district, and referrals to health, mental health, dental and other appropriate services;
- Parents of guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaning opportunities to participate in the education of their children;
- Parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services;
- Transportation cost disputes between the school system and school system of enrollment are resolved;
- Sensitivity and confidentiality training is provided to transportation and school personnel regarding the needs of homeless children and youth;
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act;
- Public notice of educational rights of homeless students is disseminated to locations where children and youth receive services under Act;
- Required reports concerning the homeless education program are submitted appropriate agencies and the State Department of Education;
- Evaluation of the homeless education program is conducted annually and necessary program and implementation adjustments are made in a timely manner.

Cirrus Academy Charter School ELL Policy

FY 2022 - 2023

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Policy adopted:

Professional Qualifications of your Chief Financial Officer:

Senior level administrator with the demonstrated ability to establish a positive link between strategic organizational objectives and departmental initiatives. Strength in repositioning organizations for profitability through strategic financial and accounting management implementations. Strong budget, financial reporting, and project management experience, along with a solid forecasting background. Currently, the CEG Board is in search of a Chief Financial Officer.



CIRRUS ACADEMY
CHARTER SCHOOL

2022 – 2023

Employee Handbook

“

**Teachers affect
eternity; no one
can tell where their
influence stops.**

HENRY BROOKS ADAMS



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Cirrus Education Group/Cirrus Academy Charter School

Mission Statement: Cirrus Academy Charter School's mission is to develop and implement a comprehensive educational program that prepares students to meet and exceed world class standards and prepare them to compete in the global market.

Vision Statement: Our vision is for Cirrus Academy Charter School students to be well rounded, civic-minded individuals who graduate with a firm foundation of knowledge and skills in STEAM that enables them to build and sustain quality lives, contribute to the economic vitality of the United States of America, and to be globally competitive in the world-wide marketplace.





Cirrus Academy Charter School 2022-2023 Employee Work Calendar

Position and Contract Days	First Day and Last Day of Work
12-Month Employees (239 Days)	
CEO/Superintendent Chief Financial Officer Dean of Students Academic Dean Operations Manager Nutrition Manager Human Resources Officer Senior Accountant Director of Compliance/ Assessment Director Chief Academic Officer/ SPED Coordinator School Resource Officer School Service Coordinator Family Engagement Coordinator Registrar Front Office Manager Technology Specialist Enterprise Technician Custodians	07/01/2022-06/30/2023
Position and Contract Days	First Day and Last Day of Work
11-Month Employees (215 Days)	
School Counselor STEM Coordinator Alternative Program Coordinator Mental Health Counselor School Nurse Bridge Academy Coordinator Intervention Specialist Data Strategist	07/11/2022-06/16/2023
Position and Contract Days	First Day and Last Day of Work
10-Month Employees (190 Days)	
Classroom Teachers Paraprofessionals Media Clerk/Media Operations Specialist ISS Coordinator	07/25/2022-05/26/2023
Position and Contract Days	First Day and Last Day of Work
9-Month Employees (180 Days)	
Lunchroom Monitors Hall Monitor	08/02/2022-05/25/2023

2022-2023 Cirrus Academy Academic Calendar

Cirrus Academy Charter School 2022-2023 Academic Calendar

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POLICIES AND PROCEDURES

Cirrus Academy Charter School recognizes the importance of meeting employee needs and utilizing employee abilities. For the effective operations of Cirrus Academy, it is necessary that sound personnel policies are known and understood by all employees. These policies ensure consistency and fairness for all employees.

Policy changes and clarifications are subject to change. These changes are made known to employees through memos, administrative bulletins, meetings, email correspondence, and system publications. Policies summarized in this book are meant to provide employees with only a general overview of Board policy related to personnel.

This handbook and its contents should not be considered an employment contract. It is the responsibility of each employee to understand CACS Board Policies and Administrative Procedures. CACS Board Policies can be found on the school's website or can be obtained from the school's administrative office. However, if clarification of information contained in policies and procedures is needed, contact your immediate supervisor for assistance.

EMPLOYMENT

Definition of Employment Status

The following terms will be used to describe the classification of employees and their employment status:

- **Exempt** - Employees whose positions meet specific tests established by the Fair Labor Standards Act (FLSA) and applicable state law and who are exempt from overtime pay requirements.
- **Non-Exempt** - Employees whose positions do not meet FLSA and state exemption tests.
- **Benefits Eligible** - Employees scheduled to work 20 hours or more per week (does not include substitute employees).
- **Part-time** - Employees scheduled to work less than 20 hours per week (are not eligible for benefits).
- **Substitute** - Employees who are hired for a pre-established period or on call as needed. They may work a full-time or part-time schedule. They are ineligible for benefits.

At-Will Employment Relationship

Classified employment with Cirrus Academy Charter School is “at-will” and entered into voluntarily. Classified employees are free to resign at any time, for any reason, with or without notice. Similarly, Cirrus Academy Charter School is free to conclude the employment relationship at any time with or without cause.

EMPLOYMENT ELIGIBILITY

The Immigration Reform and Control Act of 1986 is a federal law, which dictates that employers verify eligibility for employment for all new employees. The Act pertains to all employees hired since November 7, 1986.

Each individual employee is responsible for the correct implementation of this law. The Employment Eligibility Verification (I-9) form is the official document for use in this program.

Cirrus Academy Charter School utilizes the *E-Verify Program*, in addition to the I-9 document, to verify employment eligibility.

EQUAL OPPORTUNITY EMPLOYMENT

The Cirrus Academy Charter School does not discriminate on the basis of gender, age, race, color, disability, religion or national origin in the recruitment and selection of certificated professional personnel. It is the express policy of Cirrus Academy Charter School to comply with all appropriate laws and regulations relating to discrimination. Please refer to Board Policy Equal Opportunity Employment.

EMPLOYEE BACKGROUND CHECKS

All personnel employed on or after January 1, 2016, must be undergo an initial background check process using the Cogent fingerprinting process. Fingerprinting of all employees, via the Cogent process, will also occur on or before every 5th year of employment. Fingerprinting will run concurrently with the submission of certification renewal applications to the Professional Standards Commission for certificated employees. Non-certificated employees will be fingerprinted, via the Cogent background check process, every five years based on the renewal of their Clearance Certificate. Years in which the Cogent process is not mandated, all employees must complete the Verified Volunteer background check process annually. Please refer to Board Policy Background Check and Fingerprinting for further details.

NEPOTISM

In compliance with Georgia Board of Education Rule 160-51-36, entitled: “Local School Board Governance,” the Governance Board (“the Board”) adopts the following nepotism provisions: No person who has an immediate family member sitting on the Board or serving as CEO/Superintendent or as a principal, assistant principal, or system administrative staff shall be

eligible to serve as a member of the Board, provided that the immediate family member's employment in his or her position began on or after January 1, 2010. This paragraph shall apply only to Board members elected or appointed on or after July 1, 2009. Nothing in this paragraph shall affect the employment by the Board when an immediate family member becomes a Board member. No person shall be eligible to be appointed, employed, or to serve as CEO/Superintendent who has an immediate family member sitting on the Board or who has an immediate family member hired as or promoted to a position as a principal, assistant principal, or system administrative staff on or after July 1, 2009, provided that the immediate family member's employment in his or her position began on or after January 1, 2010. Nothing in this paragraph shall affect the employment of any person who was employed on or before July 1, 2009, or who is employed when an immediate family member becomes the CEO/Superintendent.

NON-SCHOOL EMPLOYMENT

Cirrus Academy Charter School employees are reminded that their job assignments within the school system are their first obligation and if outside employment is affecting their performance, the employee could be forced to choose between their primary employment with the school system and outside employment.

Each administrator has direct responsibility for evaluating the effects of outside employment on personnel assigned to their operation.

TITLE IX OF THE EDUCATION AMENDMENTS ACT OF 1972

Statue: 20.U.S.> 1681. Seq Regulations: 34.C.F.R. Part 106

On June 23, 1972, the President signed Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., into law. Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity.

GRIEVANCES

Scholar, Employee, Parent or Third-Party Grievance

All parties are encouraged to solve issues at the lowest level prior to filing a formal grievance. The process below is a formalized and much more serious step to helping resolve conflicts. This procedure applies to all Scholars, Employees, Parents or Third Parties including any complaint or report alleging discrimination or harassment based on sex/gender, race, color, national origin, religion or genetics. For the purposes of this procedure the defined parties for the purposes of the assorted notice provisions are as follows:

Level I

The complaint shall be presented orally or in writing to the HR within then (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time by the Complainant. HR will conduct an investigation taking into consideration the information provided by the Complainant as well as performing an independent investigation to provide evidence, defenses and other due processes rights in order to ensure that they receive equitable treatment during this investigation. Following the investigation, HR shall then render a written decision within ten (10) calendar days of the filing of the complaint and that written decision shall be delivered to the Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, HR shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

Level II

A Complainant or the subject of the Complaint that is dissatisfied with the decision of HR may appeal to the Superintendent/CEO by filing a written request to meet with the Superintendent/CEO. This request must be filed within ten (10) calendar days after the Complainant, or the subject of the Complaint receives the decision from HR. Following the Appeal, the Superintendent /CEO shall meet with the Complainant or the subject of the Complaint within five (10) days of A Complainant or the subject of the Complaint that is dissatisfied with the decision of the principal or the assistant principal may appeal to the Superintendent/CEO by filing a written request to meet with the Superintendent/CEO. This request must be filed within ten (10) calendar days after the Complainant, or the subject of the Complaint receives the decision from the principal or assistant principal. Following the Appeal, the Superintendent /CEO shall meet with the Complainant or the subject of the Complaint within five (10) days of receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant or the subject of the Complaint as well as prior investigation. During that investigation the Complainant or the subject of the Complaint shall be given the opportunity to provide evidence, defenses, and other due process rights in order to ensure that they receive equitable treatment during this investigation.

Subsequently, the Superintendent/ CEO will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written decision shall be delivered to the appealing Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Superintendent/CEO shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

Level III

A Complainant or subject of the Complaint that is dissatisfied with the decision of the Superintendent/CEO may appeal to the CACS Board of Directors by filing a written request. The appeal must be filed within ten (10) calendar days after the Complainant, or the subject of Complaint receives the decision from the Superintendent/ CEO. Following that Appeal, the Board shall meet with

the Complaint or the subject of the Complaint at the next scheduled Board meeting following the receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant or the subject Complaint as well as the prior investigation. Subsequently, The Board will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written shall be delivered to the Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Board shall provide affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

BENEFITS

Benefits are a large part of the total compensation package and are designed to meet the most important needs of Cirrus Academy Charter School employees. In order to meet the ever-changing needs of our employees, we are continually reviewing and updating these benefit offerings. Because of the importance of the benefits package, we encourage you to familiarize yourself with the details of these plans from a variety of sources including booklets, information sheets, and our system website, at www.cirrusacademy.org, under Departments/Business and Administration/Benefits.

INSURANCE BENEFITS

Insurance benefits becomes effective on the first day of the month following the completion of work for one full calendar month. Temporary employees, or employees who work as less than half-time, are not eligible for benefits.

HEALTH INSURANCE

Cirrus Academy employees will have the opportunity to subscribe to group health insurance. Both individual coverage and family coverage options are available. Employees may choose between different types of health plans. Complete packets of information on all plans are available in the Human Resource Department.

Open enrollment is a period of time that occurs each year when employees may enroll or change options or coverage, subject to the conditions described in the plan. The open enrollment period, unless otherwise announced, is usually August 1st – August 30th. Coverage for the changes or enrollments become effective the following September 1st. Employees electing insurance are privy to the 30-day waiting period, whereas benefits will begin on the 1st day of the month after 30 days has elapsed.

MEDICARE

All employees hired after April 1, 1986, are required to pay Medicare contributions. Medicare provides the medical benefits within the Social Security Administration.

TEACHERS RETIREMENT SYSTEM OF GEORGIA (TRS)

Teachers Retirement System (TRS) is the retirement plan that teachers, clerical, support staff, paraprofessionals, administrators, supervisors, Central Office staff and public-school nurses participate. Members must contribute 6% of earnable compensation as a payroll deduction to TRS. Cirrus Academy Charter School matches this contribution at 19.81%, effective July 1, 2022. Answers to FAQs, plan details, and registration information can be found at <http://www.trsga.com> .

WORKERS' COMPENSATION

Employees may be entitled to Workers' Compensation benefits if injured on the job. The injury must arise out of and in the course of employment. The injured employee must provide notice of the injury immediately, no later than three (3) days after the accident, to the employer, the employer's representative, or the employee's immediate supervisor. Failure to provide timely notice of an injury may result in the employee's loss of benefits. The injured employee may select a medical care provider from the panel posted by Cirrus Academy Charter School. Only those providers listed are authorized to provide medical care for a work-related injury. The panel of physicians is posted in conspicuous places in all locations maintained by Cirrus Academy Charter School and may also be obtained from the Human Resource Department. Please note, should an employee choose to receive medical care from a physician who is not on the approved list, such care would be considered unauthorized, and the school system may not be responsible for the cost. Absences designated as Workers' Compensation Injury(ies) will run concurrently with FMLA. Employees who are absent from work on an approved leave of absence (STD, LTD, LWOP or Workers' Compensation) for one (1) year and are unable to return to work in a 12-month period, will be terminated from employment with CACS. This separation will be considered a voluntary separation from employment due to Failure to Return from a Leave of Absence; however, employees will have the option to reapply should they obtain clearance from their physician to return to work at a later date.

Generally, employees are not eligible for Workers' Compensation benefits for injuries sustained from: going to or coming from work; during deviations from the scope of employment (e.g., a person making a delivery drives to a place unconnected to the employment); as a consequence of imported danger (e.g., an employee's own attire or a personal weapon causes injury to the employee); when an employee engages in a prohibited act; when the employee engages in horseplay; during recreational or social activities; if an employee is found to be under the influence of drugs or alcohol; and during times in which the employee is not subject to the employer's control (e.g., not on the premises, not during the regularly scheduled work day). Any

questions should be addressed to your immediate supervisor or the Human Resource Department.

COVID-19 EMPLOYEE POLICY

As part of our commitment to school health safety, if an employee test positive for COVID-19, the employee must exhaust their Sick Leave before COVID Leave, which is paid leave, will be available. COVID Leave is only available for up to 80 hours and will only be utilized for those who have been vaccinated.

The employee may not return to work until such time they either test negative or have a medical document indicating they are safe to return to work. If the employee wishes to work from home, he or she must submit an Absence Request Form requesting to do so. The Superintendent, or designee is the only person who is able to approve this request. Once approved, the employee will be directed to complete a Telecommute Agreement detailing the frequency and details of the request.

Reporting Exposure and/or Positive Test

If you have been exposed to or have tested positive for COVID-19 or any variation thereof, you are required to make a report to the Superintendent or his/her designee. The School Nurse and the Human Resources Department will be notified for contact tracing and attendance purposes.

Exposure

If you have been exposed to someone who has tested positive and you have tested negative, you will be required to quarantine for five (5) calendar days or until otherwise notified.

Required Testing – Non-Vaccinated Personnel

If you have not been vaccinated or have had the first shot and missed your appointment for your second shot, you will be required to be tested weekly. Your test must be administered on Sunday and results submitted to Human Resources the following Monday morning before reporting to your assigned area. If you have tested positive, please follow the instructions for **Reporting Exposure and/or Positive Test** above.

COVID PROTOCOLS

Please review the updated COVID-19 protocols for Cirrus Academy Charter School. This information is subject to revision based on continued guidance throughout the school year by the CDC, Georgia Department of Public Health (GaDPH) and the Georgia Department of Education (GaDOE).

The District continues to monitor community spread and takes COVID-19, as well as the safety of students and staff, very seriously. Thank you for your partnership in keeping our schools safe.

DISTRIC SAFETY PROTOCOLS

- Masks are optional in the buildings of Cirrus Academy Charter School and on school buses.
- Masks are still required for those individuals returning to school or work during the isolation phase.
- COVID-19 vaccinations and/or boosters are not required but are strongly recommended and encouraged for any eligible individual. Find a vaccination site at www.vaccines.gov/. Learn more about pediatric COVID-19 vaccine recommendations at <http://www.cdc.gov/coronavirus/2019-ncov/vaccines/recommendations/children:teens.html>.
- Individuals should remain home if they feel unwell and contact their medical provider if they are experiencing any symptoms of COVID-19.

CONTACT TRACING AND NOTIFICATION PROTOCOLS

- Cirrus Academy Charter School remains in close contact with the Georgia Department of Public Health (GaDPH)/North Central District and will follow protocols of GaDPH notifiable diseases by reporting positive cases of COVID-19 to DPH. The safety and well-being of students and staff is one of our top priorities. For GaDPH/NCHD information, visit <https://northcentralhealthdistrict.org/>.
- If a student or employee tests positive for COVID-19, he/she is expected to notify the principal or supervisor. Building administration and Central Office supervisors will notify the school nurse and Human Resources of positive cases.
- COVID-positive individuals must isolate according to the guidelines by the CDC, listed below. Students and employees are expected to follow isolation and quarantine guidelines provided by the CDC and/or GaDPH. School nurses and Human Resources administrators may assist with clarifying and identifying return dates.
- Cirrus Academy Charter School will maintain data regarding the number of positive COVID-19 cases. Clusters of positive cases will be reported to GaDPH as directed.

QUARANTINE/ISOLATION PROTOCOLS

Cirrus Academy Charter School will follow CDC/GaDPH guidelines for isolation and quarantine.

- [CDC Guidelines](#)
- [Georgia Department of Public Health Administrative Orders](#)

Student/Staff Isolation: Anyone who tests positive for COVID-19 (regardless of vaccination status) must:

- Isolate at home for 5 days from the date symptoms first appeared or, if asymptomatic, the date of the positive test. Stay away from others in the household as much as possible during isolation.
- After 5 days, if you have no symptoms or your symptoms are resolving and you have not had fever for more than 24 hours without the use of fever-reducing medication, you may end isolation. If symptoms are not improving or fever has not resolved, you should continue isolating for the remainder of the 10 days or until these criteria are met within the 10-day framework.
- After ending isolation, you should continue to wear a mask around other individuals in the home in public for 5 days or the conclusion of the 10-day timeframe.

- Should fever persist beyond 10 days, a doctor's note may be required.

Student Quarantine: If a student has been identified as a close contact to someone with COVID-19 outside of the school setting, follow these protocols.

Vaccinated and/or boosted:

Depending on [eligibility](#) by age, if you have been fully vaccinated or boosted within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine):

- You do not need to quarantine.
- You should wear a mask around other individuals in public for 10 days.
- If possible, get tested on day 5.
- If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- A school nurse may ask for proof of vaccination.

Unvaccinated:

If you are unvaccinated, or become fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster [depending on eligibility by age](#):

- You must quarantine at home for 5 days. After that, continue to wear a mask around other individuals for 5 additional days.
- If possible, get tested on day 5.
- If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- NOTE: When the close contact is a household member and is unable to quarantine away from the positive individual, the quarantine period does not start until the isolation of the positive person is finished. In other words, the quarantine will be 10-20 days based on whether the positive individual and the close contact person are symptomatic or asymptomatic. This is most common when the positive person is a parent, and the close contact is a young child. A school nurse may help clarify these guidelines for staff.
- Per an [Administrative Order](#), schools may adhere to different quarantine requirements in order to facilitate in-person learning. These alternative quarantine guidelines can only be followed if the point of exposure is in the school setting and the individual remains symptom-free during the quarantine period.

Employee Quarantine:

- Per an [Administrative Order](#), educators and education staff are now considered essential workers. This means that a staff member, regardless of vaccination status, can continue to report to work during their quarantine period as long as they remain asymptomatic and are masked. When the staff member is not working, they must follow [quarantine guidance](#). The exemption to quarantine is for work only.

Visitors

- Upon entering buildings and signing in at the table in the foyer, volunteers and guests will be required to take their temperature and respond to COVID-19 safety questions before gaining access through the building.

PERSONNEL ATTIRE

The purpose of establishing an employee dress code is to provide an example of appropriate attire that clearly distinguishes staff from students; models modesty and professionalism; and is functional given the nature of the position.

All staff shall dress in a manner and style in accordance with administrative regulations set forth by the Superintendent/CEO.

An employee who is inappropriately dressed, in the opinion of the Superintendent/CEO, or person designated by the Superintendent/CEO, may be sent home and required to return to work in acceptable attire. The employee shall not be paid for timeaway from work.

Appropriate dress includes but is not limited to:

- Business suits/coordinated pants suits
- Collared shirts with and without ties
- Skirts
- Dresses
- Slacks
- Sweaters, blouses, knit tops, jackets
- Coordinated dress shorts ensemble with appropriate shoes and hosiery
- Sweatshirts and tee shirts with school-related insignia
- Appropriate shoes
- Attire in accordance with the environmental requirements for specific job assignments

To ensure that employees are professionally attired, the following are considered unacceptable:

- Shorts (except for physical education and dance)
- Jeans, including overalls, of any color (acceptable only for special projects or activities or related to specific job assignments)
- Hats/head wraps
- Immodest dress such as dress which is too short (more than three inches above the knees) or tight or otherwise revealing
- Oversized tee shirts and undershirts
- Leggings/spandex
- Tank tops
- See-through clothing
- Sundress without a jacket
- Clothing that exposes the midriff

- Extremely low-cut dresses and blouses
- Exercise/jogging suit
- Other attire as deemed inappropriate by the principal

The Cirrus Academy Charter School's Governing Board recognizes that there are occasions when individuals may need to wear specific garb due to medical reasons or as part of a bona fide personal religious practice. When such is the case, the employee shall provide documentation to the Superintendent/CEO of the medical necessity or the bona fide personal religious practice that gives rise to the need for deviation from the policy.

In addition, some job functions necessitate attire which may otherwise considered "inappropriate" (i.e., Physical Education and Dance teachers may wear exercise attire).

ATTENDANCE, ABSENCES AND LEAVE

It is in the best interest of the students and the educational process that all personnel be present at their assigned duty stations for each scheduled workday. Excused absences are those that have been approved based on the policies of Cirrus Academy Charter School or are approved by the Superintendent. Absences for reasons other than set forth therein shall constitute a breach of contract of employment and employment may be terminated. Excessive absences may be grounds for disciplinary actions up to and including termination. Additionally, the GaDOE has determined that teachers must have 90% attendance in order to be tied to student growth measures. Teacher attendance for these purposes would be defined as days worked, days participating in school or district assigned professional learning, participation in school assigned extracurricular or co-curricular activities, jury duty, subpoenas for court appearances related to work and bereavement leave up to three (3) days. Teacher absences include sick leave, sick family, extended disability leave, personal leave and court appearances related to personal reasons.

LEAVE

Cirrus Academy Charter School recognizes that our employees will encounter personal situations that may require employees to take time away from their job. Our leave options are designed to not only be flexible and consistent with employee needs, but also comply with legal leave requirements.

SICK LEAVE

Full-time employees (forty hours or more per week) of CACS shall be eligible for up to 120 hours of sick leave. Employees paid on a part-time, seasonal, or temporary basis are not eligible for leave benefits.

Sick leave for full-time employees is earned at the rate of one (1) day per month times the number of months worked. Teachers and paraprofessionals earn sick leave during their ten-month work year. **An employee must be at work or on paid leave 13 days within a month to earn sick leave.**

Employees working less than 40 hours per week will earn a prorated share of sick leave.

Should an employee not complete a contract period, all sick leave days used but unearned will be deducted from the last salary payment. An employee who is absent due to sick leave after tendering resignation will have a resignation effective date as of the last day actively at work unless a physician's statement of disability is provided.

Sick leave may be used upon the approval of the Superintendent or designee for absence due to personal illness or injury, exposure to contagious diseases, or for absences necessitated by illness or death in the employee's immediate family. **Sick leave requests for doctors' appointments must be made 5 days in advance.**

For any absence in which sick leave is used, the Superintendent or designee may require a physician's certificate stating that the employee is ill and is unable to perform his or her duties. In the event that sick leave is used to care for a member of the immediate family, the superintendent or designee may require a physician's certificate stating that the employee is needed to care for the sick family member. If an employee is absent for three consecutive days of sick leave, a physician's certificate shall be required, and the employee must complete an application for leave under FMLA (Family Medical Leave Act).

For the purposes of absences for medical and related reasons, members of the immediate family are defined as spouse, children, parents, siblings or relatives living in the employee's household. These relationships include those arising from half-blood, adoption, or marriage.

When employment is terminated for reasons other than retirement, unused sick leave hours are not payable to the employee.

BEREAVEMENT LEAVE

Employees will be granted up to three (3) days of absence due to death in the immediate family, which will not be charged against the employee's accumulated sick leave. Members of the immediate family are defined as spouse, children, parents, siblings, aunts, uncles, nieces, nephews, in-law equivalents of the same, grandparents, grandchildren or relatives living in the employee's household. These relationships include those arising from half-blood, adoption, or marriage. Employees may use personal leave for absence due to death of individuals other than immediate family members upon approval of the Superintendent or designee. If the employee desires to take bereavement leave in excess of the days allowed, the employee may request to take personal leave or unpaid leave.

Note: No more than three days of bereavement leave will be granted under this policy per year.

PERSONNEL VACATION POLICY

Cirrus Academy Charter School authorizes annual leave for benefits eligible personnel employed on a twelve-month basis. Personnel employed on a twelve-month basis, but not full-time, shall receive a prorated portion of earned leave.

Earned leave shall be allotted as follows:

- The Superintendent, Directors, Senior Accountant and Principal will earn **1.5 days (12 hours)** each month of the contract period
- Managers, Assistant Principals, Registrar, Parent Engagement, Coordinator and HR Coordinator will earn **1.3 days (10.6 hours)** each month of the contract period
- All other positions e.g., Custodians, Technicians, etc. will earn **1 day (8 hours)** each month of the contract period

Any employee may accrue annual leave hours up to a maximum of 240 hours or 30 working days.

PERSONAL LEAVE

Employees may use three (3) days of accumulated sick leave as personal leave if prior approval has been given and if the presence of the employee requesting absence is not essential for effective school operation. Personal leave may not be used on critical days unless approved by the Superintendent, or designee. Unused personal leave will be carried over from year to year as accumulated sick leave. **Personal leave must be requested five (5) days in advance.**

MEDICAL LEAVE

Medical leave is granted for employees with less than one (1) year of services or who have exhausted their 12 weeks of FMLA with CACS. FMLA eligibility is determined based on the employee's length of service within the school system. Employees will be placed on medical leave due to the serious illness of the employee only. Medical leave **will not** be granted to employees for the care of their family members. The maximum leave period for medical leave is 12 months, but such leave may not extend beyond the current school year.

FAMILY AND MEDICAL LEAVE ACT (FMLA)

The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

- Twelve workweeks of leave in a 12-month period for:
 - the birth of a child and to care for the newborn child within one year of birth;
 - the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
 - to care for the employee’s spouse, child, or parent who has a serious health condition;
 - a serious health condition that makes the employee unable to perform the essential functions of his or her job;
 - any qualifying exigency arising out of the fact that the employee’s spouse, son, daughter, or parent is a covered military member on “covered active duty;” **or**
- Twenty-six workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the servicemember’s spouse, son, daughter, parent, or next of kin (military caregiver leave).

To be eligible for FMLA, an employee must have been employed by the school district for at least 12 months and for at least 1,250 hours during the prior twelve-month period.

The school district requires that any leave request based on a family member or employee’s own serious health condition be supported by an approved healthcare provider’s statement. Additionally, an approved healthcare provider’s release to return to work will be required for all employees who were on leave due to their own serious health condition.

The employee must provide at least 30 days’ notice of their intention to take leave when possible. If 30 days’ notice is not feasible, the employee should submit a request for Family/Medical Leave to the Human Resource Department when they have been absent for five (5) or more consecutive days. Please note, the employee is also responsible for notifying the school of their absence and following the schools’ normal leave procedures. The employee should make a reasonable effort to schedule any treatment related to the serious health condition in a manner that will not unduly disrupt the operations of the school district. With limited exceptions, any eligible employee who take leave under FMLA is entitled to be restored to their job or an equivalent position. Detailed information concerning FMLA is available through Cirrus Academy Charter School’s Human Resource Department or Board Policy GBRIG, Family and Medical Leave.

RETURNING FROM LEAVE

When returning from medical/disability leave, the employee must submit to the supervisor a release from the physician stating that the employee is able to perform the essential functions of the job. A contacted employee who is returning to work after an approved leave of absence must notify the Human Resource Department in writing by March 15th of their intention to return for the following school year. The employee will be placed in a job comparable to the one held

before the leave upon the receipt of a release to return to work from a physician. Employees who have been on an extended leave without pay and did not participate in the annual benefits open enrollment process must also contact the Human Resource Department.

Effective January 1, 2016, employees who are absent from work on an approved leave of absence (STD, LTD, LWOP, or Workers' Compensation) for one (1) year and are unable to return to work in a 12-month period, will be terminated from employment with CACS. This separation will be considered a voluntary separation from employment due to Failure to Return from a Leave of Absence. The employee will be afforded the option to reapply should they obtain clearance from their physician to return to work at a later date.

MILITARY DUTY LEAVE

Employees will be paid for a maximum period of 18 working days for ordered military duty during the federal fiscal year. The federal fiscal year runs from October 1st through September 30th and applicable federal and state laws will be followed. Please refer to Board Policy, Judicial, Military Duty, and Religious Leave for additional information.

PROFESSIONAL LEAVE

An employee may request leave to attend specific professional activities or to receive in-service training. **Leave requests must be approved by the supervisor and submitted to the Superintendent for approval at least two (2) weeks prior to the requested absence.** Approval of the request does not commit the school district to payment of any expense. Please refer to the Board Policy GARH, Employee Leaves and Absences.

JURY DUTY, SUBPOENA, AND OTHER COURT ORDER

All employees of Cirrus Academy Charter School are encouraged to serve as jurors when selected to do so. They will be paid their full salary during the time for which they serve and may retain any remuneration received from the court. Please refer to Board Policy, Judicial, Military Duty, and Religious Leave for additional information.

Employees who are absent from work due to having been subpoenaed regarding their employment with Cirrus Academy Charter School will be paid their full salary during the time they are absent, but any remuneration will be assigned to the school.

COMPENSATION

To attract and retain the most qualified teachers and support personnel, Cirrus Academy Charter School maintains competitive salaries by conducting regular individual job and market analysis of Middle Georgia School Districts, as well as other employers.

PAYDAY/DIRECT DEPOSITS

All employees are paid semi-monthly (15th, provided it falls on a weekday, and the last weekday of the month) at the discretion of the Superintendent. Payroll will be distributed, via direct deposit only, utilizing the semi-monthly payroll calendar for each respective school term. **If an employee separates employment, their last paycheck will be a manual check and can be retrieved from the Accounting Department.**

CERTIFICATION/LICENSING

It is the responsibility of all certified employees to obtain and maintain Georgia certification. Please refer to GaPSC certification rule 505-2-.36, Renewal Requirements, located on the Georgia Professional Standards Commission website, <https://www.gapsc.com/Commission/Rules/Current/Certification/CertRules.aspx>, for the most up to date information regarding the renewal of your educator or leadership certification.

Those who are working in positions that require certification and who are not yet certified, must be actively working towards certification eligibility. Documentation of your progress must be submitted on a quarterly basis.

Teachers and administrators must hold certificates issued by the Georgia Professional Standards Commission (GaPSC). Certification requirements may be found on the GaPSC website, <http://www.gapsc.com/>.

All paraprofessionals must hold a Paraprofessional License issued by the Georgia Professional Standards Commission. Certification requirements may be found at the GaPSC website, <http://www.gapsc.com/>.

In keeping with the requirements of the CACS Charter, everyone working for Cirrus Academy Charter School must hold a Clearance Certificate. Those who are working in positions which do not require certification will need to register for a MyPSC account to care for the Personal Affirmation Questionnaire. Once completed, the Human Resource Department will apply for the required Clearance Certificate. Renewal requirements may be found at the GaPSC website, <http://www.gapsc.com/>.

All school nurses should possess licensure at the minimum of an LPN. State licensure must also be maintained at the offices of the Georgia Secretary of State. Questions regarding certification should be directed to the Human Resource Department.

CIRRUS ACADEMY CHARTER SCHOOL PROFESSIONAL QUALIFICATIONS/ESSA IN-FIELD

Highly Qualified is no longer required by or reported to United States Department of Education (USDE). Cirrus Academy Charter School follows ESSA qualifications:

- 1) ESSA says that State Education Agencies (SEAs) and Local Education Agencies (LEAs) must ensure teachers meet applicable state certification requirements [Sections 1111(g)(2)(J), 1112(c)(6)]. In Georgia, under OCGA § 20-2-2065, state certification can be waived for most teachers, meaning that each LEA that waives certification must establish professional qualifications (PQ) for their teachers.
- 2) ESSA says the SEA must report information on the qualifications of the teachers including out-of-field. How can my LEA ensure that teachers meet PQ and ESSA In-Field? Establish professional qualifications that take subject matter competency into consideration either by requiring certification or the GaDOE accepted equivalent.

Teachers of Special Education Students

- **Special Education:** Teachers required to hold special education certification must hold a clearance certificate and certification in adapted or general special education curriculum that aligns to the course(s) being taught and the IEPs of the students being served. They may NOT waive certification in adapted or general special education curriculum.
- **Content:** All special education teachers issuing grades are required to hold content area certification in the subject field and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) in accordance with the cognitive level specified in the student's Individualized Education Plan (IEP).
- **Charter Waivers:** In Georgia, only teachers in LEAs that waive certification may verify content through degree, coursework, or content test; this must be in compliance with the LEA certification waiver procedures outlined in the Comprehensive LEA Improvement Plan (CLIP).
- **Emergency/ Provisional:** In accordance with Individuals with Disabilities Education Act (IDEA), special education teachers in Georgia may not hold emergency or provisional special education credentials. This means that a special education teacher holding a GAPSC Non-Renewable Professional (N), Waiver (W), or Supplemental Induction (SI) certificate may not meet Georgia's Professional Qualification Requirements.

Professional Qualifications for Paraprofessionals ESSA Sec.1111(g)(2)(M);

The Georgia Professional Standards Commission (GAPSC) determines state certification requirements in Georgia. However, with the increased flexibility in Georgia, not all teachers have to be certified. According to ESSA Section 1111, SEAs and Cirrus Academy Charter School MUST ensure teachers meet state certification and licensure requirements or, if applicable, must meet the requirements set forth in a state's public charter school law. The term professional qualifications (PQ) capture federal, state, and local requirements. Under Every Student Succeeds Act (ESSA):

- Professional Qualifications - applies to ALL public-school teachers in grades PK-12.
- Professional Qualifications - applies to ALL paraprofessionals. Cirrus may not waive federal professional qualification requirements for paraprofessionals or state professional qualification requirements for service for special education teachers. Regardless of charter or strategic waiver status, all Cirrus teachers and paraprofessionals must hold a clearance certificate (O.C.G.A. §§ 20-2-82, 20-2-211.1, 20-2-2065, SBOE Rules 160-4-9-.07 and 160-5-1-.33, GAPSC Rule 505-2-.42). Under O.C.G.A. §20-2-80 / SBOE Rule 160-5-1-.33 (strategic waiver) and O.C.G.A. §20- 2-2065/ SBOE Rule 160-4-9-.07 (charter), Cirrus Academy Charter will submit applications to waive provisions of Title 20 Education Law including certification requirements as determined by the GAPSC. While certification waivers vary from LEA to LEA, a review of current applications on file reflects waivers of teacher certification (§20-2-200), Professional Learning (PL) for certification renewal (§20-2-201), paraprofessional certification (§200-2-204), alternative certification (§200-2-206) and substitute teacher certification (§200-2-216).

For GaDOE to ensure that LEA teachers meet state certification requirements, all Cirrus will follow the professional qualification requirements that align either with GAPSC requirements, approved charter or strategic waiver applications or a combination of the two. Cirrus professional qualifications are submitted annually by responding to the following questions in the District Improvement Plan (DIP) section of the Consolidated LEA Improvement Plan (CLIP): 1. For the current fiscal year, the flexibility granted under Georgia charter law [OCGA 20-2-2065] or State Board Rule – Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification – Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)] 2. If the LEA waives certification, specify whether, in the current fiscal year, certification is waived for all teachers (except Special Education service aligned with the student’s IEP), or for a select group of teachers, the response must address the content fields and grade level bands (P-5, 4-8, 6-12, P-12). 3. If the district waives certification, state the minimum professional qualifications required for employment of teachers whom certification is waived is a bachelor’s degree, Content Assessment, Coursework, Field Experience. Teachers will have a clearance certificate or a one-year waiver in area they are teaching. [Sec. 1112(e)(1)(B)(ii)]

Code of Ethics for Educators in Georgia (O.C.G.A. §20-2-984.1, GaPSC Rule 505-6-.01)

The Ethics Division of the GaPSC is responsible for enforcing the Code of Ethics for Educators in Georgia. Standard 4 of the Code states “An educator shall exemplify honesty and integrity in the course of professional practice.” Unethical conduct as it relates to ESSA includes but is not limited to, falsifying, misrepresenting, or omitting: Professional qualifications of leaders, teachers, and paraprofessionals. Information notifying parents that they may request information regarding teachers’ and paraprofessionals’ professional qualifications. Information notifying parents if a teacher has not met state or local professional qualification requirements as determined by the LEA. o Information submitted to federal and state governmental agencies. Information submitted during professional practice.

Parent's Right to Know Notification

ESSA Sec. 1112(e)(1)(A)

- Cirrus Academy Charter School notification requirements apply to all programs within the LEA.
- Cirrus notifies parents annually at the start of school (within 30 calendar days of the start of school).
- Cirrus use the language of the law.
- Cirrus maintains records of the notifications.
- Cirrus uses what Georgia considers best practices when notifying parents: (1) notifying parents in multiple formats to ensure accessibility and, (2) to the extent practicable, notifying in a language the parent may understand.

20 Day Notification of Professional Qualifications ESSA Sec. 1112(e)(1)(B)(ii)

Cirrus notification requirements apply to all teachers in programs within each LEA.

- Cirrus notifies parents if a teacher has not met subject or grade level requirements for professional qualifications in compliance with state law for more than four consecutive weeks. In Georgia, this means either GAPSC certification requirements, or, if certification is waived under the Official Code of Georgia 20-2-80, 20-2-2065 or State Board Rules 160-5-1-.33, 160-4-9-.07, the minimum qualifications established by Cirrus Academy is a Clearance Certificate with either content or coursework
- At Cirrus and in Georgia, this notification must be made within 10 business days following the four consecutive weeks.
- For additional notification requirements and best practices, see the ESSA PQ & In-Field Implementation Guide or contact GADOE Staff.

Cirrus Academy Charter School uses charter/strategic waiver plans to establish minimum professional qualification requirements. The minimum professional requirements are a bachelor's degree with course work, academic degree, or content with 21 semester hours in the content area they are teaching or 35 quarter hours in the content area they are teaching. Some teachers may hold a degree but lack the GACE to suffice a GAPSC certificate. All teachers at Cirrus holds a GAPSC clearance except for Special Education Teachers who meet full GAPSC certification.

Notifications are sent for any teachers who do not meet applicable State and/or LEA professional qualification.

PENALTY FOR FAILURE TO PROVIDE CERTIFICATION/MEET CONTRACTUAL OBLIGATION

Employees hired without certification will be required to provide proof of continuous progress towards obtaining certification on a quarterly basis until such time that they are certified. This would include providing in-progress transcripts, GACE test(s) registration and scores. In the

event the Employee fails to make satisfactory progress towards certification as deemed by school Superintendent, the school shall have the option and discretion to declare their employment contract terminated, null and void, and in any such event, the School District will thereafter have no further liability or obligation to Employee pursuant to their employment contract.

CHILD ABUSE REPORTING

Cirrus Academy Charter School employees are considered mandated reporters. Thus, any employee who has reason or cause to believe that a child is being or has been abused shall notify the principal or the school system's designee, who shall report that abuse immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. Any such reports of "suspected" child abuse are required to be reported in accordance with Georgia law and the protocol for handling child abuse cases for Bibb County, Georgia. Please refer to Board Policy JCI, Child Abuse or Neglect.

SUICIDE PREVENTION

All Cirrus Academy Charter School certified staff are required to attend annual suicide prevention training and suicide prevention protocol orientation. This training will be provided in the beginning months of the school year. Please refer to Board Policy JGJA, Suicide Prevention.

PERFORMANCE EVALUATION

Cirrus Academy Charter School (CACS) is committed to performance assessments that encourages continuous quality improvement for all employees. All personnel shall have their performance evaluated annually as required by Georgia Code S20-2-210. Certified educators are assessed under state evaluation programs and/or locally developed evaluation programs. Classified employees are assessed using locally developed evaluation programs. Specific questions about the CACS evaluation programs should be directed to your building level administrator or supervisor. **If you are a teacher of record, assistant principal, or principal, your annual evaluation will be based on the Teacher or Leader Keys Effectiveness System in accordance with Official Code of Georgia 20-2-210, and all applicable rules of the State Board of Educators and the Implementation Handbook for TKES and LKES.**

CONTRACTS

Contracts for all certified employees and other Board-approved personnel are issued for no more than one school year, except for the CEO/Superintendent.

Any certified employee who wishes to resign a position during the contractual period OR after they have signed their contract for the following school year, must submit a written resignation to Human Resource and provide Cirrus Academy Charter School 30 days written notice. A request for release does not guarantee approval. If the request for resignation/release of contract is submitted after June 1st, only those requests which are listed in Board policy as acceptable reasons for release/resignation will be considered. The release from the contract will be pending the employment of a suitable replacement. The Board may approve a release with shorter notice in certain circumstances if the situation is verified and deemed to be an emergency. Please refer to Board Policy GBO, Professional Personnel Resignation.

An employee who is fulfilling a full year contract for the current year must be notified by May 15th if a contract for the ensuing year will not be offered. An employee who holds a contract for less than one full year will not necessarily be offered a full contract for the ensuing year.

THE CODE OF ETHICS FOR EDUCATORS (<https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>)

505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS

01/01/2022

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions.

- (a) “Breach of contract” occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.
- (b) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Georgia Professional Standards Commission.
- (c) “Child endangerment” occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
- (d) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Georgia Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.
- (e) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of

the Code of Ethics for Educators, the enrollment period for a graduating student, ends on August 31 of the school year of graduation.

- (f) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Georgia Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.
- (g) “Revocation” is the permanent invalidation of any certificate held by the educator. A Voluntary Surrender is equivalent to and has the same effect as a revocation. A Voluntary Surrender shall become effective upon receipt by the Georgia Professional Standards Commission.
- (h) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
- (i) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Georgia Professional Standards Commission.
- (j) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (k) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
- (l) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Georgia Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.
- (m) “No Probable Cause” is a determination by the Georgia Professional Standards Commission that, after a preliminary investigation, either no further action need be taken, or no cause exists to recommend disciplinary action.
- (n) “Inappropriate” is conductor communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.
- (o) “Physical abuse” is physical interaction resulting in a reported or visible bruise or injury to the student.

(3) Standards.

- (a) Standard 1: **Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a

controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge, or the charge was otherwise disposed of in a similar manner in any jurisdiction.

- (b) **Standard 2: Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:
1. Committing any act of child abuse, including physical and verbal abuse;
 2. Committing any act of cruelty to children or any act of child endangerment;
 3. Committing any sexual act with a student or soliciting such from a student;
 4. Engaging in or permitting harassment of or misconduct toward a student;
 5. Soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
 6. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
 7. Failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).
- (c) **Standard 3: Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
1. Being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
 2. Being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc.).

- (i) For the purposes of this standard, an educator shall be considered “under the influence” if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.

- (d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:
 - 1. Professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
 - 2. Information submitted to federal, state, local school districts and other governmental agencies;
 - 3. Information regarding the evaluation of students and/or personnel;
 - 4. Reasons for absences or leaves;
 - 5. Information submitted in the course of an official inquiry/investigation; and
 - 6. Information submitted in the course of professional practice.

- (e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
 - 1. Misusing public or school-related funds;
 - 2. Failing to account for funds collected from students or parents;
 - 3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
 - 4. Co-mingling public or school-related funds with personal funds or checking accounts; and
 - 5. Using school or school district property without the approval of the local board of education/governing board or authorized designee.

- (f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. Soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
 2. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
 3. Tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
 4. Coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.
- (g) **Standard 7: Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:
1. Sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
 2. Sharing of confidential information restricted by state or federal law;
 3. Violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
 4. Violation of other confidentiality agreements required by state or local policy.
- (h) **Standard 8: Required Reports** - An educator shall file with the Georgia Professional Standards Commission reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
1. Failure to report to the Georgia Professional Standards Commission all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. Failure to make a required report of an alleged or proven violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
 3. Failure to make a required report of any alleged or proven violation of state or federal law as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.
- (i) Standard 9: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. **Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract**; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students; or **failure to supervise a student(s)**.
- (j) Standard 10: **Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
1. Committing any act that breaches Test Security; and
 2. Compromising the integrity of the assessment.

(4) Reporting.

- (a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).
- (b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action.

- (a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the educator:
1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
 2. Disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
 3. Order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6- 28.1 and §19-11-9.3);
 4. Notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
 5. Suspension or revocation of any professional license or certificate;
 6. Violation of any other laws and rules applicable to the profession (O.C.G.A. §16- 13-111); and
 7. Any other good and sufficient cause that renders an educator unfit for employment as an educator.
- (b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

LATERAL TRANSFERS TO NEW OR EXISTING POSITIONS

Cirrus Academy Charter School has the right to make lateral transfers of personnel when it becomes necessary due to the following reasons:

- Overstaffing within the teaching field or grade level;
- Change in attendance areas;
- Change in program or staffing within a program;
- Any reason that Cirrus Academy Charter School (within the limits of its authority to manage and control the school system) deems necessary for the orderly and effective management of the school system.

The following criteria will be observed in effecting these transfers.

- The needs of the instructional program and after-school activities of the school(s) involved must be considered.
- A teacher must hold a valid Cirrus Academy Charter School contract and valid teaching certificate in the field in which the transfer is being considered.
- When the need for a transfer is known, volunteers will be given top priority. Administration must inform qualified teachers of the vacancy and accept voluntary transfers when offered.
- If there are no volunteers, involuntary transfers will be based upon seniority within the building (elementary) or subject matter field where the transfer is needed except as follows: Teachers receiving or scheduled to receive a supplement for after-school activities may not be required to transfer.

TUTORING

A teacher may serve as a tutor when it is deemed beneficial to the student. However, teachers may not give private instruction for a fee to students presently enrolled in their classes. These students should receive help from the teacher after school hours if necessary. The preference of the Board is that a teacher serving as a tutor is not on the staff of the school in which the student is enrolled. Tutoring may not interfere with a teacher's regular school responsibilities.

DUAL PAY

Cirrus Academy Charter School employees are prohibited from receiving dual pay for services rendered during the regular working hours. The employee must forfeit either the regular pay or the pay from the other agency, organization or individual. Employees may receive payment for services rendered while on a non-paid leave of absence or for services performed other than during the regular working day.

PAYDAY ATTENDANCE POLICY

This policy instructs staff that they must be in attendance on the day of, the day before and the day after payday.

All employees must be in attendance on the day of, the day before, and the day after payday, as they are now deemed Critical Days. Personal Leave will not be approved on Critical Days unless approved by the Superintendent or designee.

PERSONNEL TIME SCHEDULE

All full- time employees of Cirrus Academy work a minimum of 40 hours per week. The supervisor sets a schedule within this policy for the time of arrival and departure of all employees assigned to their operation.

In order for an organization to achieve its desired goals, good attendance and punctuality are necessary. Therefore, regular and prompt attendance is expected and required of all employees. If it is absolutely necessary to be absent or late to work, employees are responsible for contacting the Human Resource Department and their supervisor at least one day in advance, if possible. Each employee is responsible for reporting absences and tardiness based on the protocol set forth by administration. If an employee is absent for at least three (3) consecutive days due to illness, the employee will be responsible for providing a doctor's excuse upon return to work. During such times whereas the flu or illness is in abundance, administration will request a written note from the doctor if the employee calls out ill at any time. **If the employee is exhibiting symptoms of COVID-19, please follow the protocols put in place for COVID-19.** However, if the employee fails to call in and notify their PTO supervisor of their absence, after three (3) days of consecutive absence, CACS will presume the employee will be presumed to have abandoned the position. If employees must leave work for any reason before the end of the day, employees must obtain permission from administration. Violation of time and attendance guidelines will result in the employee being placed on an attendance plan in order to improve tardiness or absenteeism.

In case of emergency or other circumstances when it is impossible to give advance notice of an absence or a delay in reporting to work, employees are responsible for contacting their PTO supervisor or designee prior to the time to report to work.

STAFF MEETINGS

Regular staff meetings are a necessary part of the school operation. Each school shall have a schedule for staff meetings on a regular basis. Special staff meetings for professional learning, accreditation, and/or workshops as deemed necessary should be scheduled by the superintendent and/or principal. All contractual staff members are required, as part of their teaching/employment responsibilities, to attend all such meetings as designated by administration. Please refer to Board Policy Professional Personnel Staff Meetings Policy.

PROFESSIONAL LEARNING

Professional Learning is the means by which teachers, administrators, and other staff acquire, enhance, refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students. Cirrus will increase the awareness of the school improvement plan in the context of ESSA. Cirrus provides professional development which gives a brief overview of how to create high level learning and explores possible uses of the trend data housed in the platform as Cirrus engage in data-driven school improvement planning. Professional Learning is provided to all teachers, paraprofessionals, leaders, coaches and other leaders.

Cirrus Professional Learning plan establishes short and long-term plans indicated in the CLIP for Professional Learning and implementation of the learning. Such plans guide the coordination of learning experiences designed to achieve outcomes for educators and students. Professional Learning plans focus on the program of educator learning. A program of Professional Learning is a set of purposeful, planned actions and the support system done weekly to achieve the identified goals. Effective Professional Learning is ongoing, coherent, and linked to student achievement. Events, on the other hand, are occasional, episodic, disconnected incidents that are scheduled periodically throughout a school year.

CONFLICTS OF INTEREST

Employees should be aware of situations and activities that may be construed as a conflict of interest. The Cirrus Academy Charter School is committed to the employment and assignment of employees in a manner that best meets the needs of the school system. In keeping with this commitment, the Board realizes the importance of eliminating any question of impropriety in personnel practices which have the potential to foster staff conflict of interest, charge of favoritism or otherwise adversely affect the orderly operation of the system.

POLITICAL INVOLVEMENT

The Board recognizes that employees have the same civic responsibilities and privileges as any other citizen including the privilege of campaigning for and holding public office and actively supporting candidates and causes in the political arena. The Board also recognizes that the school system is entrusted by the citizens of the county and the State of Georgia with a vitally important public mission and that an employee's political activities must not interfere or conflict with an employee's job or operations of the school system.

An employee who participates actively in a political activity cannot be promoted, demoted, transferred, or terminated solely because of his/her political participation, as long as such actions follow the guidelines stated in this policy.

ENDORSEMENTS

Cirrus Academy Charter School employees carry the responsibility of being a representative of the school district. Employees should be aware that decisions and actions that could be interpreted as written or oral endorsements of a product or service should be considered, whether the action may be interpreted as a conflict of interest.

Actions that could be construed as a conflict of interest or a violation of the Code of Ethics for Educators may jeopardize the employee's employment relationship with CACS. It is advised that before an employee makes a final decision concerning endorsements of any kind that they discuss the situation with their principal or supervisor.

HEALTH AND SAFETY

The Board recognizes the responsibility for ensuring the safety of all employees. Therefore, it is the policy of the Board to take all practical steps to develop and implement a safety program for all employees, which will provide and maintain safe and healthful working conditions, adequate protective equipment, and develop operating procedures and practices that are in compliance with federal, state, and local legislation pertaining to accident prevention.

To help ensure this, an employee is responsible for the following activities:

- Knowing the potential hazards of the job;
- Learning and following the safety practices required by management;
- Using health and safety devices required by the job (the Cirrus Academy Charter School has adopted a policy regarding Infectious Diseases; all employees are required to be familiar with Board Policy GANA, Infectious Diseases);
- Correcting and/or reporting safety hazards immediately;
- Reporting immediately to supervisor any accident or injury;
- Obeying "No Smoking" regulations. All students are prohibited from tobacco use on campus or at school activities, functions, or events. While fulfilling their duties as school district employees, staff members shall not use tobacco in the presence of students or on school system property;
- Operating machinery or equipment only if qualified to do so;
- Maintaining good housekeeping practices including keeping all fire exits clear and firefighting equipment accessible.

DRUG FREE WORKPLACE

The Board provides a drug-free workplace and professes that the use of illicit drugs and the unlawful possession and use of tobacco and alcohol is wrong and harmful. Employees are prohibited from using or displaying drug, alcohol and tobacco products in front of students while the employee is on duty, during the normal school day or while on duty at any school or system sponsored function. Each employee understands that the Board, or if provided authority by the Board, the administrator, has the right, upon reasonable suspicion, to demand that employee immediately undergo testing for the presence of illegal or inappropriate drug usage.

Any employee convicted for the first time, under the laws of the state of Georgia, the United States, or any other state, of a criminal offense involving the manufacture, distribution, sale, or possession of a controlled substance, marijuana or a dangerous drug, or for offenses related to operation of a vehicle under the influence of alcohol, shall be subject to disciplinary action of at a minimum, suspension for not less than (2 weeks or other time period) and possibly up to and including termination. Employees may be required to attend, at his or her own expense, a drug abuse program and education program licensed under Chapter 5 of Title 26 of the Office Code of Georgia and approved by the Cirrus Academy Charter School's Board.

Any employee who is convicted for a second or subsequent time under the laws of this state, the United States, or any other state, of any criminal offense involving the manufacture, distribution, sale or possession of a controlled substance, marijuana, or a dangerous drug shall be immediately terminated from his or her employment and shall be ineligible for employment for a period of (five years) from the most recent date of conviction.

"Conviction" refers to any final conviction in a court of competent jurisdiction, specifically including acceptance of a plea of guilty, nolo contendere, or any plea entered under the First Offenders Act of Georgia or any comparable.

Each employee must abide by the terms of this policy and must notify the Board within five (5) days after any arrest on any drug-related criminal charge and further notify the Board within five (5) days of any conviction of a drug-related or DUI or related offense. Please refer to Board Policy Drug Alcohol and Tobacco Use and Possession.

PERSONNEL USE OF ILLICIT DRUGS

Following the conviction of an employee for violation(s) of any state or federal drug law occurring in the workplace, the following steps must be followed:

- Employees must notify the Cirrus Academy Charter School administration in writing of any convictions for a violation of any state or federal drug law occurring in the workplace (in CACS buildings and vehicles and at school sponsored activities) no later than five calendar days after such conviction.
- The Cirrus Academy Charter School will take one of the following actions, within 30 calendar days of receiving notice with respect to any employee who is so convicted:

- Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; and/or
- Require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency.

An on-going drug-free awareness program is provided to inform employees about the dangers of drug abuse. See CACS Board Policy Drug Alcohol and Tobacco Use and Possession, for the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace and drug and alcohol counseling, rehabilitation, and re-entry programs.

PERSONNEL SMOKING (TOBACCO USE)

The Cirrus Academy Charter School Board recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The Board acknowledges that adult employees and visitors serve as role models for students and that the Board's acceptance of any use of tobacco products implies school approval, if not endorsement, of such use. In addition, the Board recognizes that it has an obligation to promote positive role models in schools and promote a healthy learning and working environment, free from unwanted smoke, for the students, employees, and visitors to the school campus. Finally, the board recognizes that it has a legal authority and obligation pursuant to the Georgia Smoke Free Air Act of 2005 (O.C.G.A. 31-2a-1 et seq.), the federal Pro-Children's Act (Title X of Public Law 103-227), the Georgia Youth Access Law (GA. Code ANN. § 16-12-171 2004) and the No Child Left Behind Act.

Employees are prohibited from using or displaying tobacco products at any time, including non-school hours, 24 hours a day, seven days a week:

- In any building, facility, or vehicle owned, leased, rented or chartered by CACS;
- On any school grounds and property – including athletic fields and parking lots – owned, leased rented or chartered by CACS; or
- At any school-sponsored event or school-related event on-campus or off-campus.

Please see the Board Policy, 100% Tobacco Free School.

ARREST REPORTING PROCEDURES

All employees of the CACS are required to notify their immediate supervisor and the Human Resource Department within five (5) business days or on the first day back at work following any arrest (whichever is earlier). The term arrest shall include physical arrest by law enforcement and/or any charges filed against the employee not resulting in a physical arrest.

COMPLAINT PROCEDURES

The system's chain of command is designed to promote the overall effectiveness of school programs. If there is a question or problem to be resolved, staff at the school level shall follow the chain of command established by their principal. The Principal is directly responsible to the CEO. System-wide personnel shall follow the chain of command established by their immediate supervisors.

SCOPE

The purpose of this policy is to provide a way for the Board and its employees to reach solutions to problems, disputes, or controversies that may occur. Employees maintain good morale, demonstrate better job performance, and citizens of the community are better served when employers and employees exert sincere efforts toward constructive solutions to problems that may arise. The intent of this policy is to provide, in a clear and concise way, for the solution of complaints at the lowest feasible administrative level, as fairly and as expeditiously as possible. Complaints that may be addressed under this policy are more specifically defined below and generally include those matters that affect the terms or conditions of employment.

Employees who allege discrimination or harassment on the basis of age, gender, race, color, religion or disability may also use this policy specifically as a complaint procedure. In the case of alleged discrimination based on the aforementioned factors, employees may complain directly to the school system Title IX Coordinator who will make a prompt investigation. Any supervisor who becomes aware of such a complaint should notify the Title IX Coordinator no later than on the business day immediately following his/her knowledge of the complaint. A poster may be found at each worksite with the contact's name and information for the aforementioned coordinator.

Please refer to the Cirrus Academy Charter School Board Policy Staff Complaints and Grievances for specific procedural steps. Complaint Procedure forms may be obtained from a supervisor or by calling the Human Resource Department.

SCOPE OF COMPLAINT: EXCLUSIONS

This complaint and grievance procedure applies to any claim by professional employees certificated by the Professional Standards Commission. These employees must have been affected in their employment relationship by an alleged violation, misinterpretation, or misapplication of various compliances required of the school district.

This procedure does not apply to:

- Performance ratings contained in personnel evaluation and professional development plans;

- Job performance;
- Termination, non-renewal, demotion, suspension, or reprimand of any employee;
- The revocation, suspension, or denial of certificates of any employee

A certified employee, who chooses to pursue any appeal under Code §20-2-1160, shall be barred from pursuing the same complaint under this policy.

PROCEDURE

Initiating a Complaint and Requesting a Hearing

In order to resolve matters in a fair, equitable, and expeditious manner, the Board has developed a procedure outlined in Policy GAE. This policy is designed to identify all parties involved, provide timelines, and assist in organizing complaint information.

HARASSMENT POLICY

The Board is committed to providing a workplace free from distractions caused by sexual harassment and all other forms of harassment or discrimination on the basis of race, color, religion, gender, age, national origin or handicap, or inappropriate or offensive conduct. It is the Board's expectation that all personnel conduct themselves in a highly professional manner and respect coworkers, students, parents, and customers. In this regard, the Board prohibits sexual harassment, all forms of discrimination, and other unprofessional conduct. Sexual harassment in the school environment is unacceptable conduct and will not be tolerated or condoned.

Sexual harassment may include, but may not be limited to:

- unwelcome sexual advances;
- requests for sexual favors;
- verbal or physical conduct of a sexual nature including subtle pressure for sexual activity, touching, pinching, patting, or brushing against;
- comments regarding physical or personality characteristics of a sexual nature;
- sexually oriented “kidding”, “teasing”, double-entendres, and jokes;
- demanding sexual favors accompanied by implied or overt threats concerning an individual’s employment or educational status.

Please refer to Board Policy Harassment.

STAFF ON STAFF ABUSE POLICY

It is the policy of Cirrus Academy Charter School's Governance Board and Superintendent/CEO to prohibit any act of harassment of employees based on staff-on-staff abuse be it mental or physical, namely national origin, sex, religion, age, disability, sexual orientation, race, gender identity or genetic orientation, at all times on the school campus or any school sponsored activity. If any of the above acts are reported and found to be valid, such act will result in prompt and appropriate discipline, including possible termination of employment.

An in-service is held at the beginning of each school year by the Superintendent/CEO to ensure that all staff understands this policy. Once the in-service is complete, all faculty and staff sign the document indicating that they understand all aspects of this policy. Faculty and staff that are employed later in the school year are provided the same in-service and sign off on the said document.

STUDENT – TEACHER SEXUAL HARASSMENT POLICY

In compliance with the Federal Laws, and the State Charter Commission of Georgia, Cirrus Academy Charter School's Board of Directors, Administration, Teachers and Auxiliary Staff adhere to the policies that are in place namely, Title IX of the Educational Amendments Acts of 1972. This act is clear cut in that it states that *Sexual Harassment* and *Sexual Assault* are unlawful forms of gender discrimination at school throughout the United States of America.

Cirrus Academy's Superintendent/CEO takes this issue very serious and reviews it annually with the faculty, staff, and student body. In-services is held for the faculty and staff with signed documents for verification and printed in the *Employee Handbook*; and this information is explored in the *Student Handbook* by their homeroom teacher to ensure that they understand the seriousness of this act.

The protocol for student – teacher sexual harassment is for the alleged victim to report immediately to the Superintendent/CEO or designee. The first step will be a thorough investigation. After a thorough investigation, if the act is found to be valid, said act will result in prompt and appropriate discipline as outlined in the handbooks.

SEXUAL HARASSMENT

Title IX prohibits sexual harassment in schools as the conduct has the effect on denying or limiting a student's ability to participate in or benefit from the school's educational program. Sexual harassment may occur when a teacher or other school employee conditions educational benefits on unwelcome sexual conduct or the school creates or fails to remedy a hostile environment that has the effect of denying a student an educational benefit. Sexual harassment may be perpetrated by school officials, volunteers, students, or other visitors to the school. If a state charter school knows or reasonably should know about sexual harassment that creates a hostile environment, the state charter school must take immediate action to eliminate the harassment, prevent the recurrence, and address the effects.

Creating a safe environment free from sexual harassment is critical to school success. The United States Department of Education's Office for Civil Rights monitors and enforces Title IX in elementary and secondary schools. The Office of Civil Rights has comprehensive guidelines and resources to assist schools in addressing and preventing sexual harassment.

O.C.G.A. 20-2-751.7(a) – The professional Standards Commission shall establish a state standard process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrative, or other school employee toward a student which shall not prohibit the ability of a student to report the incidental to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

PERSONNEL RECORDS

It is the responsibility of employees to inform the Human Resource Department when there are changes in the home address, phone number and number of dependents. It is important to be aware of the person named as beneficiary of the employee's life insurance and retirement plans and to notify the Human Resource Department should a change in beneficiary be desired.

Information contained in an employee's personnel file is not made available to others except as may be required by law, requested by the employee, or to those school personnel in an official capacity on a need-to-know basis. Otherwise, requests for information not specifically approved by the employee will be referred to the Human Resource Department. Georgia's Open Records law lists certain records that are protected from public disclosure. Among those listed are medical records, home address information, social security numbers and confidential evaluations.

The Cirrus Academy Charter School will release, with written approval from the employee, information about the employee's current salary, dates of employment, job title, and work location.

The employee may review personnel information, except for confidential references, contained in the employee's personnel file. In order to review this file, an appointment with the Human Resource Department is required.

Any personnel records kept by principals or immediate supervisor shall also be kept confidential with access only to those school officials on a need-to-know basis in an official capacity. The immediate supervisor of active employees may retain a copy of the individual performance and evaluation records.

USE OF ELECTRONIC RESOURCES

Cirrus Academy Charter School recognizes that electronic media provides access to a wide variety of instructional resources in an effort to enhance educational opportunities for staff and students. Use of electronic resources must be in support of assigned responsibilities. All electronic, telephony, and communications transmitted by, received from, or stored in these systems are the property of Cirrus Academy Charter School. Users of such systems shall have no expectation of privacy. Inappropriate use of these systems may result in disciplinary action.

In addition, employees are not permitted to tape record conversations or meetings without the express permission and knowledge of other personnel and employees. Therefore, employees without official authorization to do so, should refrain from tape recording meetings, conferences, and other sanctioned events on CACS school grounds.

USE OF SOCIAL MEDIA

The inappropriate personal use of social media places an employee's professional career at risk. Employees of the district are subject to the PSC Code of Ethics.

Employees are expected to follow all ethical expectations for appropriate use of social media when using in a professional capacity. Therefore, if an employee chooses to use social media sites for either personal or professional reasons, the employee must conduct him or herself in an appropriate manner to avoid any unintended situations that could adversely affect their professional standing with the school system.

EMPLOYEE BADGE AND KEY POLICY

At the time of employment, staff is issued a badge and keys necessary for entrance and access to the building and classrooms. A Badge & Key Agreement will be signed and kept on file for the duration of employment. Each year, a new agreement will be updated and signed.

Employee acknowledges that if badge and/or keys are lost or stolen it must be reported to the Operations Manager immediately and that there will be a **\$25.00** replacement fee per key and **\$10.00** replacement fee for the badge. Failure to report lost or stolen Badges and keys may result in disciplinary action up to and including termination. Costs cover supplies and services for replacement. However, if the loss of keys results in the need to re-key any points to which access was provided an additional charge maybe required.

At the end of employment, badge and keys must be returned to the Operations Manager or the above fees will be charged.

POSSESSION OF WEAPONS BY EMPLOYEES

Despite the state and local law provisions that allow the carrying of concealed weapons, Cirrus Academy Charter School (CACS) has elected to prohibit weapons on its property by any adult with the exception of the school resource officer and law enforcement. Signs are posted for visual reminders for any adult entering the building.

It is a CACS policy that no adult possesses, use, handle or transmit any object that reasonably can be considered a weapon. "Weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straightedge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchuaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or taser as defined in subsection (a) of Code Section 16-11-106.

Also, hazardous object (according to H.B. 826 Section 1-3.) means any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straightedge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchuaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any nonlethal air gun, and any stun gun or taser as defined in O.C.G.A. 16-11-106 or any tool or instrument which the school administration



could reasonably conclude as being used as a weapon or intended by the audit to be used as a weapon and thus a violation of the intent of Cirrus Academy Charter School.

CARDIAC EMERGENCY RESPONSE PLAN

This Cardiac Emergency Response Plan is adopted by **Cirrus Academy Charter School** effective **7/21/2020**. This plan was reviewed and approved by medical and legal counsel for **Cirrus Academy Charter School** on **7/21/2020**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping, or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Cirrus Academy Charter School** shall be as follows:

1. Developing a Cardiac Emergency Response Team

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.

- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for Cirrus Academy Charter School:
 - (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (2) *Outside the school building* on school grounds / athletic fields – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
- (b) **Cirrus Academy Charter School** will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

4. **Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.

- (3) Adjacent to each school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
- (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

- (a) Staff Training:
- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Cirrus Academy Charter School** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school-based AEDs, if available.
 - (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally recognized organization to

conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).

- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **(Insert name of school)** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. **Cirrus Academy Charter School** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See “Conducting Drills” attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district’s plan

- (a) **Cirrus Academy Charter School** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) **Cirrus Academy Charter School** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. Annual review and evaluation of the Plan

Cirrus Academy Charter School shall conduct an annual internal review of the school/school district’s Plan. The annual review should focus on ways to improve the school’s response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

8. Protocol for School Cardiac Emergency Responders

Cirrus Academy Charter School Cardiac Emergency Response Team PROTOCOL

For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff, and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this could cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old.
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).

- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Building Location Information

School Name & Address **Cirrus Academy Charter School**

School Emergency Phone# **(478) 250-1376 (during school hours) & (478) 501-8564 (after school hours)**

Cross Streets _____

AED Location **Main Building** **AED Location** **Nurse's Office**

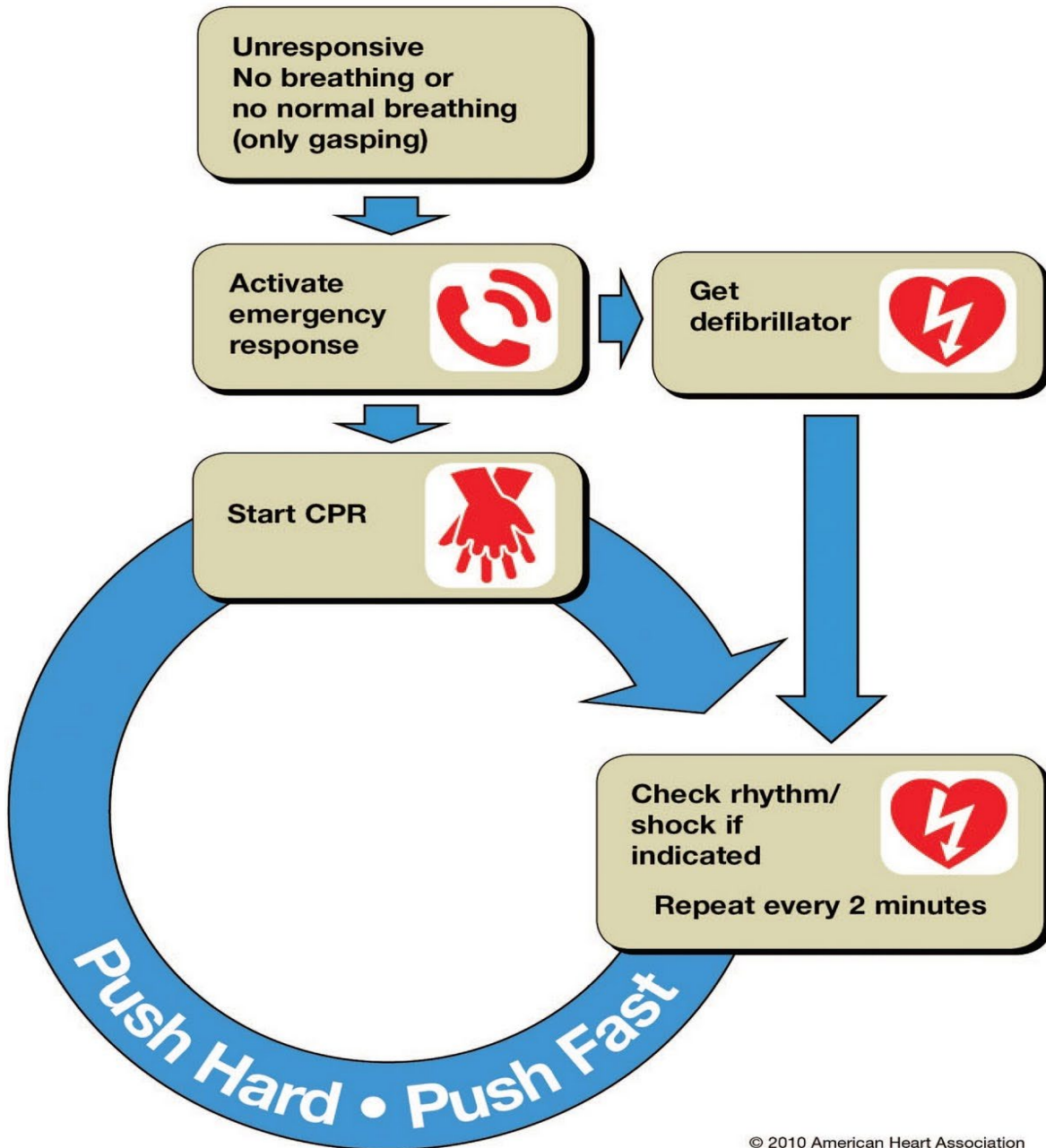
AED Location **Middle School Building** **AED Location** **Room 704**

AED Location _____ **AED Location** _____

Cirrus Academy Charter School

CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL

Simplified Adult BLS



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IMPORTANT: This is a draft document intended for use in formulating a plan for adoption by a school/school district. Medical and legal counsel for the school/school district should review this Plan

before implementation. It is the responsibility of the school/school district to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state and federal law.



Cirrus Academy Charter School Employee Hiring Policy & Procedures



Vacancy Postings

- Cirrus Academy Charter School advertises its vacancies on TeachGa, Indeed.com, LinkedIn and Georgia Charter Schools Association websites.
- Applications are housed on the school's website, www.CirrusAcademy.org

Certified Employment

Applications are reviewed by the Human Resource Coordinator to confirm the applicants' qualifications, using the *Cirrus Academy Charter School Professional Qualifications/ESSA In-Field Policy*, as seen below. Once an applicant has been deemed qualified, their application is then submitted to the Superintendent for interview consideration. If the applicant is approved to move forward, he/she is then scheduled for an interview with the Administrative Team.

Cirrus Academy Charter School Professional Qualifications/ESSA In-Field

FY2022 – 2023 (Get update from Ms. Freeman)

Highly Qualified is no longer required by or reported to United States Department of Education (USDE). Cirrus Academy Charter School follows ESSA qualifications:

- 3) ESSA says that State Education Agencies (SEAs) and Local Education Agencies (LEAs) must ensure teachers meet applicable state certification requirements [Sections 1111(g)(2)(J), 1112(c)(6)]. In Georgia, under OCGA § 20-2-2065, state certification can be waived for most teachers, meaning that each LEA that waives certification must establish professional qualifications (PQ) for their teachers.
- 4) ESSA says the SEA must report information on the qualifications of the teachers including out-of-field. How can my LEA ensure that teachers meet PQ and ESSA In-Field? Establish professional qualifications that take subject matter competency into consideration either by requiring certification or the GaDOE accepted equivalent.

Teachers of Special Education Students

- Special Education: Teachers required to hold special education certification must hold a clearance certificate and certification in adapted or general special education curriculum that aligns to the course(s) being taught and the IEPs of the students being served. They may NOT waive certification in adapted or general special education curriculum.

- Content: All special education teachers issuing grades are required to hold content area certification in the subject field and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) in accordance with the cognitive level specified in the student's Individualized Education Plan (IEP).
- Charter Waivers: In Georgia, only teachers in LEAs that waive certification may verify content through degree, coursework, or content test; this must be in compliance with the LEA certification waiver procedures outlined in the Comprehensive LEA Improvement Plan (CLIP).
- Emergency/ Provisional: In accordance with Individuals with Disabilities Education Act (IDEA), special education teachers in Georgia may not hold emergency or provisional special education credentials. This means that a special education teacher holding a GAPSC Non-Renewable Professional (N), Waiver (W), or Supplemental Induction (SI) certificate may not meet Georgia's Professional Qualification Requirements.

Professional Qualifications for Paraprofessionals ESSA Sec.1111(g)(2)(M);

The Georgia Professional Standards Commission (GAPSC) determines state certification requirements in Georgia. However, with the increased flexibility in Georgia, not all teachers have to be certified. According to ESSA Section 1111, SEAs and Cirrus Academy Charter School MUST ensure teachers meet state certification and licensure requirements or, if applicable, must meet the requirements set forth in a state's public charter school law. The term professional qualifications (PQ) capture federal, state, and local requirements. Under Every Student Succeeds Act (ESSA):

- Professional Qualifications - applies to ALL public-school teachers in grades PK-12.
- Professional Qualifications - applies to ALL paraprofessionals. Cirrus may not waive federal professional qualification requirements for paraprofessionals or state professional qualification requirements for service for special education teachers. Regardless of charter or strategic waiver status, all Cirrus teachers and paraprofessionals must hold a clearance certificate (O.C.G.A. §§ 20-2-82, 20-2-211.1, 20-2-2065, SBOE Rules 160-4-9-.07 and 160-5-1-.33, GAPSC Rule 505-2-.42). Under O.C.G.A. §20-2-80 / SBOE Rule 160-5-1-.33 (strategic waiver) and O.C.G.A. §20- 2-2065/ SBOE Rule 160-4-9-.07 (charter), Cirrus Academy Charter will submit applications to waive provisions of Title 20 Education Law including certification requirements as determined by the GAPSC. While certification waivers vary from LEA to LEA, a review of current applications on file reflects waivers of teacher certification (§20-2-200), Professional Learning (PL) for certification renewal (§20-2-201), paraprofessional certification (§200-2-204), alternative certification (§200-2-206) and substitute teacher certification (§200-2-216).

For GaDOE to ensure that LEA teachers meet state certification requirements, all Cirrus will follow the professional qualification requirements that align either with GAPSC requirements, approved charter or strategic waiver applications or a combination of the two. Cirrus professional qualifications are submitted annually by responding to the following questions in the District Improvement Plan (DIP) section of the Consolidated LEA Improvement Plan (CLIP): 1. For the current fiscal year, the flexibility granted

under Georgia charter law [OCGA 20-2-2065] or State Board Rule – Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification – Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)] 2. If the LEA waives certification, specify whether, in the current fiscal year, certification is waived for all teachers (except Special Education service aligned with the student’s IEP), or for a select group of teachers, the response must address the content fields and grade level bands (P-5, 4-8, 6-12, P-12). 3. If the district waives certification, state the minimum professional qualifications required for employment of teachers whom certification is waived is a bachelor’s degree, Content Assessment, Coursework, Field Experience. Teachers will have a clearance certificate or a one-year waiver in area they are teaching. [Sec. 1112(e)(1)(B)(ii)]

Code of Ethics for Educators in Georgia (O.C.G.A. §20-2-984.1, GaPSC Rule 505-6-.01)

The Ethics Division of the GaPSC is responsible for enforcing the Code of Ethics for Educators in Georgia. Standard 4 of the Code states “An educator shall exemplify honesty and integrity in the course of professional practice.” Unethical conduct as it relates to ESSA includes but is not limited to, falsifying, misrepresenting, or omitting: Professional qualifications of leaders, teachers, and paraprofessionals. Information notifying parents that they may request information regarding teachers’ and paraprofessionals’ professional qualifications. Information notifying parents if a teacher has not met state or local professional qualification requirements as determined by the LEA. o Information submitted to federal and state governmental agencies. Information submitted during professional practice.

Parent’s Right to Know Notification

ESSA Sec. 1112(e)(1)(A)

- Cirrus Academy Charter School notification requirements apply to all programs within the LEA.
- Cirrus notifies parents annually at the start of school (within 30 calendar days of the start of school).
- Cirrus use the language of the law.
- Cirrus maintains records of the notifications.
- Cirrus uses what Georgia considers best practices when notifying parents: (1) notifying parents in multiple formats to ensure accessibility and, (2) to the extent practicable, notifying in a language the parent may understand.

20 Day Notification of Professional Qualifications ESSA Sec. 1112(e)(1)(B)(ii)

Cirrus notification requirements apply to all teachers in programs within each LEA.

- Cirrus notifies parents if a teacher has not met subject or grade level requirements for professional qualifications in compliance with state law for more than four consecutive weeks. In Georgia, this means either GAPSC certification requirements, or, if

certification is waived under the Official Code of Georgia 20-2-80, 20-2-2065 or State Board Rules 160-5-1-.33, 160-4-9-.07, the minimum qualifications established by Cirrus Academy is a Clearance Certificate with either content or coursework

- At Cirrus and in Georgia, this notification must be made within 10 business days following the four consecutive weeks.
- For additional notification requirements and best practices, see the ESSA PQ & In-Field Implementation Guide or contact GADOE Staff.

Cirrus Academy Charter School uses charter/strategic waiver plans to establish minimum professional qualification requirements. The minimum professional requirements are a bachelor's degree with course work, academic degree, or content with 21 semester hours in the content area they are teaching or 35 quarter hours in the content area they are teaching. Some teachers may hold a degree but lack the GACE to suffice a GAPSC certificate. All teachers at Cirrus holds a GAPSC clearance except for Special Education Teachers who meet full GAPSC certification.

Notifications are sent for any teachers who do not meet applicable State and/or LEA professional qualification.

The Interview Process

1. Introduce yourself and allow the panel to introduce themselves and speak to the positions they hold.
2. Let the applicant introduce him/herself and speak about their educational background and work experience.
3. Proceed to ask the questions related to the position being interviewed for.
4. Upon concluding, allow the applicant to ask any questions they may have.
5. If no additional questions, the Human Resource representative will then inform the applicant that they will make contact within 24 hours when a decision has been reached.

The Administrative Team will then collaborate and voice their findings so that the Superintendent can make a final decision. Once a decision has been reached, the Human Resource Department representative will then contact the applicant either to extend an offer of employment or let him/her know that we have opted to continue our search.

Please keep in mind, all salary decisions are made by the Superintendent and CFO only.

Onboarding

Once an offer of employment has been made and accepted, the following new hire documents will be sent to the newly hired candidate:

- Background Check Instructions
- Form I-9 (returned with a copy of driver's license and social security card)
- Direct Deposit Form

- Federal Tax Form W-4
- State Tax Form 500
- Emergency Contact Form

Once the background results have been received, the newly hired employee will be given a start date and an Onboarding Meeting would then be scheduled. During said meeting, the new hire will be given an overview of available benefits, the current Employee Handbook and sign off on acknowledgement and electronic receipt, as well as an overview of the organizational chart. If certification is needed, certification will be applied for at this time as well.

Retiree

If the new hire or returning employee is a retiree, approval from the Teacher’s Retirement System of Georgia would need to be sought before the employee is able to work.

Resignation/Termination

If an employee desires to resign in the middle of a contract period, he/she must be administratively released from his/her contract of employment. If he/she leaves without being administratively released, he/she will be reported to the Georgia Professional Standards Commission for abandoning their contract.

An employee who separates employment, whether it is via resignation or termination will have an exit interview, which consists of the following:

- Exiting employees who break their contracts are privy to the liquidation fee as covered in the employment contract.
- Explanation of terminating benefits will be discussed.
- The last check will be a manual check, which means it will need to be physically retrieved from the accountant’s office.
- A separation notice will be provided within seven (7) days of receipt of last paycheck.
- An exit survey will be emailed to the personal email address within three (3) days of receiving last check.

The employee will be expected to turn in the following applicable items and have them signed off on by the appropriate supervisor:

Correlation	Item	Supervisor/Designee	Sign-Off
Grades	All Grades Submitted and Uploaded	Registrar	
TKES	All TKES Documentation Completed and Signed Off On	Dr. G. Fowler, Superintendent/CEO	
Instructional Materials & Technology	Textbook(s) Count	Director of Student Support Services	
	Desktop Computer	Technology Specialist; Enterprise Technician	
	Chromebook Count	Technology Specialist; Enterprise Technician	

	Employee Laptop	Technology Specialist; Enterprise Technician	
	Library Books	Technology Specialist; Enterprise Technician; Media Clerk	
Nutrition	Lunchroom Balance	Director of Nutrition	
Repairs	Report Needed Repairs to Classroom or Office	Director of School Operations	
Closeout	Return All Keys (Door, Desk, Cabinets & Bathroom) and Badge	Director of School Operations	
	Closeout Sheet and Forwarding Address	Human Resource Coordinator	

Acknowledgements

My signature and initials acknowledges receipt of the following items:

- _____ Professional Qualifications
- _____ Current Employee Handbook
- _____ Current Student/Parent Handbook
- _____ Academic Calendar
- _____ Work Calendar
- _____ Payroll Calendar
- _____ Cost Breakdown of Benefits
- _____ Organizational Chart

Print Name

Date

Employee Signature

Date

Human Resource Coordinator

Date

This form will be place in your employee file as record of your receipt of the aforementioned items.

APPENDIX

- ❖ FY23 Contract Work Calendars
- ❖ FY23 Payroll Calendar
- ❖ FY23 Critical Day Calendar
- ❖ FY23 Organizational Chart
- ❖ FY23 Calculation of Benefits

CIRRUS ACADEMY CHARTER SCHOOL

SPECIAL EDUCATION
HANDBOOK

AND

504 GUIDELINES

2022-2023

Preface

The purpose of the Special Education and Section 504 Policies, Procedures, and Practices Manual is to provide a comprehensive reference for teachers, paraprofessionals, supervisors, administrators, ancillary staff, and others who are responsible for providing special education services in accordance with federal and state special education regulations. Upon receipt, all staff members are to read the manual in its entirety and to comply with all required procedures. Additionally, staff members bear the responsibility of reviewing the contents and applying it as deemed appropriate in their day-to-day instructional and/or administrative practice as required by Part B of the Individuals with Disabilities Education Improvement Act (IDEA 2004) regarding Individualized Education Programs (IEPs) for children with disabilities (ages 3-21) and Section 504 of the Rehabilitation Act.

Some of the information in the manual reflects mandated procedures, while other information serves as resource material and suggested guidelines for practice. Whereas the manual is quite comprehensive, it is not inclusive of all procedures and forms used in the various programs. Staff members are to consult their respective supervisors for any forms, procedures or guidelines that are program specific (e.g., specific procedures for conducting a speech/language evaluation).

It is recommended that staff members have this manual readily available when procedural questions arise regarding the services to students. Annotated forms developed by the Georgia Department of Education (GaDOE) have been included to serve as a guide. The varied needs of students are such that there is no one "model report" that works best in all situations. However, there are basic components and considerations that must be included in completing mandated forms and executing specific procedures.

The Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-144), was signed into law by President George Bush on December 3, 2004. The Highly Qualified Teacher status is the only provision of the law that went into effect on December 3, 2004. The remaining provisions went into effect on July 1, 2005. Final regulations from the Office of Special Education Programs (OSEP) disseminated in December of 2005.

Section 504 of the Rehabilitation Act of 1973 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. Regulations for Section 504 require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who are properly enrolled in the school district's jurisdiction, regardless of the nature or severity of the disability.

Cirrus Academy Charter School abides by the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as well as the revisions of the Americans with Disabilities Amendment Act of 2008 (Amendments Act,

effective January 1, 2009). The Amendments Act amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 that affects the meaning of disability in Section 504.

Cirrus Academy Charter School

Department of Special Education 1870 Pio

Nono Avenue

Macon, GA 31204

(478) 250-1376 <http://www.cirrusacademy.org>

CIRRUS ACADEMY CHARTER SCHOOL

WRITTEN PROCEDURES AND PROCESSES THAT SUPPORT THE IMPLEMENTATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), SECTION 504 OF THE REHABILITATION ACT OF 1973 AND GEORGIA'S SPECIAL EDUCATION RULES IN CIRRUS ACADEMY CHARTER SCHOOL

The Individuals with Disabilities Education Act (IDEA) requires that states review the data of each Local Education Agency (school system) each year in order to evaluate the system's performance in meeting requirements and purposes of the IDEA. After a review of the data, the Georgia Department of Education (GaDOE) is required to make determinations (Meets Requirements; Needs Assistance; Needs Intervention; or Needs Substantial Intervention) about each indicator related to the system's compliance.

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Cirrus Academy Charter School ("CACS" or "School") implements identification procedures and practices to ensure that ALL students suspected of having a disability receive a special education evaluation and services, if appropriate.

State Board Rule: 160-4-7-.08**Confidentiality of Personally Identifiable Information**

Confidentiality is one of the rights afforded to parents in the *Parent Rights* document (procedural safeguards). Cirrus Academy Charter School maintains confidentiality of records of students requiring special education and related services. Confidentiality of educational records is a basic right shared by all children in public schools and their parents. These fundamental rights are described in the *Family Educational Rights and Privacy Act* (FERPA) of 1974, which applies to all students, not only those with disabilities.

All system personnel, including contracted employees, are governed by confidentiality requirements and receive yearly training and information regarding the law. Written and dated parental consent must be obtained before personally identifiable information is disclosed to unauthorized individuals, organizations, or agencies unless authorized to do so under FERPA.

The District establishes and implements policy and procedures which ensure that records are filed, protected, kept confidential, reviewed, and when appropriate, destroyed according to the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), and the State's Records Retention Schedule. Parents of students receiving special education and related services are notified annually of the availability of these policies and procedures. The written policies and procedures concerning education records are available to the public in the CEO's office.

Maintenance of Records

Student records include records that are used for identification, evaluation and educational placement of a student for the provision of free appropriate public education. Cirrus Academy Charter School provides training to all individuals who collect or use personally identifiable information regarding the policies and procedures outlined in IDEA and the Family Educational Rights and Privacy Act, as well as in the District procedures. Training is provided for all school staff at the beginning of the year, generally during preplanning. A log of who has received the training is maintained at the School office.

Access to Confidential Student Information

Cirrus Academy Charter School transmits copies of a student's special education records only to the extent that the Family Educational Rights and Privacy Act permit. Student

records are accessible to those who are determined by our District to have a legitimate educational need. The Academy maintains a record of those who have accessed a student's education record, including the name of the party having access, the date access of access, and the purpose for which the party was authorized to access the records.

Parental Review of Educational Records

Parents have the right to inspect and review all education records pertaining to their child, maintained or used by the District to meet the requirements of special education law. A request to review and inspect records must be in writing. The District makes records available to parents within ten (10) school days of the request. A representative of the parent may inspect and review the records; however, the parent must consent to the District's release the information.

Cirrus Academy Charter School will provide to parents an explanation and an interpretation of their child's records upon parental request. Assessment protocols may be reviewed and inspected by parents; however, copies of the protocol will not be made available to the parent due the test manufacturer's ownership or copyright.

Parental Consent

Parental consent is obtained before personally identifiable information is disclosed to anyone, other than officials of the District, who are determined to have a legitimate educational interest. The District does not release information from education records to other providers of special education and related services (IDEA) without parental consent unless authorized to do so under FERPA and Georgia law.

Rights of Eligible Students

When a student with a disability reaches age eighteen (18), Cirrus Academy Charter School

- Provides all required notices to both the student and the parents
- Transfers to the student all other rights accorded to the parents under IDEA ·
Notifies the student and the parents of the transfer of rights
- Transfers the rights regarding education records to the student.

Authorized Access to Records

Each special education folder will have an access record attached to the folder. Each personnel reviewing the folder is to sign his/her name, write in the date, and the purpose on the access record. Each file cabinet containing student's special education folders is labeled with the *Authorized Access to Records* information. All agencies and agents who have access to student records are listed below and are listed on the file drawer:

Authorized Access to Records
CEO
Director of Special Education
Administrative Assistant for Special Education
School Administrators (Principal, Assistant Principal)
Director of Student Support
Special Education Teachers
General Education Teachers
School Psychologist
Speech/Language Pathologist
Physical Therapist
Occupational Therapist
Vision Therapist
School Social Worker

Confidential information is stored in file cabinets and drawers that can be locked. The "official" file with original copies is the file in the Department of Special Education for the Cirrus Academy Charter School.

Student Records

For students enrolled in special education any reference to *special education status* documented in a student's permanent records would place the record under the *Individuals with Disabilities Education Act* (IDEA) confidentiality requirements. It is mandated that reference to *special education status* be maintained in a separate supplemental file and not specifically by reference on the student's permanent record/card. The permanent record/card indicates that a supplemental file does exist and should be reviewed. Such a designation would indicate to any review that additional information is available and should be considered before drawing any conclusions regarding that student's record.

Verbal references to a student's special education program should be carefully restricted only to professional staff working with the student or professional staff working in the interests of the student. There will be no documentation that the student receives special education services on the official transcript, as well.

Records Management

All official **Special Education Records** are maintained in the Cirrus Academy Charter School Office and on-line through *Infinite Campus*. All requests for records from transferring schools, Department of Juvenile

Justice, parents, Social Security Administration, medical personnel, etc. are handled at the Main office, when the appropriate *Authorization to Release of Information* has been provided. Records will be sent to transferring schools as soon as the child withdraws from Cirrus Academy Charter School so that the student can be placed in the appropriate classes and receive the same services. All special education records will be sent from the Main Office.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

Parents who believe that information contained in the education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of the student may request that Cirrus Academy Charter School amend the information. The School will decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the School decides to refuse to amend the information in accordance with the request, it will inform the parents of the refusal and advise the parents of the right to a hearing.

The School will, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parents in writing. If, as a result of the hearing, the School decides the information is accurate and not misleading or otherwise in violation of the privacy or other rights of the student, it must inform the parents of their right to place in the student's record, a statement commenting on the information and setting forth the reasons for the Parent's disagreement with the decision of the School.

Any explanation placed in the records of the student is maintained by the School as part of the student's record. If the student's records, or the contested portion are disclosed by the School to any party, the explanation will be disclosed to the party, as well.

CONSENT

Parental consent is obtained before personally identifiable information is disclosed to other parties unless the disclosure is authorized without parental consent. Prior consent is not required to release information to:

1. Parents or eligible children;
2. Cirrus Academy Charter School officials, including teachers, legally constituted cooperating agencies or other agencies providing shared services that the system has determined to have legitimate educational interests.
3. Officials of another school, school system, or institution of postsecondary education in which the child seeks or is eligible to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record, if desired, and have an opportunity for a hearing to challenge the content of the record;

4. Authorized Federal, State or local representatives in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs. *(The information is protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to above and must be destroyed when no longer needed.)*
5. In connection with a child's application for or receipt of financial aid for which the child has applied or which the student has received, if the information is necessary;
6. State and local officials or authorities to whom this information is specifically allowed to be reported or disclosed pursuant to a State statute concerning the juvenile justice system;
7. Organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction. Information may only be disclosed if the study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization and the information is destroyed when no longer needed;
8. Accrediting organizations to carry out their accrediting functions;
9. In compliance with a judicial order or a lawfully issued subpoena. CACS will make a reasonable attempt to notify the child's parents of the judicial order or subpoena before releasing the records, unless the disclosure is in compliance with a Federal grand jury subpoena or other subpoena issued for law enforcement purposes and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;
10. Disclosure in connection with a health or safety emergency, if the knowledge of the information is necessary to protect the health or safety of the child or other individuals.
11. The disclosure is information the School has designated as "directory information" and the School has given public notice to parents and eligible students of the types of personally identifiable information that the School has designated as directory information, a parent's or eligible student's right to refuse to let the School to designate any or all of those types of information about the student as directory information, and the period of time within which a parent or eligible student has to notify the school system in writing that he or she does not want any or all of those types of information about the student designated as directory information.
12. The Office for Civil Rights.
13. Officials within the Department of Human Resources (DHR), Department of Corrections (DOC), Department of Juvenile Justice (DJJ) and Department of Labor (DOL) for the purpose of making appropriate educational decisions regarding placements.

SAFEGUARDS

The Cirrus Academy Charter School protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. The CEO or designee ensures the confidentiality of any personally identifiable information. Access of unauthorized persons to personally identifiable information without parent's consent is forbidden. All persons collecting or using personally identifiable information has received training or instruction regarding department policies and procedures concerning personally identifiable information. Cirrus Academy Charter School maintains, for public inspection, a current listing of the names and positions of School employees who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

Cirrus Academy Charter School maintains special education records for students for ten years. Parents are notified via media, school website, newsletters, etc. when the School plans to destroy the information. The School reminds parents that they or their child may need the information for Social Security benefits for other purposes in the future. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable. The School maintains most recent Eligibility Report, Psychological report, Individualized Education Plan, and Transcript. This information in a designated Main Office Vault.

State Board Rule: 160-4-2-.32 Student Support Team (SST)

Special Education Referral Process: School-Aged Students

Prior to a student being referred for evaluation for Special Education eligibility, the student goes through various levels, or tiers, through the ***Response to Intervention Pyramid***. Each school has established procedures for implementing this pyramid. Prevention through intervention is stressed in all tiers.

Tier I includes evidence-based instruction which is based on the Common Core Georgia Performance Standards. It includes effective school-wide behavior supports and differentiated instruction to promote higher levels of student engagement and achievement. Tier II interventions serve as standard intervention protocols for students in the school who require extended learning opportunities or students who are not making adequate progress and need additional interventions. If students are not making the expected levels of progress in Tier II, they are referred to the school's **Student Support Team** which comprises Tier III. As soon as the student arrives at Tier III, vision/hearing screening is conducted by the school nurse or trained staff member. (Procedures for handling failure of the hearing/vision screening is included as part of the *Response to Intervention Pyramid* instructions in the *Response to Intervention* handbook and in the Evaluation section of this manual.).

The Student Support Team includes, at a minimum, the referring teacher and at least two of the following participants, as appropriate to the needs of the student:

1. Principal.
2. General education teacher.
3. Counselor.
4. Lead teacher.
5. School psychologist.
6. Subject area specialist.
7. ESOL teacher.
8. Special education teacher.
9. School social worker.
10. Local Education Agency Administrator.
11. Section 504 coordinator.
12. Other appropriate personnel

Parents/guardians are invited to participate in all meetings of their child's Student Support Team and in the development of interventions for their child. Alternative strategies for

increasing the student's academic, social, and/or behavioral performance are identified, reviewed, and implemented during the time the student is being served through the Student Support Team. The team will meet at prescribed intervals (every four weeks) to review progress monitoring toward interventions, to devise more, or revise original strategies. Minutes of each meeting along with outcomes of interventions

and plans for the next strategies are kept. (For more information about the Pyramid of Intervention, a general education function, please refer to the Georgia Department of Education's Response to Intervention Handbook located on the system website at www.gadoe.org.)

Documentation of Tier II and Tier III interventions, along with Progress Monitoring results, are included in the referral packet if a child is referred from Tier III to Tier IV, which becomes a special education referral. All student referrals are preceded by researched and/or evidenced-based academic and/or behavioral interventions and the monitoring of progress. Before a referral for special education evaluation can be made, documentation that attempted reasonable alternative strategies and interventions have been made and have not been successful is provided. The referral for evaluation is then made in order to determine if physical, emotional, and/or academic problems may be interfering with the student's school progress.

If the student is referred directly for an evaluation, by-passing Tier III interventions, the Student Support Team committee fully documents the reason for the by-pass through written minutes.

State Board Rule: 160-4-70.03 Child Find Procedures OCGA

160-4-7-.03 CHILD FIND PROCEDURES

The **Individuals with Disabilities Education Act (IDEA)** mandates that the Local Education Agency locate and evaluate children, birth through age 21, who are suspected of a disability and require early intervention or special education services. Child Find is a process that includes activities that identify, locate, and evaluate all children with disabilities, birth through age 21, who are in need of early intervention or special education services. The Local Education Agency has a **Child Find** responsibility for all children suspected of having disabilities, regardless of the severity of their disabilities. This includes:

- children, birth through 3, who may or may not be referred to and served by the state's early intervention program, Babies Can't Wait;
- preschool children, ages 3 through 5, who may not be enrolled in a Georgia-funded prekindergarten and kindergarten, including children who are parentally placed in private preschools or daycare centers outside the district;
- children who are enrolled in a public school within the district, including public charter schools;
- children who are parentally placed in private and home schools or who are attending charter schools within the district;
- highly mobile children, including migrant, homeless, and children who are wards of the state;
- children served in community programs such as rehabilitation centers, daycare centers, etc.;
- children, ages 18 through 21, who are incarcerated in facilities operated by the local sheriff's office or other municipalities; and
- any other children suspected of having disabilities.

Purpose

The Cirrus Academy Charter School serves children grades K through 8th grade with identified special education needs. The purpose of the **Child Find** and screening process is to fulfill a school district's obligation to ensure that all children who are eligible for special education and related services are identified, located, and evaluated. "Child Find" includes the following:

- the various child find activities that must be conducted to ensure that all children eligible for special education are located
- the annual notice that school districts are required to disseminate

- information about equitable participation for children eligible for special education services who are placed in private schools by their parents.

IDEA 2004 requires that local education agencies (LEA) ensure that all children in need of special education services within their regions are located, identified, and evaluated. Children who are homeless, highly mobile, are wards of the State, detained or incarcerated in jails or correctional facilities, or are parentally-placed in private schools (including religious, elementary and secondary schools) or home school/study programs, regardless of the severity of their disability, are included in the child find activities. The LEA is mandated to locate and identify those students who are in need of special education services and to provide them the opportunity to benefit from special education services.

Cirrus Academy Charter School implements Child Find procedures in an effort to locate screen, and evaluate children with suspected disabilities. The system will develop and offer specialized instruction through an Individualized Education Plan (IEP) or Service Plan if a student is found to be eligible for services.

Procedures

Cirrus Academy Charter School conducts a thorough and complete child find process to determine the number of parentally placed children with disabilities attending private schools located in the school districts.

Children with disabilities in home school programs in Georgia are considered to be "students with disabilities placed by their parents in private school." CACS meets annually with representatives from home schools and private schools in the fall and spring of each year to educate them on the School's Child find procedures. Parents of children in home-school programs, daycare representatives, and Head Start are invited to the same communication, child find activities, and special services provided to students in private schools.

In Cirrus Academy Charter School, a **referral** may be made by anyone who has a concern about a child's development. All referrals are considered confidential. (The parent retains the right to refuse services.) Children may be referred by any of the following:

- Parents/legal guardians/foster parents
- Other family members
- Physicians/health care providers
- Preschool programs
- School system personnel
- Community agencies

- Private school personnel
- Others who are concerned about a child's development

Prior to any possible referral to special education, the screening of children by a teacher or specialist to determine appropriate **instructional strategies** for curriculum implementation will not be considered to be an evaluation for eligibility for special education and related services, but will aid in the decision-making process.

A child should be **referred** when:

- A health or medical disorder interferes with development or learning.
- A child seems to have difficulty seeing or hearing.
- A child appears to have social, emotional or behavioral difficulties that affect his/her ability to learn.
- A child has diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn.
- A child seems to have difficulty understanding directions like others that are his/her age.
- A child's speech is not understandable to family or friends.
- A child has difficulty with reading, math, or other school subjects.

As described in the Student Support Team section of these guidelines and in the Georgia Department of Education's Response to Intervention Handbook, student referrals are accompanied by documentation of scientifically researched or evidence-based academic or behavioral interventions that demonstrate insufficient rate of progress.

Student referrals must be accompanied by documentation of scientific, research or evidence based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making sufficient rate of progress to meet age or Stateapproved grade-level standards within a reasonable time frame.

Exceptions may be made in circumstances where immediate evaluation and/or placement is required due to a significant disability that precludes access to instruction; however, exceptions are an infrequent and rare occurrence, and the circumstances evidencing the need for the local education agency's use of the exception will be clearly documented in the eligibility decision.

Each agency is provided information for contact with both school districts in the event a student is suspected of having a disability that requires special education and/or related services. School newsletters, flyers, district and school websites, personal contact with parents, media (radio, newspaper, etc.) are methods that Cirrus Academy Charter School

attempts in order to locate and identify children within the county who might require an evaluation and demonstrate a need for services.

Teachers receive training on Child Find annually. Information presented includes the federal and state mandates, district processes and procedures, and ways teachers can assist in Child Find at school and in the community.

The funds and services provided are designated and administered by the Cirrus Academy Charter School after consultation with private and home schools. All school systems must report the number of parentally enrolled children in private/home schools evaluated, determined to be children with disabilities, and served annually. Cirrus Academy Charter School maintains documentation of those students who are screened or evaluated due to Child Find activities.

State Board Rule: 160-4-7-.04 Evaluations and Reevaluations

The purpose of the evaluation process is to gather information that will be used to determine if a student is eligible for special education services. (*Please see Eligibility Determination and Categories of Eligibility*). Each LEA must conduct a full and individual initial evaluation of a child before special education and related services are provided. Reevaluations are conducted as warranted to determine if the education and services provided require revisions or if the child no longer needs special education and related services. The task of the evaluation is to assist the evaluation (eligibility) team in answering two questions:

1. Does the student have a disability as defined under IDEA?
2. Does the student need specially designed instruction and related services?

The fact that a student has a disability does not automatically determine that the student is eligible for special education. It is only when a student with a disability needs specially designed instruction that she or he becomes a candidate for receiving special education and related services and programs. Students who are not determined eligible may qualify for services and accommodations under Chapter 15, Section 504 of the Rehabilitation Act of 1973 or under the Americans with Disabilities Act. Therefore, it is important for the team to consider all documentation to make thoughtful decisions about students.

The Individual with Disabilities Act 2004 states that each Local Education Agency shall ensure evaluation procedures are established and implemented, meeting requirements of this rule. Once a child is referred for an evaluation by the parent or the Student Support Team to determine if the child is a child with a disability, the initial evaluation must be completed within sixty (60) calendar days of receiving the parent consent for evaluation.

- Holiday periods and other circumstances in which children are not in attendance for five consecutive days are not counted toward the 60 calendar day timeline. This includes the weekend days before and after such holiday periods, if contiguous to the holidays except:
- Any summer vacation period in which the majority of an LEA's teachers are not under contract shall not be included in the 60 day timeline for evaluation. However an LEA is not prohibited from conducting evaluations over a summer vacation period.
- Any consent received thirty (30) days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timelines.
- Students who turn three during the summer period or other holiday periods
 - must have an eligibility decision and IEP (if appropriate) in place by the third birthday.
 - must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child.

The timeline for three year olds does not apply if the parent of the child repeatedly fails or refuses to produce the child for an evaluation or if the child enrolls in a school of another LEA after the timeline to this Rule has begun and prior to a determination by the child's previous LEA as to whether the child is a child with a disability. This exception applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation and the parent and subsequent LEA have agreed to a specific time when the evaluation will be completed.

If extenuating circumstances, e.g., illness, unusual evaluation needs, or revocation of parent's consent for evaluation affect this time line, the LEA shall document the exceptions.

Parent Consent for Evaluation

Parental permission must be obtained by the LEA prior to beginning the initial evaluation process to determine if the child qualifies as a child with a disability. After providing notice, the LEA must obtain an informed consent from the parents before an evaluation is conducted.

- The LEA must make reasonable efforts to obtain the informed consent from the parents.
- The LEA must document its attempts to obtain parental consent using procedures that may include detailed records of telephone calls or attempts and the results of those calls, copies of correspondence sent to the parents and responses received, and detailed records of visits made to the parent's home or place of employment and the results of those visits.

If the parents of a child refuses consent for the evaluation or the parents fail to respond to a request to provide consent, the LEA may, but is not required to, pursue the initial evaluation of the child by utilizing the mediation and impartial due process hearing procedures provided for in the procedural safeguards. However, if a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or such parent fails to respond to a request to provide consent, the LEA may not use the consent override procedures, and the LEA is not required to consider the child as eligible for services.

For initial evaluations only, if the child is a ward of the state and the child does not reside with the parent, the LEA is not required to obtain consent from the parent for the initial evaluation to determine whether the child is a child with a disability if:

- Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent of the child;
- The rights of the parents of the child have been terminated in accordance with State law; or
- The rights of the parents to make educational decisions have been subrogated (transferred by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

Parent consent is not required before reviewing existing data as part of an evaluation or a reevaluation.

Parent consent is not required before administering a test or other evaluation that is administered to all children, unless before administration, consent for the test or evaluation is required of parents of all children.

Parent consent is not required before the screening of a child by a teacher or specialist to determine appropriate strategies for curriculum implementation. This screening should not be considered to be an evaluation for eligibility for special education and related services.

Parental Consent for Evaluation for Special Education Services form is the document utilized to obtain this permission. The 60 calendar day timeline to complete the evaluation begins upon the date the LEA receives the signed parental permission for the evaluation. Forms should be dated or date stamped when returned from the parents for documentation purposes.

When sending home the initial Parental Consent to Evaluate, a copy of the Procedural Safeguards (Parental Rights) and list of Evaluations must accompany this permission.

Obtaining Parental Consent

In Cirrus Academy Charter School the initial Parental Consent for Evaluation is obtained by the Student Support Team (SST). Parents receive written notice and phone calls from classroom teachers to attend these meetings. If the SST recommends an evaluation and the parent is not present at the meeting, a notice with a self-addressed stamped envelope is mailed to the parent. After two attempts, a representative from Student Support Services takes paperwork (Parental Consent, List of Evaluations, and Parental Rights) to the home or the parent's place of employment. A log is maintained by the Office of Special Education as to when notices are sent (usually written on a copy of the notices).

If the child is in the Babies Can't Wait (BCW) program, a transition meeting is held at Cirrus Academy Charter School. The parents, BCW service worker, a school psychologist, special education preschool teacher, speech-language pathologist, and if warranted, the Special Education Director are in attendance. The Parental Consent for Evaluation, List of Evaluations, and Parental Rights are obtained at the meeting.

If the student is in an outside agency, i.e., Head Start or daycare setting, a referral packet is sent to the agency to be completed. A Bibb County Head Start representative hand delivers referrals to the Department of Special Education. Any daycare may hand deliver or mail the packet to the Department of Special Education.

Parents of young children not enrolled in a community agency may call and make referrals. These parents usually come to the Department of Special Education and complete the packet.

The Administrative Assistant to the Director of Special Education maintains a referral log for all dates of consents for evaluation, reevaluation, reevaluation determination, and eligibility meeting dates, and consents for placement.

Reevaluations

Each LEA must ensure that a reevaluation of each child with a disability is conducted at least once every 3 years, unless the parent and the LEA agree that a reevaluation is unnecessary.

A reevaluation can be conducted sooner than three years if the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrants a reevaluation or if the child's parent or teacher requests a reevaluation.

A reevaluation may not occur more than once a year, unless the parent and the LEA agree otherwise; and must occur at least once every 3 years, unless the parent and the LEA agree that a re-evaluation is unnecessary.

Each LEA shall obtain informed parental consent prior to conducting any reevaluation of a child with a disability. Informed parental consent need not be obtained if the LEA can demonstrate that it has taken the aforementioned reasonable measures to obtain such consent and the child's parents failed to respond.

Evaluation Procedures

The LEA shall provide notice to parents of a child suspected with a disability. In conducting the evaluation, the LEA must use a variety of evaluation tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents that may assist in determining

- whether the child is a child with a disability; and
- the content of the child's individualized education program including information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child to participate in appropriate activities).

The LEA shall not use any single procedure as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. The LEA shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Each LEA shall ensure that:

- Assessments and other evaluation materials used to assess a child are selected and administered so as not to be discriminatory on a racial or cultural basis.
- Assessments are to be provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.
- Assessments are used for the purposes for which the evaluations or measures are valid and reliable.
- Assessments are administered by trained and knowledgeable personnel.
- Assessments are administered in accordance with any instructions provided by the producer of the assessments.

The child is assessed in all areas related to suspected disability, including, if appropriate, health, vision, hearing, social, and emotional status, general intelligence, academic performance, communication, and motor abilities.

Evaluation tools and strategies are used which provide relevant information that directly assists persons in determining the educational needs of the child.

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

Assessment selection and administration is such that, when administered to a child with impaired sensory, manual or speaking skills, the results accurately reflect the child's aptitude or achievement level, or whatever other factors the assessment purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills, except where those skills are the factors which the assessment purports to measure.

If an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions, i.e., the qualifications of the person administering the test or the method of test administration must be included in the evaluation report.

In evaluating each child with a disability, the evaluation shall be sufficiently comprehensive to identify all of the child's special education and related services needs,

whether or not commonly linked to the disability category in which the child has been classified.

Evaluations of children with disabilities who transfer from one LEA to another LEA in the same school year are coordinated with those children's prior and subsequent schools, as necessary and expeditiously as possible, to ensure prompt completion of full evaluations.

The evaluation of children referred because of learning and/or behavior problems is the responsibility of a multidisciplinary evaluation team. For children who require a psychological evaluation, it must be conducted by a qualified psychological examiner.

Qualified Psychological Examiner Requirements:

- Initial evaluation results used for consideration of eligibility for special education provided by a school psychologist with a valid S-5 (or higher) certificate in school psychology shall be from one of the following:
 - A psychologist licensed by the Georgia Board of Examiners of Psychologists and having training and experience in school psychology or child clinical psychology.
 - A full-time graduate student in an approved, properly supervised school psychology or child clinical psychology training program internship/practicum, who has completed a minimum of one year of approved appropriate graduate training.
 - A Georgia Merit System employee who has a classification rating of psychologist, senior psychologist, or psychology program specialist.

Additional Requirements

As part of an initial evaluation (if appropriate) and as part of any re-evaluation, the parent and other qualified professionals, as appropriate, must review existing evaluation data on the child, including:

- Evaluations and information provided by the parents of the child;
- Current classroom-based, local, or State assessments and classroom-based observations; and
- Observations by teachers and related services providers.

On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:

- Whether the child is a child with a disability and the educational needs of the child, or in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child.
- The present levels of academic achievement and related developmental needs of the child
- Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.

The parent and other qualified professionals may conduct its review without a meeting.

The LEA must administer such assessments and other evaluation measures as may be needed to produce the data identified.

Additional data are not needed if the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs. If it is determined that additional data are not needed, the LEA:

- Must notify the child's parents of that determination and the reasons for it and notify the parents of the right to request an evaluation to determine whether the child continues to be a child with a disability and to determine the child's educational needs;
- Is not required to conduct such an evaluation to determine whether the child continues to be a child with a disability unless requested by the child's parents. The LEA must evaluate a child with a disability before determining that the child is no longer a child with a disability. The evaluation is not required before termination of a child's disability due to graduation from high school with a regular education diploma, or due to exceeding the age eligibility for FAPE. However, the LEA must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals.

Procedures for Initial Evaluation for Special Education

The Cirrus Academy Charter School conducts a **full and individual initial evaluation** before the initial provision of special education and related services to a child with a

disability. All student referrals must be preceded by evidenced-based academic and/or behavior data. Once Parental Consent for Evaluation to determine special education and related services is obtained, a referral packet, which includes components of the Student Support Team (SST) file is forwarded to the Department of Special Education.

Once the completed referral packet is received by the Department of Special Education, the Special Education Administrative Assistant enters the initial referral data into *Infinite Campus*. The completed packet is reviewed by the Director of Special before the referral folder is forwarded to the School Psychologist.

Once the signed *Consent for Evaluation* form is received, the evaluation process will be completed in no later than 60 calendar days. If the *Consent for Evaluation* is received 30 days prior to the end of school, a different timeline is followed based on the Georgia Department of Education timeline rules. Holiday periods and other circumstances when children are not in attendance for five consecutive school days are not counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays. The summer vacation period in which the majority of teachers are not under contract is not included in the 60 day timeline for evaluation. However, the school system is not prohibited from conducting evaluations over a summer vacation period.

The referral packet includes:

- Initial Referral to Special Education Form
- Signed Consent to Evaluate
- Parent Consent to Screen with passed Hearing/Vision
- Parent Social History Questionnaire
- Progress monitoring data (RTI Data Collection)
- Classroom Observation (formal is a learning disability is suspected)
- Analyzed work samples in the suspected area(s) of weakness
- Any required Medical documentation (OHI form/Medical Report)
- Case Study Form
- Any private evaluation reports provided by the parents

The referral packet should also include (If applicable):

- Referral to RTI Tier 3/SST
- RTI Meeting Minutes
- Parent Letters/Documentation of Parent Contact
- Initial Tier 2 Meeting/Intervention Plan
- Follow-up Meeting(s) to Evaluate Student Progress

If Tier 2 interventions are by-passed due to parent request or obvious needs of the student, Tier 3/SST begins with the parent's signature on the Parental

Consent for Evaluation for Special Education Services form. This begins the 60 day timeline. Initial

Tier 2/Intervention Plan, Parent Letter for Tier 2, and any Tier 2 Progress and Minutes might not be included.

Evaluations cannot be administered until vision and hearing is either passed or resolved by appropriate school or medical personnel. Students may be re-screened within five to seven days after failure unless failure is due to other circumstances that require a longer wait (colds, earaches, etc.). If the student wears glasses, vision screening should be administered with the glasses. Vision/hearing results must be current within one calendar year. Often a child may pass near vision but not distant vision. In this case, you may continue the referral process; however, the school should still follow-up with a letter to parents.

If the student fails the hearing screening on second screening attempt, the student is referred for an audiological evaluation. Schools should contact the Special Education Office to make the referral to the audiologist.

- Parent permission for the evaluation and transportation are obtained.
- An appointment for the audiological evaluation is scheduled by the Department of Special Education.
- The parent will be notified of the appointment and can choose to provide transportation for their child.
- The audiological report is submitted to the Special Education Department and a copy of the report is sent to the school.

If the student fails the vision screening on the second attempt, administered by the school nurse, the parent should be notified of the results by phone and letter. The parent is responsible for scheduling an eye exam and reporting results to the school. If the school suspects the parent is unable to afford the exam or glasses, Student Support Services will be contacted.

The referral packet should not be submitted to the Office of Special Education for an Evaluation until it is complete with both the hearing and near vision resolved.

The referral packet is sent to the Special Education Office to the attention of the Administrative Assistant to the Director of Special Education. Once received, the referral is dated and the consent date is logged on a referral tracking spreadsheet.

***Incomplete packets will be returned to the school for missing documentation.*

If completed, the referral packet is transferred to the school psychologist who:

- Reviews components of the file
- Works with the Administrative Assistant to schedule a meeting within the 60 day timeframe to review evaluation information and determine eligibility
- Determine the appropriate assessments
- Schedules assessment date/dates

Once the comprehensive evaluation is completed, a Psychoeducational Evaluation is written by the psychologist and attached to SEMS Tracker. The psychologist is responsible for inputting the assessment results into the eligibility report.

If the student is referred for a speech-language evaluation, the packet is transferred to the Office of Special Education. A copy of the referral packet is retained by the school's speechlanguage pathologist who:

- Reviews components of the file
- Works with the Administrative Assistant to schedule a meeting within the 60 day timeframe to review evaluation information and determine eligibility
- Determine the appropriate assessments
- Schedules assessment date/dates

Once the comprehensive evaluation is completed, an Eligibility Meeting is scheduled. The speech-language pathologist is responsible for imputing assessment information into the eligibility report.

Assessments

In Cirrus Academy Charter School a variety of individually administered measures are available. The completion of these tests is in response to unique student needs. Teachers and/or parents may identify those needs and often they are related to cognitive processing, academic achievement, social/emotional development, communication, motor skills and/or adaptive functioning.

Comprehensive batteries of multiple measures are administered by the school psychologist, speech-language pathologist, or other professionals and the information is gathered in a comprehensive report. These comprehensive evaluations are completed in response to Tier 3/SST referrals or parent requests. In order to consider special education eligibility,

comprehensive evaluations must be completed. The professionals completing the assessments must ensure that:

- The evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student is suspected or has been classified.
- Each student is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, psychological processes, academic performance, communication, motor, and adaptive behavior. These may include, but are not limited to, educational, medical, social history, psychological, or developmental assessments.
- The hearing of each student suspected of having a disability will be screened during the evaluation process prior to initial determination of eligibility for special education and related services. A complete audiological assessment, including tests that will assess inner and middle ear functioning, shall be performed on each student who is hearing impaired or deaf, or who fails two hearing screening tests. Cirrus Academy Charter School contracts with a local audiologist to conduct audiological assessments.
- The administration of assessments and other evaluation materials is conducted by trained and knowledgeable personnel in accordance with the instructions provided by the producer of the assessments.
- Materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. Reports must indicate if the assessment was administered in a language other than English or if an interpreter was used.
- A variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the student, including information provided by the parents, and information related to enabling the student to be involved in and progress in the general curriculum or for a preschool student, to participate in appropriate activities that may assist in determining whether the student is a child with a disability and the content of the student's IEP.

- No single measure or assessment is used as the sole criterion for determining whether the student is a child with a disability and for determining an appropriate educational program for the student.
- Ensure that assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the student.
- Ensure that assessments or evaluation materials that are used to assess the student:
 - Are selected and administered so as to be neither culturally nor racially discriminatory;
 - Are provided and administered in language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - Are used for the purposes for which the assessments or measures are valid and reliable;
 - Are administered by trained and knowledgeable personnel in accordance with the instructions provided by the producer of the test;
 - Include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
 - Are selected and administered so as to best ensure that if an assessment administered to a student with impaired sensory, motor, or communication skill, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test supports to measure rather than reflecting the student's impaired sensory, motor, or communication skills (except where those skills are the factors that the test purports to measure).
 - Are technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

- If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report.

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Any non-standardized test, administered by a qualified professional, may be used to assist in determining whether the student has a disability and in determining the contents of the student's IEP.

If the evaluation requires more than one component, the components shall be completed by a multidisciplinary team, including at least one teacher or other specialists with knowledge in the area of suspected disability.

For a student suspected of having a learning disability, the evaluation shall include an observation of academic performance in the general education classroom by at least one team member other than the student's general education teacher.

The administration of assessments must be coordinated between schools if a student transfers from one school to another in the same school year. In Cirrus Academy Charter School, the psychologist or speech-language pathologist who began the assessment will complete it, write the evaluation report, and input information into the eligibility report.

Evaluation Review

In Cirrus Academy Charter School, following the individual assessments, the parent must be invited to a multidisciplinary team meeting of qualified individuals to review the assessments results, consider all documented information in the referral packet, and determine special education eligibility for the student and the educational needs of the child. This is an Eligibility Meeting.

Evaluation reports are provided to parents in writing. If requested by the parent, the reports must be made available to parents prior to the meeting to determine eligibility. A written copy of the evaluation reports shall be provided to the parents, at no cost, prior to or at the meeting where the eligibility team reviews the evaluation reports.

In making a determination of eligibility, a child must not be determined to be a child with a disability if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency; and if the child does not otherwise meet the program area eligibility criteria for a child with a disability.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, each LEA must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior, and
- Ensure that information obtained from all of these sources is documented and

carefully considered. If a determination is made that the child has a disability that affects educational performance (academic, functional and/or developmental) and that the child needs special education and related services, an eligibility document and IEP must be developed for the child.

Please see the Eligibility Section of this manual for more information on eligibility team, eligibility criteria, and eligibility determination.

Procedures for Reevaluation

A **Reevaluation Determination**, consistent with federal and state statutes and regulations, is required for special education students at least once every 3 years, unless the parent and the Cirrus Academy Charter School agree that a reevaluation is unnecessary. The purpose of re-evaluation is to decide if further information is needed to determine if a disability continues to exist, to establish present levels of performance, or to determine whether the student continues to need special education and related services. If existing information satisfies these three needs then a comprehensive evaluation is not indicated and the child remains eligible for special education services.

Eligibility determination must be initiated with sufficient time to complete the re-evaluation process prior to the third anniversary of the date eligibility was last determined.

If the reevaluation is being conducted for purposes other than the student's triennial, the reevaluation process, including eligibility, must be completed within 90 business days of the date the request for reevaluation was received. Parents must be notified of the reevaluation determination committee meeting early enough to ensure they have an opportunity to participate. Every effort must be made to ensure that one or both parents are present at the meeting. If neither parent can attend, other methods to ensure parent participation should be used, including individual or conference telephone calls. A record must be kept of each parent contact. These contacts may include detailed records of telephone calls made or attempted and the results of those calls; detailed records of visits made to the parent's home; or copies of correspondence sent to and received from the parent.

The IEP reevaluation determination committee convenes to review existing evaluation data available for the student and the reasons for the reevaluation request. In Cirrus Academy Charter School existing evaluation data will include:

- Updated vision and hearing
- Social Questionnaire Update
- Previous evaluation data
- Psychologists input
- Specialist's input (SLP, CH, VI, etc)
- Current teacher reports and/or observations

- Current IEP progress reports (to include progress toward meeting IEP goals)
- Current classroom based assessments
- Analyzed work samples in areas of suspected deficit
- Any private evaluation reports provided by the parents • Any other relevant information.

All information provided by the parent, orally or in writing, must be considered.

On the basis of the review of all presented documentation that includes input from the student's parents and teachers, the student's IEP reevaluation committee determines what, if any, additional assessments are needed in order to determine:

- If the student continues to be a student with a disability.
- Present educational needs of the student.
- Present level of academic achievement and related developmental needs.
- Whether the student needs special education and related services, and
- Whether any additions or modifications to the special education and related services are needed to enable the student to meet the goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

If the team decides a re-evaluation is appropriate, **Consent for Evaluation** form will be signed by the parent at the meeting and a completed reevaluation packet will be submitted to the Department of Special Education. A completed reevaluation packet will include:

- Hearing/Vision screening
- Confidential Parent Questionnaire Update
- Analyzed work samples
- Data in the area of suspected disability, progress/mastery toward goals and objectives, and any Progress Monitoring in the area(s) of concern.

Once the evaluation is completed, an eligibility meeting will be scheduled and the psychologist will work with school personnel to enter information in a new Eligibility Report. The current IEP will be amended to reflect the new eligibility results, additional goals and objectives, etc., with important information supplied in the "*Meeting Notes*" section. The date of this IEP/Eligibility meeting will become the new eligibility date. Copies of paperwork will be given to the parent and saved in *Infinite Campus*.

If the IEP reevaluation committee determines that no additional data is required to determine eligibility then the review of existing data is considered the evaluation. There must be a thorough summary that outlines the review of

information and the team's decision. This can be written in the Minutes or Meeting Summary in Infinite Camps.

When a decision is made that no additional data is required, the committee can proceed with making an eligibility determination. The parent has the right to request assessments about their child's educational needs and/or to request assessments to determine whether their child continues to be a child with a disability and in need of special education and related services. However, it is not required to evaluate a student solely because the student is graduating with a regular or advanced diploma, even though this will be considered a change in placement.

Prior Written Notice will be provided to parents informing them that upon graduation the student will no longer be eligible for special education and related services. If additional evaluation data is required to determine continued eligibility, the reevaluation determination committee determines which evaluation components are needed. The school psychologist must provide input to the reevaluation determination committee when assessments are being considered to determine new or additional eligibility area and when assessments are being considered to determine whether the student continues to be a student with a disability who requires special education and related services.

Should the parent request assessments during a reevaluation determination meeting in which the school psychologist is not present; the reevaluation committee does not need to reconvene. The reevaluation committee should consider the parent's request at the time it is made. After the assessments are completed, the parent must be invited to a conference to discuss the results of the assessments.

For those reevaluation cases where the student was originally placed for **Speech-Language Impairment** services only, but now has a suspected disability in academic areas, the SpeechLanguage Pathologist will collaborate with the Tier III/Student Support Team to manage all academic interventions/progress monitoring while the Speech/Language Pathologist continues the speech/language interventions. This should be completed through the IEP process. The Tier III/Student Support Team Chair will coordinate with the Speech/Language Pathologist when a Redetermination meeting is needed to discuss with parents the potential need for additional interventions or a referral for psychoeducational academic evaluation.

Please see the eligibility section of this manual for more information on eligibility team information, eligibility criteria, and eligibility determination.

Parent Requests for Special Education Evaluation Procedures

If a parent suspects their child has a disability and is in need of special education services, the parent should contact the school and express their concerns to the child's teacher and/or

school administrator. If the parent makes an oral or written request for a Special Education Evaluation to the school, teacher, or administrator:

- The Parent Request is sent to the school's administrator or SST Chair.
- The administrator/Chair discusses the request with the parent and the type of request being made (SST Diagnostic or Special Education Evaluation).
- The administrator and/or SST Chair will explain the Evaluation for Special Education Process, and the Tier process, including interventions and progress monitoring.
 - If the parent requests an SST Diagnostic Assessment, the Consent for SST Diagnostic Evaluation is signed and evaluation instruments are provided.
Please refer to the RTI/SST Manual for these procedures.
 - If the parent requests a Special Education Evaluation, the student is immediately placed in Tier III, if he is not already in this Tier. The Consent for Special Education Evaluation is signed, and Parental Rights and a copy of Evaluation Instruments are provided.

Regardless of the type of request, an evaluation results or eligibility determination meeting will be held within 60 days from the receipt of the request (for initial referrals only).

Absence of RTI data does not prevent the submission of a parent requested referral for evaluation.

Special Education Evaluations of Young Children

Preschool-aged children (aged 3-5) may be referred for special education evaluation by any person (such as parents, school personnel, local pediatricians and other medical staff, audiologists, parents, and/or staff from private preschools or daycares, Head Start, PreK, Health Department, Family and Children's Services and Early Intervention/Babies Can't Wait). Individuals making referrals for special education evaluation may contact any the Cirrus Academy Charter School Department of Special Education.

Once the referral packet is received from Babies Can't Wait, Head Start, Daycare, parent, or other entity, a meeting is scheduled to complete intake paperwork and request additional records. After vision and hearing records have been received or conducted, the psychologists, speech language pathologist, and other staff members who will evaluate, i.e., occupational therapist or physical therapist, complete assessments. An eligibility and IEP meeting will be held prior to the child's third birthday.

Babies Can't Wait Referrals:

- Special Education Administrative Assistant receives notification of referral from *Babies Can't Wait* (BCW) office (usually by FAX or hand delivery);
- Special Education Administrative Assistant enters the notification date on BCW timeline sheet;
- Special Education Administrative Assistant collaborates with BCW Coordinator to schedule transition meeting;
- Special Education Administrative Assistant enters the transition date on BCW timeline sheet;

At transition meeting

- Hearing/vision screens are scheduled (if warranted)
- Parental information needed for Eligibility Report is obtained (parental questionnaire/concerns, developmental milestones, medical information, etc.)
- Parents are informed of the evaluation process
- Evaluation may be scheduled at this time
- Parent signs the *Permission to Evaluate* form before the evaluation

Evaluation Procedures of Young Children

- Team evaluation (most often including special education teacher, Speech/Language Pathologist, general education "teacher," parent, and psychologist) occurs.
- Eligibility/IEP meeting is scheduled upon completion of evaluation.
- Special Education Administrative Assistant is notified as to whether child is/is not eligible to receive services;
- Eligibility for Special Education status/dates is recorded on the BCW Timeline Sheet
- If eligible, parent is provided with Registration Checklist and is directed to the appropriate school office to complete the Process for registration.

Parent Referrals of Young Children

- Designated Psychologist, Preschool Special Education, Speech-Language Pathologist meets with parent to discuss parental concerns (also obtain other info needed for Eligibility Report: medical information, developmental milestones, sensory issues; developmental history).
- Parents are informed of the evaluation process.

- Parents are provided with suggested strategies to complete at home.
- Vision/hearing screens are scheduled (if warranted).
- Evaluation date/time is scheduled.
- Consent to Evaluate is signed before evaluation.
- Evaluation(s) are conducted (most often including special education teacher, Speech/Language Pathologist, parent, and psychologist).
- Eligibility/IEP meeting is scheduled.
- Student information is recorded on Timeline Sheet indicating whether or not student is eligible for special education services.
- If eligible, IEP team will meet and develop the IEP for the student.

Requests from Parents of Children who are Homeschooled or Parentally Placed in Private Schools

Once the referral packet, which should include progress monitoring data, is received, the psychologist, speech-language pathologists, and other disciplines complete assessments. An eligibility meeting will be held within 60 days. If the child is determined eligible for special education and related services, the child must be enrolled in Cirrus Academy Charter School to receive services other than those provided by proportionate share. *Please refer to IEP and Service Plans for further information.*

Independent Education Evaluation

Parents of a student with a disability or of a student who has received an initial education evaluation from CACS have the right to request an Independent Educational Evaluation (IEE) at public expense if the parents disagree with an evaluation conducted by the Cirrus Academy Charter School.

Although parents have a right to request an IEE, Cirrus Academy Charter School Department of Special Education has the right to first conduct its own evaluation. It is the procedure of the department to ask parents the reason or reasons they object to the public evaluation; however, according to the regulations, parents are not required to provide statements as to why they object.

The Department of Special Education has developed a list of approved examiners who have demonstrated that they meet the qualifications and professional standards required by Cirrus Academy Charter School for educational evaluations. The parent is not obligated to choose an evaluator from this list; however, Cirrus Academy Charter School Department of Special Education reserves the right to object to any evaluator selected by the parent if that examiner, in the opinion of the Director of Special Education and Psychological Services, does not meet the qualifications and professional standards established by Cirrus Academy Charter School.

The independent evaluation examiner must meet the same evaluation criteria used by our own staff in conducting evaluations. Private evaluators are required to consult with Cirrus Academy Charter School's teacher(s), etc. who work with the student as part of their report.

Once the parent requests an Independent Education Evaluation,

- Determination of Reevaluation must be completed
 - Parent Consent for Special Education is signed
 - Parent Consent to Release Information is signed
- A copy of the most recent Psychological Evaluation(s) is sent to the independent education examiner.

Once the evaluation is completed, copies of the Evaluation Report must be sent to our office by the Independent Education Evaluator.

An evaluation results meeting and/or eligibility meeting is scheduled by the Department of Special Education.

Cirrus Academy Charter School will consider the Independent Education Evaluation to determine new or continued eligibility and educational needs of the student.

For those reevaluation cases where the student was originally placed for **SpeechLanguage Impairment** services only, but now has a suspected disability in academic areas, the Speech-Language Pathologist will collaborate with the Tier III/Student Support

Team to manage all academic interventions/progress monitoring while the Speech/Language Pathologist continues the speech/language interventions. This should be completed through the IEP process. The Tier III/Student Support Team Chair will coordinate with the Speech/Language Pathologist when a Redetermination meeting is needed to discuss with parents the potential need for additional interventions or a referral for psychoeducational academic evaluation.

STATE RULE 160-4-7-.05: ELIGIBILITY DETERMINATION AND CATEGORIES OF ELIGIBILITY

Eligibility Determination

Once a student has been formally evaluated, the District must convene a meeting of the Multidisciplinary Team (Eligibility Team) to determine whether the student has a disability and whether the student is eligible for special education and related services.

In order to ensure that required timelines are met for conducting an Individualized Education Program (IEP) meeting and that students begin receiving needed services in a timely manner, it is important to promptly schedule the eligibility determination meeting. In many instances, the eligibility determination and the IEP meeting may be held on the same date, provided that all necessary participants for each meeting are available and appropriate prior notices were sent.

In Cirrus Academy Charter School the eligibility determination meeting is scheduled by the Department of Special Education. Notices of meetings may include:

1. Phone call to parent
2. Notice of Meeting is sent to parent ten (10) days prior to the meeting
3. Second written notice or reminder may be mailed and/or sent by student within five (5) days prior to the meeting

General Requirements of Eligibility Determination

Upon completion of assessments and other measures, an Eligibility team of qualified professionals and the student's parent must determine whether the child is a child with a disability within the meaning of IDEA. IDEA defines a child with a disability as a child who has been formally evaluated, has one or more identified disabilities, and because of that disability, needs special education and related services.

Cirrus Academy Charter School shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

A student must have at least one of the following disabilities to be eligible for special education in the state of Georgia.

- Autism Spectrum Disorder
- Deaf-blindness
- Deafness
- Emotional and Behavioral Disorder

- Hearing Impairment
- Intellectual Disability (Mild, Moderate, Severe, Profound)
- Multiple disabilities
- Orthopedic Impairment
- Other Health Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment

A student is not considered eligible for special education services if the Eligibility Team determines, through an appropriate evaluation, that a student has one of the above disabilities but does not require special education services. Related services are a support service and are only provided to students eligible for special education services.

A child must not be determined to be a child with a disability if the primary factor for that determination is:

- lack of appropriate instruction in reading including the essential components of reading instruction o The essential components of reading instruction means explicit and systematic instruction in:
 - phonemic awareness
 - phonics
 - vocabulary development
 - reading fluency, including oral reading skills; and
 - reading comprehension strategies
- lack of appropriate instruction in math; or
- limited English proficiency; and
- the student does not otherwise meet the eligibility criteria described in this Rule.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, Cirrus Academy Charter School must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior;
- Ensure that information obtained from all of these sources is documented and carefully considered.

- If a determination is made that a child has a disability, and the disability adversely affects educational performance (academic, functional and/or developmental) and therefore needs special education and related services, an IEP must be developed for the child.

Age Ranges for Eligibility

A child with a disability who has an educational need is eligible for services under IDEA when the child turns three years of age. A student's eligibility terminates when the student graduates with a regular high school diploma (Option 1) or reaches age 22, whichever is earlier.

Termination of Eligibility

Any termination of eligibility is considered a change in placement. Termination of eligibility occurs when the student:

- graduates with a regular high school diploma (Option 1);
- turns 22 years of age, or
- is formally evaluated and found not eligible by the Eligibility Team.

A Free Appropriate Public Education (FAPE) is available to any individual student with a disability who needs special education and related services. A student may still be eligible for special education even though they have demonstrated passing grades and are advancing grade to grade. The determination that a student is eligible under this part must be made on an individual basis by an appropriate Eligibility Team.

Other Considerations

If more than one disability is considered, Eligibility meeting participants must include required members for both the primary disability and the secondary disability.

Members of the Eligibility Team for eligibility must include, at a minimum, the following members:

- Local Education Agency Representative
- Parent
- Regular Education Teacher
- Special Education Teacher ○ Interrelated Teacher ○ Teacher of Deaf Education ○ Teacher of Orthopedically Impaired ○ Teacher of Visual Impaired ○ Speech-Language Pathologist
- An individual qualified to interpret the instructional implications of the evaluation results

If appropriate or if review of more than one disability category is considered, secondary or related service participants might include, but is not limited to:

- Speech-Language Pathologist

- Occupational Therapist
- Physical Therapist
- Orientation and Mobility Specialist

The Eligibility Team may proceed with completing eligibility determinations without the parent's participation when reasonable efforts to encourage parent participation, through formal notifications and attempted notifications, have been made and documented.

Eligibility Report

An eligibility report which documents the area of disability shall be completed and placed in each child's special education folder. The eligibility report shall provide statements for each component of the eligibility and shall be comprehensive enough to serve as the evaluation report when necessary.

For those children determined not eligible for special education and related services the eligibility report shall clearly explain the Eligibility Team's determination.

The parent of the child shall receive a copy of the eligibility report at no cost to the parent.

In Cirrus Academy Charter School, at the Eligibility Team meeting, the parent receives the following:

1. Parental Rights (explained to the parent prior to the meeting, unless the parent indicates that further explanation is not necessary)
2. Draft Eligibility Report
3. Psycho-educational Evaluation Report

In Cirrus Academy Charter School, the Eligibility Report must include a detailed, educationally relevant description of the student's needs. The report must be written in succinct, readily understandable language, using as little educational jargon as possible. The Eligibility Report shall be signed by eligibility team members, including, the person(s) conducting the evaluation, provide the dates the assessments were administered, and the date of the eligibility meeting. Immediately after the meeting, the parent receives a copy of the eligibility that includes eligibility determination and signatures. The final copy of eligibility report must include Statements of Eligibility (Decision Making and Committee Rationale) upon their completion. The Eligibility Report must be maintained in the student's confidential folder.

Criteria for Determining Eligibility

In order to determine that a student is eligible for special education and related services, the multidisciplinary team must determine that the student meets the specific criteria for one or more disabilities. There are thirteen eligibility categories in the state of Georgia.

The following define each eligibility category and describe criteria according to specific classifications.

Categories of Eligibility

Autism

Autism is a developmental disability, generally evident before age three, that adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation. Other characteristics often associated with autism are unusual responses to sensory experiences, engagement in repetitive activities and stereotypical movements and resistance to environmental change or change in daily routines. Students with autism vary widely in their abilities and behavior. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional and behavioral disorder.

The term of autism may also include students who have been diagnosed with Pervasive Developmental Disorder, Asperger's Disorder, Rett's Disorder, or Childhood Disintegrative Disorder provided the student's educational performance is adversely affected and the student meets the eligibility and placement requirements. Autism may exist concurrently with other areas of disability.

The following evaluations and assessments shall be utilized to determine the presence of the characteristics of autism spectrum disorder.

1. Comprehensive psychological evaluation to include a formal assessment of intellectual functioning and an assessment of adaptive behavior.
2. Educational evaluation to include an assessment of educational performance and current functioning levels.
3. Communication evaluation to include assessment of verbal and non-verbal communication, prosody (linguistics including intonation, rhythm and focus in speech), and pragmatic language utilizing both formal and informal measures.
4. Behavioral evaluations to include assessment of social interaction and participation, peer and adult interactions, capacity to relate to others, stereotypical behaviors, resistance to change, atypical responses to sensory stimuli, persistent preoccupation with or attachment to objects and other behaviors often associated with autism spectrum disorder.
5. Developmental history to include developmental differences and delays and age of onset, which is typically before the age of three. A child may be diagnosed as a child

with autism spectrum disorder after age three if the characteristics of autism spectrum disorder are met.

Eligibility and Placement

Eligibility shall be based on assessment of the five characteristic areas associated with autism spectrum disorder. The assessments shall minimally document that each of the characteristic areas of (1) developmental rates and sequences, (2) social interaction and participation and (3) verbal and non-verbal communication are affected. The adverse effect on a child's educational performance shall be documented and based on the following criteria:

Developmental rates and sequences. A child exhibits delays, arrests, and/or inconsistencies in the acquisition of motor, sensory, social, cognitive, or communication skills. Areas of precocious or advanced skill development may also be present, while other skills may develop at typical or extremely depressed rates. The order of skill acquisition frequently differs from typical developmental patterns.

Social interaction and participation. A child displays difficulties and/or idiosyncratic differences in interacting with people and participating in events. Often a child is unable to establish and maintain reciprocal relationships with people. A child may seek consistency in environmental events to the point of exhibiting rigidity in routines.

Communication (verbal and/or nonverbal). A child displays a basic deficit in the capacity to use verbal language for social communication, both receptively and expressively. Characteristics may involve both deviance and delay. Verbal language may be absent or if present, may lack usual communicative form, or the child may have a nonverbal communication impairment. Some children with autism may have good verbal language but have significant problems in the effective social or pragmatic use of communication.

Sensory processing. A child may exhibit unusual, repetitive or unconventional responses to sensory stimuli of any kind. A child's responses may vary from low to high levels of sensitivity.

Repertoire of activities and interests. A child may engage in repetitive activities and/or may display marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The capacity to use objects in an appropriate or functional manner may be absent, arrested, or delayed. A child may have difficulties displaying a range of interests and/or imaginative play. A child may exhibit stereotypical body movements.

A child with autism spectrum disorder may be served by any appropriately certified teacher in any educational program as described in the child's individualized education program (IEP). The identification of autism spectrum disorder for educational programming does not dictate a specific placement; however, it is based on the assessed strengths, weaknesses and individual goals and objectives of the child.

Deafblind

Deafblind (DB) means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Eligibility and Placement

For a student to be determined eligible for placement in special programs for the deafblind, the student shall have current optometric or ophthalmological examinations, as well as an audiological evaluation, all administered by qualified professionals.

Students who are deafblind shall have an Audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation shall include, but is not limited to: an otoscopic inspection, unaided and aided pure tone and speech audiometry (as applicable), immittance testing, word recognition, hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), and an analysis of a frequency modulated (FM) system check (if utilized).

A comprehensive written report indicating the date of the audiological evaluation and a description of the results of the audiological testing and amplification evaluation. In addition, the report should include a description of classroom environmental modifications which will assist the individualized education program (IEP) team in making instructional decisions, the student's ability to understand spoken language with and without amplification, and an interpretation of the results as they apply to the student in his or her classroom setting.

Students who are deafblind may be served in other classes serving students with other disabilities; however, the class-size ratio for deafblind shall be maintained. Additional Requirements: Each student who has been diagnosed as having dual sensory impairments shall be reported to the Georgia Deafblind Census.

Deaf/Hard of Hearing

A child who is deaf or hard of hearing (D/HH) is one who exhibits a hearing loss that, whether permanent or fluctuating, interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement and, therefore, adversely affects a child's educational performance.

- A child who is deaf can be characterized by the absence of enough measurable hearing (usually a pure tone average of 66-90+ decibels American National Standards Institute without amplification) such that the primary sensory input for communication may be other than the auditory channel.

- A child who is hard of hearing can be characterized by the absence of enough measurable hearing (usually a pure tone average range of 30-65 decibels American National Standards Institute without amplification) that the ability to communicate is adversely affected; however, the child who is hard of hearing typically relies upon the auditory channel as the primary sensory input for communication.

Eligibility and Placement

The eligibility report shall include audiological, otological and educational evaluation reports. Audiological evaluations shall be provided with initial referral. Children who are deaf or hard of hearing shall have an audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation shall include, but is not limited to: an otoscopic inspection, unaided and aided pure tone and speech audiometry (as applicable), immittance testing, word recognition, hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), an analysis of a frequency modulated (FM) system check (if utilized).

A comprehensive written report shall be included in the audiological evaluation. This written report shall include, but is not limited to: the date of the audiological evaluation, description of the results of the audiological testing, an amplification evaluation including the child's ability to understand spoken language with and without amplification, as well an interpretation of the results as they apply to the child in his or her classroom setting.

An otological evaluation report from appropriately licensed or certified personnel is required at the time of initial placement in the program for the deaf/hard of hearing. The otological evaluation report is required as medical history pertinent to the absence of hearing. If such a report is not available upon initial placement, it shall be obtained within 90 days of placement. The initial or most recent otological evaluation result shall be summarized and that otological evaluation report shall be attached to the eligibility report.

A comprehensive educational assessment shall be used in the development of the child's individualized education program (IEP). The educational evaluation shall include assessment data from more than one measure and shall include, but is not limited to, information related to academic/achievement levels, receptive and expressive language abilities, receptive and expressive communication abilities, social and emotional adjustment and observational data relative to the child's overall classroom performance and functioning.

A psychological evaluation, using instruments appropriate for children who are deaf or hard of hearing, is recommended as part of the overall data when eligibility is being considered.

Children who exhibit a unilateral hearing loss may be considered for eligibility provided documentation exists that indicates academic or communicative deficits are the result of the hearing loss.

Additional Requirements

1. An evaluation of the communication needs of a child who is deaf or hard of hearing shall be considered in the program and class placement decisions. An evaluation of a child's communication needs shall include, but is not limited to: language and communication needs and abilities, opportunities for direct communication with peers and professional personnel in the child's preferred language and communication mode, severity of loss, educational abilities, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode.
2. Any classroom to be used for a child who is deaf or hard of hearing shall be soundtreated and present an appropriate acoustical environment for the child. All placements, including regular education placements and desk arrangements within classrooms shall be made so that environmental noise and interruptions are minimized.
3. Recommendation of the appropriate educational environment, including acoustical considerations, should be made by the IEP Team.
4. Each LEA shall have written procedures to ensure the proper functioning of assistive amplification devices used by children who are deaf or hard of hearing. These procedures shall include the designated qualified responsible personnel, daily and ongoing schedules for checking equipment, as well as follow-up procedures. *Please see Assistive Technology Section for Procedures.*

Emotional Behavior Disorder

An emotional and behavioral disorder (EBD) is an emotional disability characterized by the following:

1. An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. For preschool-age children, this would include other care providers.
2. An inability to learn which cannot be adequately explained by intellectual, sensory or health factors.
3. A consistent or chronic inappropriate type of behavior or feelings under normal conditions.
4. A displayed pervasive mood of unhappiness or depression.
5. A displayed tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems.

A child with EBD is a child who exhibits one or more of the above emotionally based characteristics of sufficient duration, frequency and intensity that interferes significantly with educational performance to the degree that provision of special educational service is necessary. EBD is an emotional disorder characterized by excesses, deficits or disturbances of behavior. The child's difficulty is emotionally based and cannot be adequately explained by intellectual, cultural, sensory general health factors, or other additional exclusionary factors.

Eligibility and Placement

A child may be considered for placement in a program for children with EBD based upon an eligibility report that shall include the following:

- Documentation of comprehensive prior extension of services available in the regular program to include counseling, modifications of the regular program or alternative placement available to all children, and data based progress monitoring of the results of interventions
- Psychological and educational evaluations
- Report of behavioral observations over a significant period of time;
- Appropriate social history to include information regarding the history of the child's current problem(s), the professional services and interventions that have been considered or provided from outside the school; and
- Adequate documentation and written analysis of the duration, frequency and intensity of one or more of the characteristics of emotional and behavioral disorders.

A child must not be determined to be a child with an Emotional and Behavioral Disorder if the primary factor for that determination is:

- Lack of appropriate instruction in reading, including the essential components of reading instruction;
- Lack of appropriate instruction in math;
- Lack of appropriate instruction in writing;
- Limited English proficiency;
- Visual, hearing or motor disability;
- Intellectual disabilities;
- Cultural factors;
- Environmental or economic disadvantage;
- Atypical education history (multiple school attendance, lack of attendance, etc.).

The term does not include children with social maladjustment unless it is determined that they are also children with EBD. A child whose values and/or behavior are in conflict with the school, home or community or who has been adjudicated through the courts or other involvement with correctional agencies is neither automatically eligible for nor excluded from EBD placement. Classroom behavior problems and social problems, e.g., delinquency and drug

abuse, or a diagnosis of conduct disorder, do not automatically fulfill the requirements for eligibility for placement.

Intellectual Disabilities

Mild Intellectual Disabilities (MID)

Moderate Intellectual Disabilities (MOID) Severe
Intellectual Disabilities (SID)

Profound Intellectual Disabilities (PID)

Intellectual disabilities refers to significantly subaverage general intellectual functioning which exists concurrently with deficits in adaptive behavior that adversely affect educational performance and is manifested during the developmental period.

Significantly subaverage general intellectual functioning is defined as approximately 70 IQ or below as measured by a qualified psychological examiner on individually administered, standardized measures of intelligence.

All IQ scores defining eligibility for students with intellectual disabilities shall be interpreted as a range of scores encompassed by not more than one standard error of measurement below and above the obtained score. The standard error of measurement for a test may be found in the technical data section of the test manual.

Any final determination of the level of intellectual functioning shall be based on multiple sources of information and shall include more than one formal measure of intelligence administered by a qualified psychological examiner. There may be students with IQ scores below 70 who do not need special education, while some students with IQ scores over 70 may need special education. Interpretation of results should take into account factors that may affect test performance such as socioeconomic status, native language, cultural background and associated disabilities in communication, sensory or motor areas.

Significantly subaverage intellectual functioning must be verified through a written summary of at least one structured observation that demonstrates the child's inability to progress in a typical age appropriate manner and with consideration for culturally relevant information, medical and education history.

Deficits in adaptive behavior are defined as significant limitations in an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

Individuals with intellectual disabilities typically have strengths that coexist with weaknesses in adaptive behavior. During the pre-school years the primary criteria for adaptive behavior evaluations are sensory motor skills; communication skills; self-help skills; and socialization. In addition to the previous criteria, during the school age years evaluation criteria include the use of basic academic skills in practical situations, the use of reasoning and judgment in coping effectively in a variety of environments, the acquisition of social skills and establishing and maintaining satisfactory personal relationships. In late adolescence and adulthood, additional criteria related to independent functioning and vocational activity are used.

Any final determination of impairment in adaptive behavior shall be based on at least two measures of adaptive behavior, one of which shall be a formal measure.

At least two sources must be used to provide the information for the adaptive behavior measures. The first source should be someone from the local school who knows the student such as a general education teacher, a special education teacher, or a counselor. The second source, if possible, should be someone who knows the student from outside the school environment such as a parent, guardian, family member or other person familiar with the student.

Interpretation of results should consider the student's cultural background, socioeconomic status and any associated disabilities that may limit impact the results of the adaptive behavior measures in comparing students to expected standards for a particular age group.

Deficits in intellectual functioning and adaptive behavior are all documented prior to age 18.

Eligibility and Placement

A student may be classified as having an intellectual disability (at one of the levels listed below) when a comprehensive evaluation indicates deficits in both intellectual functioning and adaptive behavior. Intellectual functioning and adaptive behavior shall be considered equally in any determination that a student is eligible for services in the area of intellectual disability. A comprehensive educational evaluation shall be administered to determine present levels of academic functioning. A written report shall be prepared for each student to provide an adequate description of the data collected during evaluation and to explain why the student is eligible for services in a program for students with intellectual disabilities. In situations where eligibility discrepancies exist between test score results from intellectual functioning, adaptive behavior and academic achievement, the eligibility report must contain a statement of specific factors considered which resulted in the decision of the eligibility team. A student may be classified as having an intellectual disability at one of the levels listed below.

Mild Intellectual Disability

(1) Intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55; and

(2) Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age level and cultural group, as determined by clinical judgment.

Moderate Intellectual Disability

(1) Intellectual functioning ranging from an upper limit of approximately 55 to a lower limit of approximately 40; and

(2) Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Severe Intellectual Disability

(1) Intellectual functioning ranging from an upper limit of approximately 40 to a lower limit of approximately 25; and

Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Profound Intellectual Disability

(1) Intellectual functioning below approximately 25; and

(2) Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

Orthopedic Impairment

Orthopedic impairment (01) refers to a child whose severe orthopedic impairments adversely affect their educational performance to the degree that the child requires special education.

This term may include:

1. Impairment caused by congenital anomalies, e.g., deformity or absence of some limb.

2. Impairment caused by disease (poliomyelitis, osteogenesis imperfecta, muscular dystrophy, bone tuberculosis, etc.)
3. Impairment from other causes, e.g., cerebral palsy, amputations, and fractures or burns that cause contractures.

Secondary disabilities may be present, including, but not limited to, visual impairment, hearing impairment, communication impairment and/or intellectual disability.

Eligibility and Placement

Evaluation for initial eligibility shall include the following:

1. A current medical evaluation from a licensed doctor of medicine. The evaluation report used for initial eligibility shall be current within one year. The evaluation shall indicate the diagnosis/prognosis of the child's orthopedic impairment, along with information as applicable regarding medications, surgeries, special health care procedures and special diet or activity restrictions.
2. A comprehensive educational assessment to indicate the adverse affects of the orthopedic impairment on the child's educational performance.
3. Assessments shall document deficits in: pre-academic or academic functioning, social/emotional development, adaptive behavior, motor development or communication abilities resulting from the orthopedic impairment. When assessment information indicates significant deficit(s) in cognitive/academic functioning, a psychological evaluation shall be given.

Children served in a program for orthopedic impairments should be functioning no lower than criteria outlined for mild intellectual disabilities programs. For those children with orthopedic impairments served in other special education programs due to the severity of their sensory or intellectual disability, support by the OI teacher regarding the implications of the child's orthopedic impairment may be appropriate.

Other Health Impairment

Other health impairment (OHI) means having limited strength, vitality or alertness including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that

1. Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficient hyperactivity disorder, diabetes, epilepsy, or heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome, and
2. Adversely affects a child's educational performance. In some cases, heightened awareness to environmental stimulus results in difficulties with starting, staying on and

completing tasks; making transitions between tasks ; interacting with others; following directions; producing work consistently; and organizing multi-step tasks.

Eligibility

1. Evaluation for initial eligibility shall include the following:

- a. The medical evaluation from a licensed doctor of medicine, or in the case of ADD and ADHD an evaluation by a licensed doctor of medicine or licensed clinical psychologist, should be considered by the child's Eligibility Team as part of the process of determining eligibility. The evaluation report shall indicate the diagnosis/prognosis of the child's health impairment, along with information as applicable regarding medications, special healthcare procedures and special diet or activity restrictions. The evaluation report used for initial eligibility shall be current within one year and must document the impact of the physical condition on the vitality, alertness or strength of the child. In cases of illness where the child's physical health and well-being are subject to deterioration or change, this report shall be updated as frequently as determined by the IEP Committee.

A medical diagnosis does not automatically include or exclude a child from determination of eligibility.

- b. A comprehensive developmental or educational assessment to indicate the effects of the health impairment on the child's educational performance. Assessments shall document deficits in pre-academic or academic functioning, adaptive behavior, social/emotional development, motor, or communication skills resulting from the health impairment. When assessment information indicates significant deficits in cognitive/academic functioning, a psychological evaluation shall be given.
- c. A child must not be determined to be a child with Other Health Impairment if the determinant factor for that determination is:
 - Lack of appropriate instruction in reading, including the essential components of reading instruction;
 - Lack of appropriate instruction in math;
 - Lack of appropriate instruction in writing;
 - Limited English proficiency;
 - Visual, hearing or motor disability;
 - Intellectual disabilities;
 - Emotional disturbances;
 - Cultural factors;
 - Environmental or economic disadvantage; or
 - Atypical educational history (attendance at multiple schools, lack of attendance).

Placement and Service Delivery

A child meeting eligibility criteria shall be served by any appropriately certified teacher in any educational program, as specified in the child's individualized education program (IEP).

According to State Board of Education Rule 160-1-3-.03 Communicable Diseases, the district shall allow a child infected with a communicable disease to remain in his or her educational setting unless he or she currently presents a significant risk of contagion as determined by the district after consultation with the child's physician, a knowledgeable public health official and/or a physician designated by the LEA (at the LEA's option).

Specific Learning Disability

Specific learning disability (SLD) is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disabilities, emotional or behavioral disorders, environmental, cultural or economic disadvantage.

The child with a specific learning disability has one or more serious academic deficiencies and does not achieve adequately according to age to meet grade level standards. These achievement deficiencies must be directly related to a pervasive processing deficit and to the child's response to scientific, research-based interventions.

The nature of the deficit(s) is such that classroom performance is not correctable without specialized techniques that are fundamentally different from those available in the general education classroom, basic remedial/tutorial approaches, or other compensatory programs. This is clearly documented by the child's response to instruction as demonstrated by a review of the progress monitoring available in general education and Student Support Team (SST) intervention plans as supported by work samples and classroom observations. The child's need for academic support alone is not sufficient for eligibility and does not override the other established requirements for determining eligibility.

Exclusionary Factors

A child must not be determined to be a child with a specific learning disability if the determinant factor for that determination is:

- Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension);
- Lack of appropriate instruction in math;
- Lack of appropriate instruction in writing;
- Limited English proficiency;
- Visual, hearing or motor disability;
- Intellectual disabilities;
- Emotional disturbances;
- Cultural factors;
- Environmental or economic disadvantage; or
- Atypical educational history (such as irregular school attendance or attendance at multiple schools)

Required Data Collection

In order to determine the existence of Specific Learning Disability, the group must summarize the multiple sources of evidence to conclude that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards and intellectual development. Ultimately, specific learning disability is determined through professional judgment using multiple supporting evidences that must include:

1. Data is collected and considered prior to conducting a formal evaluation for special education:
 - a. At least two current (within twelve months) assessments such as the results of the CRCT, norm-referenced achievement tests or benchmarks indicating performance that does not meet expectations for grade level standards;
 - b. Information from the teacher related to routine classroom instruction and monitoring of the child's performance. The report must document the child's academic performance and behavior in the areas of difficulty.
2. Supplementary instruction that has been or is being provided:
 - a. that lasts for a minimum of 12 weeks;
 - b. At least four data collections of progress monitoring occur during the twelve weeks;
 - c. the strategies used and the progress monitoring results are presented to the parents at regular intervals
3. interventions used and the data based progress monitoring results are presented to the parents at regular intervals throughout the interventions.
4. Any educationally relevant medical findings that would impact achievement.

After consent is received from the parents for a comprehensive evaluation for special education determination the following must occur:

- An observation by a required group member;
- Documentation that the determination is not primarily due to any of the exclusionary factors;
- Current analyzed classroom work samples indicating below level performance as compared to the classroom normative sample; and
- Documentation of a pattern of strengths and weaknesses in performance and/or achievement in relation to age and grade level standards must include:
 - A comprehensive assessment of intellectual development designed to assess specific measures of processing skills that may contribute to the area of academic weakness. This assessment must be current for the academic school year and
 - The current school year's Response to Intervention data based documentation required prior to referral indicating the lack of progress toward the attainment of grade level standards.
 - As appropriate, a language assessment as part of additional processing batteries may be included.

Eligibility Determination

The child who is eligible for services under the category of specific learning disability must exhibit the following characteristics: a primary deficit in basic psychological processes and secondary underachievement in one or more of the eight areas along with documentation of the lack of response to instructional intervention as supported by on-going progress monitoring.

Deficits in basic psychological processes typically include problems in attending, discrimination/perception, organization, short-term memory, long-term memory, conceptualization/reasoning, executive functioning, processing speed, and phonological deficits. Once a deficit in basic psychological processes is documented, there shall be evidence that the processing deficit has impaired the child's mastery of the academic tasks required in the regular curriculum. Though there may exist a pattern of strengths and weaknesses, evidence must be included documenting that the processing deficits are relevant to the child's academic underachievement as determined by appropriate assessments that are provided to the child in his/her native language. Though a child may be performing below age or state approved grade level standards, the results of progress monitoring must indicate that the child is not making the expected progress toward established benchmarks. This is indicated by comparing the child's rate of progress toward attainment of grade level standards.

Underachievement exists when the child exhibits a pattern of strengths and weakness in performance, achievement, or both, relative to age, state-approved grade level standards and intellectual development and when a child does not achieve adequately toward attainment of grade level standards in one or more of the following areas:

1. Oral expression- use of spoken language to communicate ideas;
2. Listening comprehension-ability to understand spoken language at a level commensurate with the child's age and ability levels;

3. Written expression - ability to communicate ideas effectively in writing with appropriate language;
4. Basic reading skills-ability to use sound/symbol associations to learn phonics in order to comprehend the text;
5. Reading comprehension-ability to understand the meaning of written language based in child's native language;
6. Reading Fluency Skills- the ability to read and process a text with appropriate rate and accuracy;
7. Mathematics calculation-ability to process numerical symbols to derive results, including, but not limited to, spatial awareness of symbol placement and choice of sequence algorithms for operations required; and
8. Mathematical problem solving -ability to understand logical relationships between mathematical concepts and operations, including, but not limited to, correct sequencing and spatial/symbolic representation.

Progress monitoring includes the data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting child progress during instruction. When reviewing progress monitoring data, those students that exhibit a positive response to the research validated instruction being provided by general education cannot be considered as having a specific learning disability even though they may show deficits on achievement tests in the specified areas. In addition, children whose achievement in classroom academics indicates performance that is commensurate with pervasive weaknesses that are not indicative of a pattern of strengths and weaknesses may not be considered as having a specific learning disability.

One group member responsible for determining specific learning disability must conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent for special education evaluation is obtained. The observation of the child is conducted in the learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. The observation must include information from the routine classroom instruction and monitoring of the child's performance.

The SLD Eligibility Group

The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals that must include:

- The child's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age;
- A highly qualified certified special education teacher; and
- A minimum of one other professional qualified to conduct individual diagnostic assessments in the areas of speech and language, academic achievement, intellectual development, or social-emotional development and interpret assessment and intervention data (such as school psychologist, reading teacher, or educational therapist). Determination of the required group member should be based on the data being reviewed and the child's individual needs.

Each group member must certify in writing whether the report reflects the member's conclusions. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

Speech-Language Impairment

Speech or language impairment (SLI) refers to a communication disorder, such as stuttering, impaired articulation, language or voice impairment that adversely affects a child's educational performance. A speech or language impairment may be congenital or acquired. It refers to impairments in the areas of articulation, fluency, voice or language. Individuals may demonstrate one or any combination of speech or language impairments. A speech or language impairment may be a primary disability or it may be secondary to other disabilities.

(1) **Speech Sound Production Impairment (e.g. articulation impairment)**- atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that interferes with intelligibility in conversational speech and obstructs learning, successful verbal communication in the educational setting. The term may include the atypical production of speech sounds resulting from phonology, motor or other issues. The term speech sound impairment does not include:

- Inconsistent or situational errors;
- Communication problems primarily from regional, dialectic, and/or cultural differences;
- Speech sound errors at or above age level according to established research-based developmental norms, speech that is intelligible and without documented evidence of adverse affect on educational performance;
- Physical structures (e.g., missing teeth, unrepaired cleft lip and/or palate) are the primary cause of the speech sound impairment; or
- Children who exhibit tongue thrust behavior without an associated speech sound impairment.

(2) **Language Impairment** - impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the child's ability to participate in the classroom environment. The impairment may involve,

in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics) that is adversely affecting the child's educational performance. The term language impairment does not include:

- Children who are in the normal stages of second language acquisition/learning and whose communication problems result from English being a secondary language unless it is also determined that they have a speech language impairment in their native/primary language.
- Children who have regional, dialectic, and/or cultural differences.
- Children who have auditory processing disorders not accompanied by language impairment.
- Children who have anxiety disorders (e.g. selective mutism) unless it is also determined that they have a speech language impairment. There must be a documented speech-language impairment that adversely affects the educational performance for these children to qualify for special education services.

(3) **Fluency Impairment** - interruption in the flow of speech characterized by an atypical rate, or rhythm, and/or repetitions in sounds, syllables, words and phrases that significantly reduces the speaker's ability to participate within the learning environment. Excessive tension, struggling behaviors and secondary characteristics may accompany fluency impairments. Secondary characteristics are defined as ritualistic behaviors or movements that accompany dysfluencies. Ritualistic behaviors may include avoidance of specific sounds in words. Fluency impairment includes disorders such as stuttering and cluttering. It does not include dysfluencies evident in only one setting or reported by one observer.

(4) **Voice/Resonance Impairment** — interruption in one or more processes of pitch, quality, intensity, or resonance resonance that significantly reduces the speaker's ability to communicate effectively. Voice/Resonance impairment includes aphonia or the abnormal production of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or gender. The term voice/resonance impairment does not refer to:

- Anxiety disorders (e.g. selective mutism)
- Differences that are the direct result of regional, dialectic, and/or cultural differences
- Differences related to medical issues not directly related to the vocal mechanism (e.g. laryngitis, allergies, asthma, laryngopharyngeal reflux (eg. acid reflux of the

throat, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse, neurological pathology)

- Vocal impairments that are found to be the direct result of or symptom of a medical condition unless the impairment impacts the child's performance in the educational environment and is amenable to improvement with therapeutic intervention.

Evaluation

All of the special education rules and regulations related to evaluation, eligibility and placement must be followed including:

1. Documentation of the child's response to prior evidenced-based interventions prior to referral for a comprehensive evaluation.
2. A comprehensive evaluation shall be performed by a certified or licensed SpeechLanguage Pathologist (SLP) for consideration of speech-language eligibility. Following receipt of a clear hearing and vision screening and medical clearance for voice (as appropriate) this evaluation consists of an initial screening of the child's speech sounds, language, fluency, voice, oral motor competency, academic, behavioral, and functional skills using either formal or informal assessment procedures to assist in determining if the child is a child with a disability. An indepth evaluation of each area suspected of being impaired, using at least one formal test and/or procedure.
3. A full and individual initial evaluation for each area suspected of being a disability must be provided and considered prior to the child's eligibility for speech-language services. This may include assessments in the areas of health (e.g. ENT, otolaryngologist, ophthalmologist, and optometrist), vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. The evaluation is sufficient to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been referred or classified.
5. Children with voice/resonance impairment must have a medical evaluation to rule out physical structure etiology by a medical specialist either prior to a comprehensive evaluation or as part of a comprehensive evaluation. The presence of a medical condition (e.g., vocal nodules, polyps) does not necessitate the provision of voice therapy as special education or related service nor does a prescription for voice therapy from a medical doctor. A written order

from a medical practitioner is a medical opinion regarding the medical evaluation or treatment that a patient should receive. When directed to a school, these medical orders should be considered by the team as a part of the eligibility process. The team, not a medical practitioner, determines the need for an evaluation for special education services based on documented adverse effect of the voice impairment on the child's educational performance.

6. A variety of assessment tools and strategies must be used to gather relevant functional, developmental and academic information about the child, including information provided by the parent. Information from the evaluation is used to determine whether the child is a child with a disability and the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

Eligibility

Determining eligibility for speech-language impaired special education services includes three components:

- 1) The Speech-Language Pathologist determines the presence or absence of speechlanguage impairment based on Georgia rules and regulations for special education.
- 2) Documentation of an adverse affect of the impairment on the child's educational performance.
- 3) The team determines that the child is a child with a disability and is eligible for special education and appropriate specialized instruction needed to access the student's curriculum.

Eligibility shall be determined based on the documented results of at least two or more measures or procedures, at least one of which must be formal, administered in the area of impairment and documentation of adverse affect.

A speech-language disorder does not exist if:

- Environmental, cultural, or economic disadvantage cannot be ruled out as primary factors causing the impairment; or
- A child exhibits inconsistent, situational, transitory or developmentally appropriate speech-language difficulties that children experience at various times and to various degrees.

- Because children who have communication difficulties do not necessarily have speech or language impairments, the speech-language program may not be the appropriate service delivery model to adequately meet the child's educational needs. For this reason, all children who are suspected of having communication problems shall be the subject of a Student Support Team (SST) to problem solve and implement strategies to determine and limit the adverse affect on the child's educational performance.

4) For nonverbal or verbally limited children and those with autism and/or significant intellectual, sensory, or physical disabilities, a multidisciplinary team of professionals shall provide a functional communication assessment of the child to determine eligibility for speech-language services. The multidisciplinary team shall consist of professionals appropriately related to the child's area of disability.

5) A child is eligible for placement in a speech-language program if, following a comprehensive evaluation; the child demonstrates impairment in one or more of the following areas: speech sound, fluency, voice or language that negatively impacts the child's ability to participate in the classroom environment. The present adverse effect of the speech-language impairment on the child's progress in the curriculum, including social and/or emotional growth, must be documented in writing and used to assist in determining eligibility.

Placement

Placement in the speech-language program shall be based on the results of the comprehensive assessment, and eligibility, along with all other pertinent information.

Children shall not be excluded from a speech-language program based solely on the severity of the disability. Cognitive referencing (i.e., comparing language scores to IQ scores) is not permissible as the only criteria for determining eligibility for speechlanguage impaired services.

Communication Paraprofessionals - A communication paraprofessional is an adjunct to the Speech Language Pathologist (SLP) and assists with certain duties and tasks within the speech-language program. The communication paraprofessional is under the supervision of a certified or licensed SLP. The communication paraprofessional can not carry their own caseload, nor do they increase the certified SLP's caseload outside of a self-contained classroom.

The primary responsibility for the delivery of services, as indicated on the IEP, remains with the certified or licensed SLP. Children who receive services from the

communication paraprofessional shall also receive services from the supervising SLP and/or licensed or certified SLP a percentage of the time designated in the IEP for speechlanguage services, but no less than one hour per month. Each LEA should develop and implement procedures for the training, use and supervision of communication paraprofessionals.

Traumatic Brain Injury

Traumatic Brain Injury (TBI) refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments which are immediate or delayed in one or more areas, e.g., cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, speech and information processing. These injuries may intensify pre-existing problems in these areas as well. Resulting impairments may be temporary or permanent in nature. The term does not apply to brain injuries that are congenital or degenerative in nature, brain injuries induced by birth trauma or those resulting from internal occurrences such as stroke, tumor or aneurysm.

Eligibility

Evaluation for eligibility shall include the following.

- A summary of the student's pre-injury functioning status. This information may be available through previous formal evaluations, developmental assessments, achievement tests, classroom observations and/or grade reports.
- Verification of the TBI through the following:
 - a. A medical evaluation report from a licensed doctor of medicine indicating that TBI has occurred recently or in the past, or
 - b. Documentation of TBI from another appropriate source, such as health department or social services reports, or parents' medical bills/records.
- A neuropsychological, psychological or psychoeducational evaluation that addresses the impact of the TBI on the following areas of functioning:
 - o Cognitive - this includes areas such as memory, attention, reasoning, abstract thinking, judgment, problem solving, speed of information processing, cognitive endurance, organization, receptive and expressive language and speed of language recall.

- o Social/Behavioral - this includes areas such as awareness of self and others, interaction with others, response to social rules, emotional responses to everyday situations and adaptive behavior.
- o Physical/Motor - this includes areas such as hearing and vision acuity, speech production, eye-hand coordination, mobility and physical endurance.
- o Deficits in one or more of the above areas that have resulted from the TBI and adversely affect the student's educational performance shall be documented.

Placement/Service Delivery

The identification of TBI for educational programming does not dictate a specific service or placement. The student with TBI shall be served by any appropriately certified teacher in any educational program, as specified in the student's individualized education program (IEP) Committee minutes.

Visual Impairment

A student with a visual impairment (VI) is one whose vision interferes with functioning in a regular school program or, for preschool-age children, in learning tasks. Examples are students whose visual impairments may result from congenital defects, eye diseases, or injuries to the eye. Visual impairment is determined on the basis of a current examination by an ophthalmologist or optometrist.

Functionally blind means a student who is legally blind and unable to use print as the reading medium. Consideration of instruction in Braille is essential to this student's education.

Legally blind means a student whose visual acuity is 20/200 or less in the better eye after correction or who has a limitation in the field of vision that subtends an angle of 20 degrees. Some students who are legally blind have useful vision and may read print.

Visually impaired refers to a student whose visual acuity falls within the range of 20/70 to 20/200 in the better eye after correction or who have a limitation in the field of vision that adversely impacts educational progress.

Progressive visual disorders: Children, whose current visual acuity is greater than 20/70, but who have a medically indicated expectation of visual deterioration may be considered for vision impaired eligibility based on documentation of the visual deterioration from the child's optometrist or ophthalmologist.

Eligibility and Placement

A current (within one year) eye examination report shall be completed and signed by the ophthalmologist or optometrist who examined the student.

- (a) A report from a neurologist in lieu of the optometrist/ophthalmologist report is acceptable for students who have blindness due to a cortical vision impairment.

A comprehensive education evaluation shall be administered to determine present levels of functioning. The adverse effect of the visual impairment on the student's educational performance shall be considered for eligibility.

A **clinical low vision evaluation** shall be completed by a low vision optometrist for children who are not totally blind;

- (a) if the student is under the age of 8 and/or has a severe cognitive and/or physical disability that would make the use of low vision aids unfeasible, a functional vision evaluation may be used instead of a low vision evaluation to establish eligibility.

1. The low vision evaluation should be completed by age 10 for children who do not have one during eligibility determination prior to age 8 unless other circumstances apply.
2. The low vision evaluation is often difficult to schedule within the 60 day timeline, therefore, if children meet all other eligibility requirements, the eligibility report shall document the date of the scheduled upcoming low vision evaluation and the team may proceed with the eligibility decision.
3. Once the low vision evaluation has occurred the eligibility information shall be updated, and as appropriate, the IEP.

The low vision evaluation must occur within 120 days of receipt of parental consent to evaluate to determine eligibility for visual impairment.

Additional Requirements

Students identified with visual impairments shall be evaluated to determine the need for Braille skills. The evaluation will also include the future needs for Braille instruction or the use of Braille. For students who are identified through evaluation that Braille instruction and use is indicated, the individualized education program (IEP) shall include the following:

- Results obtained from the evaluation conducted for the purpose of determining the need for Braille skills;
- How instruction in Braille will be implemented as the primary mode for learning through integration with other classroom activities;
- Date on which Braille instruction will commence;
- The length of the period of instruction and the frequency and duration of each instructional session; and
- The level of competency in Braille reading and writing to be achieved by the end of the period and the objective assessment measures to be used.

For those students for whom Braille instruction is not indicated, the minutes of the IEP shall include a statement that the absence of Braille instruction will not impair the student's ability to read and write effectively.

Significant Developmental Delay

The term significant developmental delay (SDD) refers to a delay in a child's development in adaptive behavior, cognition, communication, motor development or emotional development to the extent that, if not provided with special intervention, the delay may adversely affect a child's educational performance in age-appropriate activities. The term does not apply to children who are experiencing a slight or temporary lag in one or more areas of development, or a delay which is primarily due to environmental, cultural, or economic disadvantage or lack of experience in age appropriate activities. The SDD eligibility may be used for children from ages three through nine (the end of the school year in which the child turns nine).

Eligibility

Initial eligibility must be established, and an IEP in place, on or before the child's seventh birthday. SDD eligibility is determined by assessing a child in each of the five skill areas of adaptive development, cognition, communication, physical development (gross and fine motor), and social/emotional development. Any child who scores at least 2 standard deviations below the mean in one or more of the five areas or 1¹/₂ standard deviations below the mean in two or more areas shall meet eligibility for SDD.

For children who are kindergarten age or older, initial eligibility shall also include documented evidence that the impact on educational performance is not due to:

- Lack of appropriate instruction in reading or literacy readiness, including the essential components of reading instruction;

- Lack of appropriate instruction in math or math readiness skills;
- Limited English proficiency;
- Visual, hearing or motor disability;
- Emotional disturbances;
- Cultural factors; or
- Environmental or economic disadvantage.

The application of professional judgment is a critical element at every stage of eligibility determination: as test instruments are selected, during the evaluation process, in the analysis of evaluation results, as well as the analysis of error patterns on standardized, teacher made or other tests.

All five skill areas shall be assessed using at least one formal assessment. In those areas in which a significant delay is suspected, at least one additional formal assessment must be utilized to determine the extent of the delay. All formal assessments must be age appropriate, and all scores must be given in standard deviations.

For children eligible under SDD with hearing; visual; communication; or orthopedic impairments, a complete evaluation must be obtained to determine if the child also meets eligibility criteria for deaf/hard of hearing, visual impairments, speech and language impairments or orthopedic impairments. Students with sensory, physical or communication disabilities must receive services appropriate for their needs, whether or not specific eligibility is determined.

Placement and Service Delivery

Preschool-aged (3-5) children meeting eligibility criteria as SDD and needing special education services may receive those services in a variety of placement options, as determined by the child's IEP Team and participation by other agencies, such as, but not limited to:

Regular Early Childhood Setting;

- Head Start Programs
- Georgia Pre-K Classes
- Community Daycares
- Private Preschools

Separate Early Childhood Special Education Setting;

- Day School
- Residential Facility;
- Service Provider Location; or
- Home

School-aged children with SDD shall be served by any appropriately certified teacher in any education program designed to meet the needs of the child, as specified by the child's IEP team.

NOTE: There are occasional situations that are so compellingly appropriate for Special Education consideration that it would be unacceptable to delay needed services by having to go through Response to Intervention (R77)/Student Support Team (SST) processes. The committee must review the information presented by the parents and school to determine if the intensity of the rare, unique situation warrants referral for immediate comprehensive special education evaluation and eligibility consideration.

If it does, this section of the report is explained.

State Board Rule: 160-4-7-.13 – Private Schools

Procedures: Special Education Referrals for Children Placed in Private Schools by their Parents and Home School Children

If a parent or private school staff suspects a child of having a disability, the Cirrus Academy Charter School will conduct an evaluation within established legal guidelines. The child must pass hearing and vision screening. The Charter School system can conduct a hearing/vision screening at the home school (with consent), or parents may obtain hearing/vision screening from the child's physician or the health department. The parent will also be asked to provide information about the child on the *Confidential Parent Questionnaire* and to sign the *Consent for Evaluation* along with providing some feedback on checklists.

Parents and private schools are asked to provide documentation of interventions tried prior to referral. The feedback will help the evaluator identify the student's deficits in the area(s) of suspected disability.

Once a request for an evaluation is received, the referral packet is mailed to the parent. When all items of the packet are returned, including interventions attempted and *Consent for Evaluation* is signed, the referral is logged for evaluation and the appropriate evaluators are assigned.

The Cirrus Academy Charter School will evaluate private school/home school students within the Georgia Department of Education sixty (60) day timeline requirement. Once testing is complete, the psychologist works with the Special Education Administrator to schedule an Eligibility/IEP meeting. If the student is eligible for special education services, the IEP team will develop an IEP (if the student is within the attendance area for CACS) and offer these services if the parent enrolls the student into a Cirrus Academy Charter School. If the parent chooses to enroll the child, the IEP team will project the implementation date of the IEP forward to a date when the child will be enrolled.

If the parent chooses to continue the student's placement in a private school, then the meeting minutes will reflect this decision. When students are placed in private or home school, the school district may consider some services. The Cirrus Academy Charter School has agreed to use its private/home school allocation to provide Speech-Language services to those students found eligible for Speech/Language services, for as long as the funding for the allocation is available.

For children **ages 3-21**, Cirrus Academy Charter School is required to expend an amount that is the same proportion of its total Part B of IDEA flow through funding as the number of private school children with disabilities, ages 3-21, residing in its jurisdiction is to the total number of children with disabilities, ages 3-21, in its jurisdiction; and

For children **ages 3-5**, Cirrus Academy Charter School is required to expend an amount that is the same proportion of its IDEA preschool funding as the number of private school children with disabilities, ages 3-5, residing in its jurisdiction is to the total number of children with disabilities, ages 3-5, in its jurisdiction.

The Cirrus Academy Charter School controls and administers the funds used to provide special education and related services and holds title to and administers materials, equipment, and property purchased with those funds. The system ensures that the equipment and supplies placed in a private school are used only for special education purposes and can be removed from the private school without remodeling the private school facility.

Equipment and supplies may be removed from a private school by Cirrus Academy Charter School if they are no longer needed for special education purposes or the removal is necessary to avoid their unauthorized use for other than special education purposes.

If a private school/home school student is found to be eligible for Speech/Language services, an **Individual Service Plan** (ISP) will be developed to provide Speech/Language services. Services will be provided on the campus of a Cirrus Academy Charter School within the school year school. Special Education transportation is not provided. The Individual Service Plan (ISP) will be reviewed annually.

An **Individual Education Plan** (IEP) will be offered if the student intends to enroll in Cirrus Academy Charter School; and if the student does not enroll, a new Service Plan will be written as long as the student remains eligible. When the Individual and subsequent Individual Service Plans are developed, Cirrus Academy Charter School will ensure that a representative of the private school attends the meeting. If the representative cannot attend, CACS shall use other measures to ensure participation, including individual or conference telephone calls.

Equitable services will be provided. Services provided to private school children with disabilities will be provided by personnel who meet the same standards as personnel providing services in the public schools, except the personnel is not required to meet the highly qualified definition, however, parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.

Children who live in the attendance area who are **home-schooled** are also considered parentally-placed private school students. It is the responsibility of the Cirrus Academy Charter School to locate, identify, and evaluate all private schools children with disabilities enrolled by their parents in private (including religious, elementary and secondary schools) located in the attendance area. The Cirrus Academy Charter School consults with appropriate representatives of private school children with disabilities to carry out Child Find activities. These activities are similar to those undertaken for the public school

children and completed in a time period comparable to that for children attending public schools.

Procedures for students who attend private school in Georgia but are not Macon Residents

If the student does not live in Macon but attends a private school in Georgia, the Cirrus Academy Charter School will evaluate the child and the Eligibility Team will determine eligibility. It is the responsibility of the parent to notify the eligibility status to the system of residence. The system of residence is responsible for offering services, not Cirrus Academy Charter School. If the student attending a private school in Macon is found eligible for Speech/Language services (the special education service agreed to be offered to private school students eligible for this service) and if there is space available, then a Service Plan can be developed for Cirrus Academy Charter School speech services only.

Private School Residency Responsibilities to Cirrus Academy Charter School 3 and 4-Year-Old Residents attending Preschools/PreKindergarten Connected to Primary/Elementary Schools Outside Macon

Initial Evaluation

Eligibility

IEP/Free Appropriate Public Education Offered Individual Service Plan

Private School Residency Responsibilities for Students Aged 5-21 who are attending Schools Outside Of The Attendance Area of Residence Private School District

Student Support Team Documentation

Initial Evaluation & Reevaluations

Eligibility

IEP/Free and Appropriate Public Education Offered Service Plan

NOTE: In order for school systems to share eligibility data and reports, they must first secure permission to release/obtain records from the parents.

The district of residence always has some responsibility to conduct Child Find for any of its residents. When a child is enrolled in a private school in another district, then both districts have an obligation, and they work together so as to not delay access to the Child Find activities.

Placement of Children by Parent in Private Schools

(from the Georgia Department of Education Special Education Rules Implementation Manual, April 4, 2011)

Cirrus Academy Charter School is not required to pay for the cost of education, including special education and related services for the child **parentally placed** at a private school, if FAPE (Free and Appropriate Education) was made available for the child. Special education and related services provided to parentally-placed private school children with disabilities, including materials and equipment must be secular, neutral, and nonideological.

According to State Board of Education rules, each local education agency/school system makes the final decisions with respect to the services to be provided to eligible parentally-placed private school children with disabilities prior to the start of the school year. In Cirrus Academy Charter School Speech-Language services will be offered to eligible private school students.

Private school placement may occur in three circumstances:

1. First, if the Cirrus Academy Charter School determines that it cannot provide free appropriate public education (FAPE), the system will identify and pay for a private school to provide services. This is at no cost to the parent.
2. Second, a parent may remove the child from public school at any time and enroll the child in private school. Under certain circumstances the parent may request reimbursement from the school district to pay for the private placement. The parents must tell the IEP team they disagree with the proposed IEP and placement and want the Cirrus Academy Charter School to reimburse them. The parents may also notify the school system in writing, at least 10 days prior to removing the child from public school, that they disagree with the IEP and placement and want the school system to reimburse them for the private school tuition. If the Cirrus Academy Charter School asks to evaluate the child during the 10 day period and the parents refuse, then reimbursement may be denied. If the parents want to be reimbursed for all the costs of private school and the district does not agree to it, the parties must go before a due process hearing officer to determine whether the public school provided FAPE.
3. Third, the parent may choose to use a private school instead of public school at the parent's expense, in which case, FAPE is not an issue.

When the student is in private school by parent choice, the student and the parent lose their individual rights to special education services, however, to the extent consistent with their number and location in the state, provisions are made for the participation of private school children with disabilities in programs provided under Part B of the Individuals with Disabilities Education Act (IDEA) by providing children with special education and related services in accordance with this section. No parentally-placed

private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

Children with Disabilities in Private Schools Placed or Referred by Cirrus Academy Charter School

Cirrus Academy Charter School ensures that a child with disability who is placed in or referred to a private school or facility by the school system as a means of providing special education and related services is provided special education and related services in conformance with an IEP:

- At no cost to the parents;
- Is provided an education that meets the standards that apply to education provided by the Georgia Department of Education (Georgia Department of Education (GaDOE)) and by Thomasville City; and
- Has all of the rights of a child with a disability who is served by Cirrus Academy Charter School.

The Georgia Department of Education shall monitor compliance of these children through procedures such as written reports, on-site visits and parent surveys; disseminate copies of State standards to each private school and facility to which the Cirrus Academy Charter School has referred or placed a child with a disability; and provide an opportunity for those private schools and facilities to participate in the development and revision of State standards that apply to them.

Placement of Children by Parents when FAPE is at Issue

If the Cirrus Academy Charter School made a free appropriate public education (FAPE) available to a child and the child's parents elect to place the child in a private school or facility, Cirrus Academy Charter School is not required to pay for the cost of the education, including special education and related services, for the child at the private school or facility. Disagreements regarding the availability of a program appropriate for the child or concerning the question of financial responsibility are subject to the procedural safeguards provided in State Board of Education Rule 160-4-7- .09.

Reimbursement for Private School Placement

If the parents of a child with a disability, who previously received special education and related services in a local educational agency/school system enroll the child in a private preschool, elementary school or secondary school without the consent of or referral by the Cirrus Academy Charter School, a court or an administrative law judge (ALJ) may

require the school system to reimburse the parents for the cost of that enrollment if the court or ALJ finds that the school system had not made a FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate.

A parental placement may be found to be appropriate by an ALJ or a court even if it does not meet the state standards that apply to education provided by the State or local education agency. The cost of reimbursement described above may be reduced or denied if:

- At the most recent IEP Team meeting that the parents attended prior to the removal of the child from the local education agency, the parents did not inform the IEP Team that they were rejecting the placement proposed by the school system to provide a FAPE to their child and did not state their concerns or their intent to enroll the child in a private school at public expense; or
- At least ten (10) business days prior to the removal of the child from the local education agency, the parents did not give written notice to the school system that they were rejecting the placement proposed by the school system to provide a FAPE to the child and did not state their concerns or their intent to enroll the child in a private school at public expense;
- If, prior to the parent's removal of the child from the school system, the system informed the parents through the notice requirements of its intent to evaluate the child, including a statement of the purpose and scope of the evaluation that was appropriate and reasonable, but the parents did not make the child available for evaluation; or upon a judicial finding of unreasonableness with respect to actions taken by the parents.

Exception to Limitation on Reimbursement:

The cost of reimbursement must not be reduced or denied for a parent's failure to provide the notice to the local education agency described above, if:

- The school prevented the parents from providing the notice;
- The parents had not been provided a copy of the parent's rights under IDEA and, therefore, had not been notified of the requirement to provide the notice described in above; or
- The provision of notice would likely result in physical harm to the child.

The cost of reimbursement may, in the discretion of the court or administrative law judge, not be reduced or denied for a parent's failure to provide the notice to the school system described above, if:

- The parents are not literate or cannot write in English; or
- The provision of notice would likely result in serious emotional harm to the child.

Area of General Supervision II: Services and Supports

The Cirrus Academy Charter School ensures that appropriate procedures are in place so that students with disabilities receive a free and appropriate public education in the least restrictive environment to access the general curriculum.

State Board Rule: 160-4-7-.07 — Least Restrictive Environment

REQUIREMENTS

Cirrus Academy Charter School will ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children who are not disabled.

Special classes, separate schooling or other removal of children with disabilities from the regular class environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

DETERMINING EDUCATIONAL PLACEMENTS

When determining the educational placement of a child with a disability, including a preschool child with a disability, Cirrus Academy Charter School ensures that the placement decision is made by a group of persons, including the parents, who are knowledgeable about the child, the meaning of the evaluation data, and the placement options; and is made in conformity with the LRE provisions contained the this rule.

The child's placement is determined at least annually. The child's placement is based on the child's IEP and is as close as possible to the child's home. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. Additionally, a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

In Cirrus Academy Charter School, once a child's eligibility is completed and Individualized Education Plan is developed for the student within thirty days. The IEP team must consider the student's strengths, needs, goals, supports, and services to determine the most appropriate placement for the student. Members of the IEP team will include persons knowledgeable of the student, including the parent, regular education teacher(s), special education teacher(s), and a local education agency representative. Based on the student's specific needs, other members of the team may include, but is not limited to, the school psychologist and any related services, i.e., speech-language pathologist, occupational therapist, physical therapist, teacher of the hearing impaired, teacher of the vision impaired, and teacher or the orthopedically impaired.

Students individualized education plans are reviewed annually at a formal IEP meeting. The IEP team considers the student's present level of academic and functional performance to determine the most appropriate educational goals, supports, and services for the student.

Students in Cirrus Academy Charter School have school choice. To the most extent appropriate, students are educated in the school they would attend if nondisabled. When determining the least restrictive environment, the IEP team must consider any potential harmful effect on the child or on the quality of services that he or she needs to receive specialized instruction. The IEP team will consider the needs, accommodations, and supplemental aids and supports of the child with a disability to ensure that he or she is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

CONTINUUM OF ALTERNATIVE PLACEMENTS

Each LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum must include alternative placements listed in the definition of special education (instruction in the regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions). The LEA must make provision for supplemental services (such as resource room, itinerant instruction) to be provided in conjunction with regular class placement.

Preschool placements include a regular education early childhood program in the public school or community (such as Head Start, Bright from the Start Pre-Kindergarten, public or private daycare), and preschool programs with special education services delivered as:

- Additional supportive services. The child remains in a regular early childhood program with supplementary aids and services provided to the teacher and/or child to implement the IEP. The services provided may be from personnel such as paraprofessionals, interpreters, or others.

- Direct services. The child remains in a regular early childhood program with direct services from special education personnel utilizing a consultative, collaborative or coteaching model.
- The child is in the regular education early childhood program but special education and related services are provided outside a regular education early childhood program.

Placements for children not attending a regular early childhood program include:

- A separate special education program housed in the public school or in a community-based setting, in a separate school or residential school or facility;
- A program provided at home as a natural environment;
- A program provided through service providers in their offices; or
- Any combination of the above and/or other settings based on the child's IEP. • School age placements.

School placements include:

- General education classroom with age appropriate non-disabled peers, if required by the IEP:
- Additional supportive services. The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP. These services provided may be from personnel such as paraprofessionals, interpreters, or others.
- Direct services. The child remains in the regular classroom with direct services from special education personnel on a consultative, collaborative, or co-teaching basis.
- Instruction outside the general classroom for individuals or small groups.
- Separate day school or program.
- Home-Based instruction may be used as a short-term placement option on occasions when the parent and LEA agree at an IEP meeting with the following considerations: A free and appropriate public education(FAPE) is provided and includes access to the general curriculum and an opportunity to make progress toward the goals and objectives included in the IEP; home-based services must be reviewed no less than quarterly by the IEP team; and all IEPs that require homebased placements will include a reintegration plan for returning to the school setting.
- Residential placement in-state or out-of-state.
- Hospital/homebound instruction program (HHB) is used for students with disabilities who are placed in a special education program and have a medically

diagnosed condition that will significantly interfere with their education and requires them to be restricted to their home or a hospital for a period of time.

Determining Placement

Cirrus Academy Charter School provides a continuum of alternative placements to meet the needs of students with disabilities who require special education and related services. These alternative placements are available to the extent necessary in order to implement the IEP. This continuum of placements includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. In addition, supplementary services, such as a separate classroom or itinerant instruction are provided in conjunction with regular class placement.

In determining the educational placement of a student with a disability, including a preschool student with a disability, Cirrus Academy Charter School ensures that the placement decision is made in conformity with the LRE provisions of IDEA. The placement decision is made by the IEP team which consists of persons who are familiar with the student. This includes, but is not limited to the parent(s), regular classroom teacher, special education teacher, school psychologist, and speech-language pathologist.

Cirrus Academy Charter School's continuum of services for young children includes:

- preschool special education teacher and therapists (SLP, OT, PT, etc.) to provide services in community settings (public and private daycares, Head Start, etc.), if determined to be the most appropriate placement by the IEP team.
- inclusion pre-k classrooms with special education support staff
- home or natural environment for young children
- instruction provided in their offices or classrooms

School placements within Cirrus Academy Charter School include:

- consultative, collaborative or co-teaching model
- special education and related services provided outside the regular education classroom
- separate special education program housed in the public school or in a community-based setting (GNETS-Pathways)
- Separate day school or program
- Home-Based instruction
- Residential placement in-state or out-of-state • Hospital/homebound instruction program (HHB).

In selecting the least restrictive environment, consideration is given to any potential harmful effect on the student or on the quality of services the student needs. Each IEP

includes an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities, and a justification for removal from regular education. The IEP team will consider accommodations, supports, and supplemental services and not remove the student from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. Each student requiring special education and related services is educated in the school that he or she would attend if he or she did not require special education and related services, unless the IEP requires another placement.

Transfer Students

Once any student with a disability enrolls in Cirrus Academy Charter School, an IEP meeting is held to review any educational information, including psychological evaluations, eligibility reports, current IEP, discharge summary(ies), and other pertinent information community agencies (i.e., Department of Family and Children Services, Department of Juvenile Justice), to make the most appropriate educational placement decision for the student.

Private Special Education Programs

A student with a disability who is placed in a private school or facility or other private special education program by Cirrus Academy Charter School will not be denied access to an education in the least restrictive environment. The exception is for those students in adult prisons.

Cirrus Academy Charter School is responsible for the education of a child with a disability who is enrolled in a separate facility shall ensure that the child receives appropriate physical education services.

Homebound or Hospital Instruction

Hospital/homebound instruction program (HHB) for students with disabilities is used for those who are placed in a special education program and have a medically diagnosed condition that will significantly interfere with their education and requires them to be restricted to their home or a hospital for a period of time. Cirrus Academy Charter School offers, at no charge to the parents, academic instruction to eligible students who are confined at home or in a health care facility for periods of time that would prevent normal school attendance. In Cirrus Academy Charter School, if a student with a disability requires hospital/homebound services, the case manager should contact the school counselor.

Parental Involvement

The district must take steps to ensure that one or both of the parents are present at each IEP meeting or are afforded the opportunity to participate at each IEP meeting with respect to decisions related to identification, evaluation, educational placement and the provision of FAPE. If neither parent can participate in a meeting at which a decision is made related to changing the IEP of their student, Cirrus Academy Charter School will use

other methods to ensure parent participation, including individual or conference telephone calls, and home visits.

If the district is unable to obtain parent participation in a placement decision, the IEP team within Cirrus Academy Charter School may make a placement decision; however, the school system will attempt to ensure parent involvement by arranging a meeting at a mutually agreed upon time and place. Records of phone calls made or attempted, and results of those calls, copies of correspondence sent to parents and any responses received, and documentation of visits to parents' homes or places of employment and results of those visits are examples of methods that will be used by our staff.

Cirrus Academy Charter School presumes that divorced parents have equal rights under state and federal law to participate in all aspects of their child's education, unless either or both parents do not have authority under applicable state law governing matters such as guardianship, separation or divorce.

Cirrus Academy Charter School makes reasonable efforts to ensure that parents understand, and are able to participate in any group discussions concerning the educational placement of their student. Such efforts would include arranging for an interpreter for parents with deafness or whose native language is other than English.

Nonacademic and Extracurricular Activities

Extracurricular services and activities, including meals, recess periods, and other services and activities, each LEA shall ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The LEA must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Each LEA must ensure the provision of supplementary aides and services determined appropriate by the IEP team in order to allow children with disabilities an equitable opportunity for participation in nonacademic and extracurricular activities.

Cirrus Academy Charter School ensures that in providing for nonacademic and extracurricular activities and services, each student with a disability participates with nondisabled students to the maximum extent appropriate to the needs of the student. Cirrus Academy Charter School must ensure that each child with a disability has the supplemental aids and services determined by the IEP team to be appropriate and necessary to participate in non academic settings. The provision of these activities and services may include counseling services, athletics, transportation, health services, recreational activities, and special-interest groups or clubs sponsored by the School.

Cirrus Academy Charter School makes referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.

Students with disabilities have available to them the variety of educational programs and services that are available to nondisabled students in our District. These programs and services include but are not limited to art, music, consumer education and vocational education.

Technical Assistance and Training Activities

Each LEA must carry out activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing LRE and are provided with technical assistance and training necessary to assist them in this effort. In Cirrus Academy Charter School, regular and special education certified teachers and administrators are trained annually.

Supervision and monitoring are completing via IEP checks. The Director of Special Education attends IEP meetings to assist the team with considering information to determine the most appropriate placement for the student. The Director of Special

Education conducts IEP compliance checks. IEPs are reviewed for overall compliance, including service options considered and rationales of placement outside of the general classroom.

State Board Rule: 160-4-7-.10 Discipline

According to Georgia school laws, Local Education Agencies (LEAs) are given the responsibility to develop legally based disciplinary procedures.

Students in Cirrus Academy Charter School are expected to follow the rules of the Code of Conduct included in the Student Handbook. These handbooks are given at the beginning of each year or when a student enrolls in the school. Parents and students return a signed form to the school acknowledging that they have read, discussed, and understand these rules. Students with disabilities are expected to follow the rules, just like all of the students in the school, unless a child's Individualized Education Program (IEP) specifically states otherwise.

Under the Individuals with Disabilities Education Act (IDEA), students who receive special education services are entitled to additional due process in the area of discipline. Disciplinary information contained in this Section pertains to all students with disabilities in any category of eligibility. The LEA will ensure that the parents and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to discipline and suspension/expulsion upon the child's entry into the special education program or at the student's annual review.

In most cases, disciplining students who have IEPs is no different than disciplining other students. However, the Individual with Disabilities Act (IDEA) affords eligible students specific protections. One protection includes the right to continuation of services indicated by the IEP if the student is removed (i.e., expelled) from school for more than 10 cumulative days within a school year. This protection is extended due to the requirement for a free appropriate public education (FAPE). In addition to the right to continue special education services, students with disabilities (those with IEPs) may receive a consequence different from that of other students if the IEP team decides that the student's misbehavior was substantially related to or caused by the student's disability. The forum in which the team meets to determine this is a Manifestation Determination Hearing and must occur within ten days of the alleged violation of the code of conduct.

During the manifestation determination hearing, the team will examine the student's IEP and Behavior Intervention Plan (BIP), discuss the characteristics of the student's medical condition and/or disability as set forth in the IEP, and review details of the misconduct by reviewing all evidence presented at the disciplinary hearing. The IEP team decides, by consensus, if the school correctly implemented the student's IEP and BIP, if applicable. Additionally, the team decides, by consensus, if the student's behavior which violated the school's code of conduct, was substantially related to the student's disability. If the IEP Team determines that either the school failed to correctly implement the student's IEP or that the student's misbehavior was substantially related to the student's disability, the behavior will be deemed a manifestation of the student's disability, and the student will not be deemed to have violated the code of conduct and may not be punished. However, if the IEP Team decides, by consensus, that the IEP and BIP, if applicable, were properly implemented, and that the student's behavior was not substantially related to

the student's disability, then the behavior will not be deemed as a manifestation of the student's disability,

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and the student is treated the same as a student without an IEP during the disciplinary process. In other words, the student may be suspended beyond the 10 days; hence, the student would receive the same consequences any other student would be given. The only difference would be that the school must continue to provide the student who is eligible for protection under IDEA the special education services set forth in the student's IEP during the suspension or expulsion period, as such is required to provide FAPE as guaranteed by federal law.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates the code of conduct. With the appropriate parental notification, school personnel may remove a child with a disability who violates the student code of conduct from his current placement to an interim alternative educational setting, another setting, or suspension for not more than ten (10) days in the same year for separate incidents of misconduct.

After a child with a disability has been removed from his current placement for ten (10) school days in the same year, during any subsequent days of removal, the LEA must provide services to the student and schedule an IEP team meeting to discuss changes in the student's educational placement. Decisions regarding interim or alternative educational placement and services of a child with a disability must be determined based on the consensus of the IEP team.

A child who is removed from his or her placement for more than ten days must:

- Continue to receive educational services to enable to the child to participate in the general curriculum, although in another setting, and to progress toward meeting goals outlined in the student's IEP.
- Receive a functional behavioral assessment and behavior intervention services and, if applicable, modifications as set forth in the BIP and IEP that are designed to address the student's behavior(s) that violated the Code of Conduct to prevent reoccurrence.

The LEA is only required to provide services to a child with a disability during periods of removal from the current placement for more than 10 school days or less in that school year, if services are provided to a child without disabilities who have been similarly removed.

After a child with a disability has been removed from the current placement for 10 school days within the same year, if not more than 10 consecutive days and not a change in placement because of disciplinary removals, school personnel, in consultation with at least

one of the child's teachers, determine the extent to which services are needed, in order to provide a free appropriate public education, so as to enable the child to continue to participate in the general curriculum, although in another setting, to progress toward meeting the goals in student's IEP.

If the removal is for more than ten school days or is a change in placement because of disciplinary removals, the child's IEP team determines the appropriate services needed in order to provide FAPE, so as to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in student's IEP. Services may be provided in an interim alternative educational setting.

In Cirrus Academy Charter School, the IEP Team is comprised of: the Special Education Director, a regular education staff member, a special education staff member, and the student's parents. If the student is removed from school for more than ten days, a special education teacher will be designated to provide continued services, as set forth in the student's IEP, to that student. In some instances, a student might receive instructional materials that allow for educational classes to be presented remotely during the day, and an assigned special education teacher will provide specialized instruction to the student in the afternoon.

General Information

The Individual with Disabilities Education Act (IDEA) states that a short-term removal occurs when a child is removed from his regular setting for less than 10 consecutive school days for disciplinary purposes. A long-term removal is when a child is removed for over 10 consecutive school days. A "pattern of exclusion" change in placement is where a school engages in a series of short-term removals, each of which is less than 10 consecutive school days in length.

Change in Placement:

In-School Suspension (ISS)

- ISS is considered a "removal" from the student's current placement, but days served in ISS are not counted toward the ten (10) day limitation. Students protected under IDEA must continue to have access to the school's general curriculum and have the opportunity to progress toward the goals in the IEP in order to receive a free appropriate public education (FAPE).

Out of School Suspension (OSS)

- Cannot be for more than 10 days without the provision of services by the school as set forth in the IEP and BIP, if applicable.
- A series of short-term removals from school that constitute a pattern of forced absences of the student and inability to receive services as stated in the student's IEP and BIP, if applicable.

Removal from School

Bus Suspension will count as a removal days from school if one of the following is met:

- transportation is a related service in the IEP
- if the student has no alternate way to get to school.

If the student is suspended pending a manifestation determination hearing, all days that the student does not come to school will count towards the total ten (10) days limit for Out of School suspension days.

Procedures for In-School Suspension

In-School Suspension (ISS) is removal, however, it does not count towards the ten (10) day limitation.

- Review student's status for Special Education in Infinite Campus
- Review student's IEP, including Behavior Intervention Plan
- Immediately notify the Special Education Lead Teacher and/or the case manager
- If the student has accumulated 5 or more days in the ISS/Time Out, the IEP team will convene to review the IEP to discuss options to remediate behaviors.
- Case manager will be responsible for assuring that student receives the work from subject area teachers and the appropriate accommodations while in ISS/Time Out.
- The School Administrator over discipline and the Lead Teacher will maintain a log in ISS /Time Out room that documents that this procedure has been followed.

Failure to provide these services could result in having these days count as OSS days even if the student remained at school in ISS and received services under the student's IEP.

Procedures for Out of School Suspension

- Check student's record in Infinite Campus to determine if the student has an IEP.

- Review student's IEP and Behavior Intervention Plan.
- Immediately notify the Lead Teacher and Case Manager of the student's disciplinary incident and the punishment imposed.
- An IEP team meeting will be held at the student's fifth day of suspension to review the IEP, BIP, and determine if it is necessary to revise these plans, and whether a functional behavioral assessment is warranted.
- A manifestation meeting, as required by IDEA, will be held within the student's tenth day of suspension. The IEP team will review the IEP, BIP, and determine if it is necessary to update these plans and whether a functional behavioral assessment is warranted.
- School personnel will consult with the Director of Special Education and Student Support Services to develop a strategy for dealing with further disciplinary action.
- If the student is suspended pending an IEP meeting, all days that the student is not allowed to come to school will count as suspension days.

Students Removed for More Than 10 Days

Long term disciplinary removal for students with disabilities refers to a student's removal from instruction for over 10 consecutive school days in a given school year and constitutes a change in placement. Administrators should be cognizant of the fact that courts and federal agencies consider removal of a student for more than 10 days in a school year as a "significant change of placement" that can only be made by following the placement procedures set forth under the IDEA.

Procedures for Suspensions 10+ days

- School administration will notify the Special Education Office and the Lead Teacher.
- If scheduled, the school administration will inform the Director of Special Education of the meeting date and time to convene the IEP to conduct a manifestation determination. The manifestation will be held simultaneously with the disciplinary hearing.
- If the IEP Team determines the behavior **IS** a manifestation of the student's disability, **further out of school suspension is not appropriate.**

- The IEP Team will make any necessary changes in placement, services, FBA, BIP, classroom modifications, and any positive behavior strategies that are designed to address the behavior violation.
- If the IEP Team determines the behavior **IS NOT** a manifestation of the student's disability, **further out of school suspension is allowable. The following action is taken:**

The Disciplinary Hearing Officer will determine whether the student violated the Code of Conduct and impose the appropriate punishment if the student is found to have violated the Code of Conduct.

- IEP Team will determine the services that will be provided during suspension period. The IEP Team will recommend appropriate services to be provided and the school will assist the special education department in providing services that will enable the student to continue to progress in the general curriculum and advance toward achieving IEP goals (i.e. facility, teacher, lesson plans).
- IEP Team may determine that IEP revisions may be appropriate, including a proposal for an educational change in placement.
- IEP Team plans Functional Behavior Assessment (FBA) for this incident, if appropriate, or if a Behavior Intervention Plan (BIP) is already in place, reviews and revises the BIP, as appropriate.

For first-time disciplinary actions resulting in suspension in excess of 10 days, an FBA must be conducted, and the IEP Team will reconvene to develop a BIP, if necessary.

Monitoring Out of School Suspension

Monitoring Out of School Suspension (OSS) for students with disabilities is an IMPORTANT shared responsibility. In Cirrus Academy Charter School the following procedures will be implemented in regards to discipline for students with disabilities.

- At the beginning of each school year, and as often as necessary, the Department of Special Education (Director) will remind staff to
 - check special education status in Infinite Campus when suspending students
 - maintain ongoing communication with the Director of Special Education about the discipline of students with disabilities.

- The Lead Teacher at each school will ensure that administrators are aware of all students with disabilities (provide IEPs) and that the teacher(s) has(ve) a copy of each Behavior Intervention Plan.
- Special Education Teachers (case manager) will review student's Behavior Intervention Plan with general education teachers and Administrators responsible for discipline.
- Students' case managers will ensure that the most current BIP is provided to the teachers and Administrator(s) responsible for discipline.
- Principal, Assistant Principal, and Lead Teacher will monitor the number of days a student receives OSS.

- The teacher responsible for the student's IEP (case manager) will monitor the discipline of students on their caseloads. The case manager will be informed of suspensions of special education students, and will report days of suspension to the Lead Teacher who will report these days to the District Office of Special Education at the end of every month.
- An IEP team meeting will be held at the student's fifth day of suspension to review the IEP, BIP, and determine if it is necessary to update these plans and whether a functional behavioral assessment is warranted.
- A manifestation meeting, as required by IDEA, will be held as soon as possible within the student's ten days of suspension, generally, simultaneously with a disciplinary hearing. The IEP team will review the IEP, BIP, and determine if it is necessary to update these plans and whether a functional behavioral assessment is warranted.

Manifestation Determination 34 C.F.R. § 300.530

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the child's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the IEP.

The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent and relevant members of the child's IEP Team determine that the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or the conduct in question was the direct result of the LEA's failure to implement the IEP.

If the LEA, the parent and the relevant members of the child's IEP Team determines the conduct in question was a direct result of the failure of the LEA to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.

Determination that Behavior was a Manifestation

If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavior assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavior intervention plan already has been developed, review the behavioral intervention plan, and modify it, if necessary, to address the behavior, and return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavior intervention plan.

There are exceptions to the aforementioned statement. Under the following special circumstances, school personnel may remove a child to an interim alternative placement for not more than 45 days without regard to whether the behavior is a manifestation of his/her disability if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the State or the LEA;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to a school function under the jurisdiction of the State or the LEA; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or the LEA.

The interim alternative educational setting is determined by the IEP Team.

Manifestation Procedures

In Cirrus Academy Charter School, once a student has been suspended for 10 days, the school designee will contact the Office of Special Education.

1. School Personnel will give parents their Procedural Safeguards.
2. A Manifestation Determination hearing will be scheduled to be held at the same time as the disciplinary hearing.
3. The Special Education Administrative Assistant will send a formal, written Notice of Manifestation Determination hearing to the parents and student.
4. A Manifestation Determination hearing will be held within 10 school days at the time of the disciplinary hearing.

5. The LEA, the parent, and relevant members of the child's IEP Team will review all relevant information in the child's file to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP.
6. If the IEP team determines that a change of placement is warranted, a Consent for Placement is to be signed by the parent.

Members of the Manifestation Team may include

- Director of Special Education
- Parent /Guardian
- Student
- Student Support Services
- School Administrator(s)
- Case manager
- Lead Teacher
- Special Education Teacher
- Regular Education Teacher

Documentation to Review

- Student's IEP
- Behavior Intervention Plan
- Functional Behavior Plan (if available)
- Most Recent Psycho educational Evaluation
- Most recent Eligibility Report
- Attendance
- Grades
- Behavior Referrals
- Teacher Observations
- Any anecdotal notes

The IEP team will determine that the child's conduct is a manifestation of the child's disability if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or the conduct in question was the direct result of the LEA's failure to implement the IEP.

If the team, which includes the LEA, the parent, and the relevant members of the child's IEP Team, determines the conduct in question was a direct result of the failure to implement the IEP, Cirrus Academy Charter School will take immediate steps to remedy those deficiencies. Steps include, but are not limited to:

- expeditiously implementing the student's IEP as written, unless the team determines that it will be updated

- considering the need for compensatory services

If the team determines that the child's behavior is a manifestation of the child's disability, Cirrus Academy Charter School will consider the need for a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the child. The student's case manager is responsible for ensuring completion of the FBA and scheduling a meeting to develop the (BIP). However, if the behavioral intervention plan already has been developed, the team will review the behavioral intervention plan, and modify it, as necessary, to address the behavior, and return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

Cirrus Academy Charter School will consider removal of the student for up to 45 days if the behavior includes any of the following while at school, on school premises, or at a school function under the jurisdiction of the State or LEA:

1. possession of a weapon on school premises
2. possession or use of illegal drugs, or solicitation or sale of a controlled substance
3. infliction of serious bodily injury upon another person

Should any of the aforementioned occur, after following school system procedures, a school administrator (Principal or Assistant Principal) will notify the Director of Special Education. Cirrus Academy Charter School will adhere to the following definitions as outlined in the State Rules and Regulations for these special circumstances.

For the purposes of removal, the following definitions will apply:

- Controlled substance—a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. § 812 (c)).
- Illegal drug—a controlled substance ; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- Serious Bodily Injury—has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
- Weapon—has the meaning given the term "dangerous weapon."

*** Please refer to the appended definitions for thorough explanations of the United States Codes.*

Change of Placement

When a student is removed from school for more than 10 days, this is considered to be a "change of placement." The school system is responsible for the student's educational progress; therefore IEP services must be continued. In Cirrus Academy Charter School, when a student is removed from school for more than ten days, the school administration and the student's case manager will notify parents and provide Procedural Safeguards to the parents. The Office of Special Education will be notified and a manifestation meeting will be scheduled. A Consent for Placement form will be signed anytime this type of circumstance occurs.

Serving Students Removed for 10 or More Days Interim Alternative School

Cirrus Academy Charter School has an Interim Alternative Educational Setting for students, grades 6-12, to receive academic and behavior support in the event that a child with or without a disability is removed for ten or more days. The IEP or 504 manifestation team will determine whether social skills instruction for students is appropriate.

Additional Considerations

School personnel who serve as members of the student's IEP team may take into account all circumstances when deciding if a change in placement is the right action to take for a student with a disability. IEP Team members may consider various forms of information including, but not limited to:

- student's disciplinary history
- ability to understand the consequences
- expression of remorse
- the supports that were provided to the student prior to the behavioral violation.

Appeal

The parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. To request a hearing, the parent must file a due process hearing. A judge or hearing officer hears the facts and makes a determination regarding an appeal under the disagreement.

The administrative law judge (ALJ) or hearing officer hears the facts and makes a determination regarding an appeal under the disagreement. The ALJ or hearing officer has the authority to return the child to the placement from which he/she was removed if the ALJ

determines that the removal was a violation of this Rule or that child's behavior was a manifestation of the child's disability. The ALJ may order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the ALJ or hearing officer determines that maintaining the current placement of the child substantially will result in injury to the child or others.

Appeal procedures may be repeated if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

Whenever a hearing is requested, those involved in the dispute, parents or LEA, must have an expedited impartial due process hearing. Exceptions to this statement include:

- The State is responsible for the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The ALJ or hearing officer must make a determination within ten school days after the hearing.
- The parent and LEA agree in writing to waive the resolution meeting or agree to use the mediation process.
 - A resolution must occur within seven days of receiving notice of the due process hearing request/complaint
 - The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 day of the receipt of the due process hearing request/complaint.
 - The decisions on expedited due process hearing are appealable consistent with the Dispute Resolution Rule (Please refer to this section of the manual).

Placement during Appeals

When an appeal has been made by the parent or LEA, the child must remain in the interim alternative placement setting pending the decision of the ALJ or hearing officer or until the end of the 45 school day time period, whichever comes first, unless the parent and LEA agree otherwise.

Protections for Children Not Yet Eligible for Special Education and Related Services

A child who has not been determined eligible for special education and related services who has engaged in behavior that violated a code of student conduct, may assert any of these protections if the LEA had knowledge that the child was a student with a disability before the behavior occurred.

- The parent must have expressed concern in writing to supervisory or administrative personnel or a teacher of the child, that the child is in need of special education and related services.
- The parent of the child requested an evaluation of the child for eligibility determination.
- The teacher of the child or other personnel of the LEA expressed specific concerns about the pattern of behavior demonstrated by the child directly to the Director of Special Education or the LEA or to other supervisory personnel of the LEA.

An LEA would not be deemed to have knowledge that a child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and determined not to be a child with a disability (the child did not meet eligibility criteria).

If an LEA does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against a child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is deemed to be a child with a disability, taking into consideration information from the evaluation conducted and information provided by the parents, the agency must provide special education and related services.

Please refer to the Evaluation/Re-evaluation Section of this manual for more information about the evaluation process.

Referral to and Action by Law Enforcement and Judicial Authorities

Nothing in Discipline Rule, 160-4-7-.10, prohibits the LEA from reporting a crime committed by a child with disabilities to appropriate authorities. Nothing in the Discipline Rule prevents State law enforcement or judicial authorities from exercising their responsibilities with regard to application of Federal and State law to crimes committed by a child with a disability.

The LEA reporting the crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

The LEA reporting the crime may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational rights and Privacy Act (*please see the Confidentiality Section of this manual for more about this Act*). Records requests will be fulfilled by Cirrus Academy Charter School using the following guidelines:

- Any outside agency, including the Department of Juvenile Justice, sends request for records to the child's school and the Special Education Department.
- The child's service school sends attendance, discipline, and academic records.
- The Special Education Office fulfills Special Education Records Requests, including, current Individualized Education Plan, Eligibility Report, and most recent psycho-educational evaluation.

Definitions of Special Circumstances under United States Codes Controlled Substances

Schedules I, II, III, IV, V in Section 202 (c) of the Controlled Substances Act (21. U.S.C. 812 § (c)).

Schedule I.

- A. The drug or other substance has a high potential for abuse.
- B. The drug or other substance has no currently accepted medical use in treatment in the United States.
- C. There is a lack of accepted safety for use of the drug or other substance under medical supervision.

Schedule II.

- A. The drug or other substance has a high potential for abuse.
- B. The drug or other substance has a currently accepted medical use in treatment in the United States or a currently accepted medical use with severe restrictions.
- C. Abuse of the drug or other substances may lead to severe psychological or physical dependence.

Schedule III.

- A. The drug or other substance has a potential for abuse less than the drugs or other substances in schedules I and II.
- B. The drug or other substance has a currently accepted medical use in treatment in the United States.
- C. Abuse of the drug or other substance may lead to moderate or low physical dependence or high psychological dependence.

Schedule IV.

- A. The drug or other substance has a low potential for abuse relative to the drugs or other substances in schedule III.
- B. The drug or other substance has a currently accepted medical use in treatment in the United States.
- C. Abuse of the drug or other substance may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in schedule III.

Schedule V.

- A. The drug or other substance has a low potential for abuse relative to the drugs or other substances in schedule IV.
- B. The drug or other substance has a currently accepted medical use in treatment in the United States.
- C. Abuse of the drug or other substance may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in schedule IV.

Bodily Injury

Paragraph (3) of subsection (h) of Section 1365 of Title 18, United States Code.

The term "serious bodily injury" means bodily injury which involves: A. a substantial risk of death;

- B. extreme physical pain;
- C. protracted and obvious disfigurement; or
- D. protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Dangerous Weapon

Paragraph 2 of the first subsection (g) of Section 930 of Title 18, United States Code [34 C.F.R. §300.530 (i) (1)].

The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily

injury, except that such term does not include a pocket knife with a blade of less than $2\frac{1}{2}$ inches in length.

INDIVIDUAL EDUCATION PROGRAM TEAM AND IMPLEMENTATION OF THE IEP **State Board Rule: 160-4-7-.06 — Individual Education Program (IEP)**

Procedures for IEP Development/Components

Individual Education Program Overview

An **Individualized Education Program (IEP)** must be developed for every disabled student who is or will be receiving special education services. This IEP becomes the important document that insures the special education student is provided appropriate educational services based on his/her special needs. The IEP is not a binding contract, for which the school system is responsible if the student does not achieve the growth projected in the goals and objectives; however, it assures that the school system will provide the special education and related services as outlined in the IEP. Additionally, any changes in special education and/or related services for a student are documented in the IEP.

The parents/guardians are notified of the proposed date, time and location of each IEP meeting in order to give them sufficient time to make arrangements to attend or to contact the school to reschedule the meeting. The parents are sent **written notice** on the Meeting Notification Form found in *Infinite Campus* regarding the meeting date and time. The school system must give the parents every opportunity for a convenient, mutually agreed upon meeting time as well as the option to reschedule so that the parents may attend.

An **Individual Education Program (IEP)** is required for each student who is served in the Special Education Program and is reviewed at least annually. The IEP is developed to meet the special needs of the student as identified by the assessments, observations, and other data collected during the referral/eligibility process. The IEP is developed after the student is determined eligible for services.

The **IEP Team Meeting** provides an opportunity for all stakeholders involved in the education of the student to meet to determine eligibility as well as discuss appropriate options to meet the individual educational needs of that student. Required members of the IEP Team include the:

- General Education Teacher;
- Special Education Teacher;
- Representative from the school system (called the Local Educational Agency);
- An individual who can interpret the instructional implications of evaluation results; and
- Parents (unless they indicate the meeting should proceed without their presence).

Other people may be invited to the team meeting at the request of the school and/or parents (such as related services providers, counselors, the school psychologist, etc.) The student, as appropriate is invited to his/her IEP meeting at any time; however, students at age 14 and above attend their IEP meetings.

In Cirrus Academy Charter School, if the Eligibility Committee recommends that the student **does not meet eligibility** for a special education program, regular education options are discussed, and the student is referred back to the Student Support Team for follow-up and continuing interventions, as needed. The SST file is sent back to the SST chair at the child's school.

If the Eligibility Committee recommends that a student be placed in any special education program, a **Parental Consent for Placement form** will be signed before services are initiated. If the parent is not present, the student's case manager will send the parent a copy of the eligibility report, the IEP, psychological report, parental rights and Consent for Placement form by mail for review and signature, following up with a telephone call to insure understanding.

If the parent did not attend the IEP meeting where eligibility and placement were decided, the date for initiation of services must be at least 10 days from the date of the IEP meeting in order to allow proper notice and opportunity for the parent(s) to respond (assuming the parent agrees to the placement and signs the Consent for Placement form).

Annual Review: Overview

The IEP must be reviewed annually. Procedures for initiating the Annual Review as follows:

- A. The student's Case Manager will send a **Notice of IEP Meeting** to the parents ten days prior to the projected review date. The projected review date must occur before the end date of the current IEP, so case managers are encouraged to begin working with parents to arrange a mutually-agreed upon date well before the ending date. A copy of the notification (for documentation purposes) is saved in *Infinite Campus*, along with all required attendees are invited are listed on the meeting notice, along with other stakeholders invited by the parent or the school. The parents will be given the names in writing of all members invited to the Annual Review.
- B. At the **Annual Review** meeting, the current IEP, including mastery/progress toward goals/objectives is reviewed by the committee and a new IEP is developed based on the student's Present Level of Performance. A copy of the new IEP is sent home with the parents if they are in attendance, or mailed if they are not present. Update any changes from the IEP meeting and a copy of

the new IEP will be saved through *Infinite Campus* for "read only" access for school personnel given the rights to that student's IEP.

NOTE: *The Parental Consent for Special Education and Related Services is required to be signed only once, at the time of the initial placement, even though the program or location of program may change.*

Placement of Transfer Students

Every transferring student from a Georgia school to the Cirrus Academy Charter School will be checked through the SLDS system in order to determine if he/she received special education services from the transferring school. If so, records will be requested from that school by Cirrus Academy staff. Records will also be requested from students outside of Georgia. Once received, the records will be reviewed by the Department of Special Education in order to determine the presence of all required information and documentation.

Copies of the record will be sent to the Lead Teacher to disseminate to the student's assigned case manager. Notice will be sent to the student's Case Manager to review the records, along with information about any needed documentation. While waiting on a new IEP meeting, the student will be placed in the appropriate program(s) based on records from the transferring school.

Within ten (10) days of the transfer or receipt of records, the Case Manager will set up a time to meet with the student's Cirrus Academy Charter School IEP team and a new Cirrus Academy Charter School IEP will be developed, following the review of the transferring IEP and eligibility information. The Cirrus Academy Charter School's **Consent for Placement** form will be signed at the IEP meeting and parents will be provided with a copy of *Parent's Rights in Special Education*.

If transfer records are received directly by the school, the records will be sent to the Department of Special Education for review.

Components of the Individual Education Program (IEP)

The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting. The IEP must include:

1. A statement of the child's present levels of academic achievement and functional performance, including:
 - a. How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - b. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
2. A statement of measurable annual goals, including academic and functional goals designed to:

- a. Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and b. Meet each of the child's other educational needs that result from the child's disability;
 - i. For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
3. A description of:
 - a. How the child's progress toward meeting the annual goals will be measured; and
 - b. When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
4. A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
 - a. To advance appropriately toward attaining the annual goals;
 - b. To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
 - c. To be educated and participate with other children with disabilities and nondisabled children in academic, nonacademic and extracurricular activities;
5. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the nonacademic and extracurricular activities;
6. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments; and
 - a. If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:

i. The child cannot participate in the regular assessment; and ii. The particular alternate assessment selected is appropriate for the child; and

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- iii. The parents of the child must be informed that the child is being assessed against alternate or modified achievement standards and any consequences of such assessments.
 - b. IEP teams must select for each assessment only those accommodations that do not invalidate the score according to state standards.
- 7. The projected date for the beginning of the services and supports and the anticipated frequency, location, and duration of those services and program modifications.
- 8. **TRANSITION SERVICES:** Beginning not later than entry into ninth grade or by age 16, whichever comes first, if determined appropriate by the IEP Team and updated annually, the IEP must include information about Transition Services:
 - a. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - b. The transition services (including courses of study) needed to assist the student in reaching those goals.

Transition Services Participants

Cirrus Academy Charter School invites the student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP Team meeting, the school system will take other steps to ensure that the student's preferences and interests are considered.

To the extent appropriate, with the consent of the parents or the adult student who has reached the age of 18, in implementing the transition requirements, the school system will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. (The determination of the knowledge or special expertise of this person must be made by the party (parents or school system) who invited the individual to be a member of the IEP Team.)

Beginning not later than one year before the student reaches age 18, the IEP must include a statement that the student has been informed of the student's rights under Part B of the IDEA, if any, which will transfer to the student on reaching his or her age 18. *This section is known as the **Transfer of Rights**.*

THE IEP TEAM is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. The Cirrus Academy Charter School ensures that each IEP Team meeting includes the following participants:

- The parent(s) of the child
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
- Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child
- A representative(s) of the local education agency who —
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - Is knowledgeable about the general education curriculum; and
 - Is knowledgeable about the availability of resources of the school system
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team
- At the discretion of the parent or the local educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

Excusal of IEP Team Member

A member of the IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability and the school system agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

A member of the IEP Team may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

- The parent, in writing, and the school system consent to the excusal; and
- The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

Transition for Children Birth through Two — Part C

In the case of a child, birth through age 2, who was previously served under **Babies Can't Wait**, an invitation to the initial IEP Team meeting must, at the request of the

parent, be sent to the Babies Can't Wait service coordinator or other representatives of Babies Can't Wait to assist with the smooth transition of services.

Parent Participation in IEP: Notification and Invitation

The Cirrus Academy Charter School ensures that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including notifying parents of the meeting early enough to ensure that they will have an opportunity to attend, and scheduling the meeting at a mutually agreed upon time and place.

The invitation to the IEP Team meeting indicates the purpose, time, and location of the meeting, participants who will be in attendance, and informs the parents of their right to invite other individuals who, in their opinion, have knowledge or special expertise regarding their child, including related services personnel. The invitation shall also inform the parents of a child previously served in *Babies Can't Wait* of their right to request that an invitation to the initial IEP Team meeting be sent to the service coordinator or other representative of *Babies Can't Wait* to assist with the smooth transition of services.

For a student with a disability, beginning not later than entry into ninth grade or by age 16, whichever comes first, or younger if determined appropriate by the IEP Team, the invitation must also indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student. The school system will invite the student and identify any other agency that will be invited to send a representative.

If neither parent can attend an IEP Team meeting, the school system will use other methods to ensure parent participation, including individual or conference telephone calls or means. A meeting may be conducted without the parents in attendance if the school is unable to convince the parents that they should attend. In this case, the school will keep a record of its attempts to arrange a mutually agreed on time and place such as detailed records of telephone calls made or attempted and the results of those calls; copies of correspondence sent to the parents and any responses received; and detailed records and results of visits made to the home or place of employment and the results of those visits.

Cirrus Academy Charter School will take whatever action is necessary to ensure that the parents understand the proceedings of the IEP Team meeting, including arranging for an interpreter for a parent who is deaf or whose native language is other than English.

A copy of the IEP is provided to the parents at no cost. Special education staff, including administrators, teachers, and case managers, are available to review explanations of proceedings to parents. Additionally, Cirrus Academy Charter School ensures that the parents of each child with a disability are members of any group that makes decisions on the child's educational placement.

When the IEP Must be in Effect

At the beginning of each school year, the IEP will be in effect for each child with a disability served by Cirrus Academy Charter School.

Initial IEP Services

Cirrus Academy Charter School ensures that:

- A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; and
- As soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP.

Accessibility of Child's IEP to Teachers and Others

Each student with a disability's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for the implementation of the student's IEP. Each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP; and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

- Special education teachers and related service providers have access to IEPs on *Infinite Campus*.
- Regular education teachers can review IEPs with the student's case manager.
- Each regular education teacher is provided with a copy of the student's classroom and testing accommodations, and supports, including behavior intervention plan, behavior contract, if any, etc.

Inter and Intra-State Transfer of Students with IEPs

IEPS for Children who Transfer to Cirrus Academy Charter School from Another Georgia System

If a child with a disability transfers to Cirrus Academy Charter School in the same school year from another school within Georgia, the Cirrus Academy Charter School, in consultation with the parents, will provide a Free and Appropriate Public Education (FAPE) to the child (including services comparable to those described in the child's IEP from the previous school system), until Cirrus Academy either:

- adopts the child's IEP from the previous school system; or
- develops, adopts, and implements a new IEP that meets all IEP requirements set forth in State Board of Education rules.

IEPs for Children who Transfer from Another State

If a child with a disability who had an IEP that was in effect in another State transfers to Cirrus Academy Charter School within the same school year, Cirrus Academy Charter School, in consultation with the parent, will provide the child with Free and Appropriate Public Education (including services comparable to those described in the child's IEP from the previous school system, until the Cirrus Academy:

- Conducts an evaluation if determined to be necessary, and
- Develops, adopts, and implements a new IEP, if appropriate.

All paperwork for transferring students with disabilities will be requested from the previous school by Cirrus Academy Charter School. School administrators, counselors, special education teachers, general education teachers, and the school psychologist, as appropriate, will be notified when paperwork has been received. School staff will send copies of the records to the special education teacher. When received, the special education teacher will review the documents and schedule an IEP meeting with the IEP team. Within ten (10) days of the transfer or receipt of records, the Case Manager will set up a time to meet with the student's Cirrus Academy Charter School's IEP team.

A Cirrus Academy Charter School IEP will be developed, following the review of the transferring IEP and eligibility information. The student's IEP will be put in Infinite Campus. At the IEP Meeting

- a. The Cirrus Academy Charter School's **Consent for Special Education and Related Services** form will be signed.
- b. Parents will be provided with a copy of *Parent's Rights in Special Education*.
- c. Authorization to Release Information

After the meeting, the case manager will send the final copy of the IEP, Notice of IEP Meeting, Consent for Special Education and Related Services, and Authorization to Release to the parent. Original paperwork will be sent to the Department of Special Education for State reporting purposes and filing.

FERPA and Transmittal of Records

To facilitate the transition for a child who transfers to Cirrus Academy Charter School:

- a. The Cirrus Academy Charter School works diligently to promptly obtain the child's records, including the IEP, eligibility report, psychological evaluation report, supporting documents, and any other records relating to the provision of special education or related services to the child, from the previous school system in which the child was enrolled, pursuant to the Family Educational Rights and Privacy Act (which does not require prior parental consent to disclose education records to officials of another school where the student seeks or intends to enroll); and

- b. It is expected that the previous school system in which the child was enrolled will take reasonable steps to promptly respond to the request from Cirrus Academy Charter School.

Development of the IEP

In developing each child's IEP, the IEP Team considers:

1. The strengths of the child
2. The concerns of the parents for enhancing the education of their child
3. The results of the initial or most recent evaluation of the child
4. The results, as appropriate, of the child's Statewide or district-wide assessments
5. The academic, developmental, and functional needs of the child.
6. Consideration of special factors. The IEP team must:
 - a. In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies, to address that behavior in the IEP or behavioral intervention plan;
 - b. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - c. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media, that instruction or the use of Braille is not appropriate for the child;
 - d. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - e. Consider whether the child needs assistive technology devices and services.

Cirrus Academy Charter School ensures that **Extended School Year** services (ESY) are available, if determined necessary, to provide a free and appropriate public education. Extended School Year services are provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of free and appropriate public education (FAPE) to the child. Cirrus Academy Charter School does not limit Extended School Year services to a specific disability category or unilaterally limit the type, amount or duration of those services.

The IEP Team determines if Extended School Year services are needed as part of the child's free and appropriate public education. In doing so, the team considers the individual needs of the child. If the IEP Team determines that Extended School Year services shall be provided, it shall:

- Indicate which goals are being extended or modified to deliver the child's free and appropriate public education (FAPE); and
- State the specific services needed, the amount of time for each service, the beginning and ending dates for the services and the service provider and location.

The Cirrus Academy Charter School provides Extended School Year services as required by the child's IEP and all necessary transportation at no cost to the parent unless the parent agrees to provide transportation.

Participants of IEP Meeting: Requirements with respect to a regular education teacher. A regular education teacher of a child with a disability, as a required member of the IEP team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of:

- Appropriate positive behavioral interventions and supports and other strategies for the child; and
- Supplementary aids and services, accommodations, program modifications, and support for school personnel.

IEP Changes or Amendments

Changes or amendments to the IEP may be made either by the entire IEP Team at an IEP Team meeting or by agreement between the parents and the LEA. In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent(s) of a child with a disability and the school system may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

If changes are made to the child's IEP, Cirrus Academy Charter School ensures that the child's IEP Team is informed of those changes. The amendment will be put into *Infinite Campus* which all appropriate school personnel have access. The parents will receive a copy of the amendment. Classroom teachers will receive copies of any changes of the Behavior Intervention Plan, Accommodations, and Supplementary Aids and Services.

Review and Revision of IEPs

The Cirrus Academy Charter School ensures that the IEP team reviews the child's IEP at least annually, to determine whether the annual goals for the child are being achieved, and revises the IEP, as appropriate, to address:

- Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;

- The results of any reevaluations conducted.
- Information about the child provided to, or by, the parents; • The child's anticipated needs; or • Other matters.

In Cirrus Academy Charter School, it is appropriate to consolidate reevaluation meetings for the child and other IEP Team meetings for the child (i.e., annual review).

Consideration of Special Factors

In conducting a review of the child's IEP, the IEP team must consider the special factors described above. A regular education teacher of the child, as a member of the IEP Team, must participate in the review and revision of the IEP of the child.

There are several reasons for failure to meet transition objectives:

- If a participating agency, other than the school system fails to provide the transition services described in the IEP, Cirrus Academy Charter School will reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

Nothing in this part relieves any participating agency, including the State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

Children with Disabilities in Adult Prisons

The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons (Department of Corrections):

- Participation of children with disabilities in State and district-wide assessments;
- The requirements related to transition planning and transition services do not apply to children whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

The IEP Team of a child with a disability who is convicted as an adult and incarcerated in an adult prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

The IEP requirements in this Rule and the Least Restrictive Environment (LRE) requirements do not apply with respect to the modifications described in this section.

Procedures for Notification of Meetings (IEP, Re-Evaluation, Eligibility, etc.) IEP Meeting Notice

The parent must be notified of the proposed date, time and location of an IEP meeting to give sufficient time to make arrangements to attend or contact the school to reschedule the meeting. The notice should include the purpose of the meeting (including transition planning, if appropriate); the proposed date, time and location of the meeting; as well as the names (whenever possible) and positions of the people that the school will invite or have invited to attend.

The parent may request to reschedule the IEP meeting or to participate by telephone via a conference call if attending in person is not possible.

There are two circumstances in which a required member of the IEP Team may be excused:

- When an IEP Team member's area of curriculum or related services is NOT being changed or discussed at the meeting, the parent and the system may agree to excuse the team member from all or part of the meeting if the parent consents in writing to this excusal; or
- When the IEP Team member's area of curriculum or related services is not being discussed at the meeting, the parent and the system may excuse an IEP Team member from all or part of a meeting if the parent consents in writing to the excusal and the person submits relevant written input to the IEP Team prior to the meeting. Notification must be given 10 calendar days prior to the meeting.

The School must make reasonable attempts to involve the parent. One attempt must be a written notice. Documented attempts may include, but are not limited to:

- Telephone conversations
- E-mail
- Notice sent in mail
- Notice sent with student
- Certified Mail
- Home visit
- Student Support Specialist/Social worker

Should the IEP team determine that reasonable attempts were made to involve the parent, and the School has documentation of said attempts, then the IEP team may proceed with the meeting without the parent.

If a response is given stating that parent will attend, you may proceed with the meeting with or without the parents in attendance. If the parent requests to reschedule, you should not proceed without them, unless you have consulted with CACS's legal counsel about the situation.

Participants to be included are:

- Parents of the child or surrogate parent if the child is a ward of the state;
- At least one regular education teacher of the child (if the child is, or may be participating in the regular education environment);
- At least one special education teacher or provider of the child;
- Other representative(s) of the local education agency who —
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - Is knowledgeable about the general education curriculum; and
 - Is knowledgeable about the availability of resources of the school system
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team
- At the discretion of the parent or the local educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

Others who may also attend

- Related Service Providers, if appropriate (SLP, OT, PT)
- Student, if transition is being discussed or if the child is 16 or older or in 8th grade
- Any other appropriate personnel or person invited by the parent.

Developing the IEP

When beginning the IEP meeting: • Review the purpose of the meeting;

- Introduce all team members;
- Review the agenda for the meeting, if developed;
- Review Parental Rights;
- Discuss reason for referral, if appropriate.

In a successful IEP meeting:

- Decisions are documented;
- There is a clear understanding of who is responsible for designated tasks, i.e., Action Plan;
- All team members are active participants; • Team members are open, honest, and positive.

Team Members/Case Manager

At the beginning of the year or once a child is referred, the case manager and other team members are established. All staff that will work with the child or assess the child should be

set up as team members and included on the Notice of IEP Meeting, including parents and the student (if over 14).

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Performance is the basis for the development of the entire IEP including the Transition Plan, the Goals/Objectives, and the Classroom and State Assessment Accommodations. The Present Levels should include academic, developmental, and functional performance. It should be specific and individualized and related to measurable findings and observations.

The Present Levels of Performance must include the most recent state assessment and system level assessment results (within the last two years). This is not a listing of state scores or grades, only. Pertinent formal or informal testing data should be included along with an explanation of the information which better defines the current levels of the student. This information will help in linking goals and objectives that may need to be developed for the student.

The Present Levels of Performance include statements identifying the student's academic, developmental, and/or functional strengths and weaknesses. In addition, each identified area of significant deficit should be addressed in the annual goals, short-term objectives, if appropriate, accommodations/modifications, and special education and related services. The Present Levels of Performance must include parental input whether the parent is present at the meeting or not. The parental input may be from a previous discussion with the parent during the school year. Additional parental input may also be included in the minutes of the IEP. It is best practice for the IEP to document how the parent's concerns have been or will be addressed.

A discussion of the impact of the disability on involvement and progress in the general education curriculum or for preschool in appropriate activities is included.

Considerations of Special Factors are addressed with statements written where needed. The need for a **Behavior Intervention Plan** is documented in this area. If the student needs or is using an **assistive technology** device or **alternative format** for instructional materials, this is where the need is documented.

Transition Planning must begin at end of 8th grade or by age 16, whichever is first. In Cirrus Academy Charter School, the Transition Plan will be in place prior to the student's ninth grade year.

An assessment of the skills and interests related to education, employment, training, and independent living skills (as appropriate) should be conducted in conjunction with the

development of the transition components. The initial transition assessment may be prior to the eighth grade and could occur when a reevaluation consideration is conducted. It should also be ongoing and fluid.

Assessment tools that clearly describe a child's strengths and weaknesses and document a child's interests and perceptions about their skills should be utilized. Surveys and interviews work well for this type of assessment. Also, there are six characteristics that should be considered when conducting a transition assessment. The assessment should be

1. child centered
2. continuous
3. occurring in many places
4. involving a variety of people
5. have understandable data
6. be sensitive to cultural diversity

Desired Measurable Post-Secondary Outcome/Completion Goals should be measurable post-secondary outcome/completion goals of what the child wants to achieve *after* graduation. They should be "major life accomplishments" or "completion goals." These should be in the areas of Education/Training, Employment and Independent Living (as appropriate). These goals should be written in easy to understand language. These outcome/completion goals can change and become more refined as the child has more experience and gets closer to graduation. They should occur after the child graduates from school.

Transfer of Rights will be discussed and dated if student is 17 years old and older. Once the student turns 18 years old, it must be documented and dated that the student has been informed that the rights have been transferred.

Measurable Transition IEP Goals are based on age appropriate transition assessment and include transition activities and services appropriate to attain the Post-Secondary Outcome/Completion Goals. This section should include *measurable* transition IEP goals that directly relate to the how, when, where, and what is needed to complete each postsecondary outcome/completion goal. The goals should be relevant to "how to get to" the desired post-secondary outcomes. They must be meaningful.

This section is divided into Education/Training, Development of Employment, Community Participation, Adult Living Skills and Post School Options, Related Services and Daily Living Skills (as appropriate). There will be at least one measurable transition IEP goal for Education/Training and Employment. Measurable transition goals for Independent Living are addressed as appropriate.

Transition Activities and Services address the transition activities and services that are needed to attain these measurable goals. Transition Activities and Services are planned to meet the "what is needed to achieve these goals" criterion. Many activities and services are documented, planned, and implemented for each goal. In Cirrus Academy Charter School, there will be a minimum of two activities for each goal.

Persons and Agency Involved includes the people who will help the child achieve the goals. Documentation is provided that these persons were invited to the Transition IEP meeting and that the parents and student (if over 18) were notified of their possible attendance.

Date of Completion and Achieved Outcome is left blank and then completed at the next annual review.

Measurable Annual Goals & Short Term Objectives

In the last reauthorization of the *Individuals with Disabilities Education Act* (IDEA) and the latest Georgia State Regulations, short term objectives are not required for all students in special education. Only those **students who participate in the Georgia Alternate Assessment (GAA) are required to have short term objectives.**

However, there is nothing that prohibits a system from requiring short term objectives or benchmarks for all special education students. IEPs developed for Pre-Kindergarten students and IEPs written for students who participate in an adaptive curriculum (tested through GAA) require goals *and* objectives. Other IEPs that may be written with goals and objectives are those IEPs for students in special circumstances and objectives included because of teacher's professional judgment. All other IEPs for students who participate in standardized tests can be written with measurable annual goals only.

These goals must:

- be skill building—What *skills does the student need to develop in order to access, participate and make progress in the general curriculum and school activities?*
- contain a target behavior, condition and criteria—Clear and measurable present levels make writing clear and measurable goals easier.
- have a data collection strategy that supports the measurability of the goal.

Measurable annual goals are written to address an individual student's deficits to enable that student to *make progress* in grade level standards. All students are expected to be working toward grade level standards, so it is not necessary to list those standards in the IEP.

Student Supports, Accommodations, Supplemental Aids and Services and Supports

All new teachers of special education students are provided access to the IEP, including classroom and state assessment accommodations, through Infinite Campus.

State Testing

Allowable accommodations for state testing may only be allowed when agreed upon by the IEP Team. The state testing accommodations are accommodations that are also used throughout the year and not only for state testing. The allowable assessment accommodations may be found in the annually updated Georgia Assessment Manual. Decision-making guides for selection of appropriate assessment accommodations can be found in the Georgia Accommodation Manual.

Rules should be followed carefully when choosing a conditional accommodation for a student and should be chosen rarely. If this choice is made by the IEP Team, the

Director of Special Education and Testing Coordinator must be contacted. Tests administered with conditional modifications will not count towards *College and Career Ready Performance Index* (CCRPI) measurements.

Only students with significant cognitive disabilities may be allowed to participate in the Georgia Alternate Assessment (GM), and this decision is documented in the IEP.

Services in General Education, in Special Education, & Related Services

Services in General Education include Consultation, Supportive Instruction, Collaborative, and Co-teaching. Services in Special Education setting include resource and self-contained (both considered small group instruction) and now defined as a "separate class."

Related Services include Occupational Therapy, Physical Therapy, Special Transportation, Adapted PE, Interpreter, and Orientation and Mobility, Counseling, School Health/Nursing Services, School Social Work, Audiology, Diagnostic Services, and Psychological Services.

Options Considered

All service options considered are discussed and documented in the IEP. Once the options are decided upon, a WHY statement should be included which describes the extent to which the student will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities, if this is the case.

Extended School Year Services (ESY)

The IEP team will decide whether the child needs Extended School Year (ESY) services or will document either a date by which the team will reconvene to determine the need or will write a rationale statement of why the student does or does not need the service. If the team decides to reconvene, you must meet on or before that date.

Functional Behavioral Assessment

The purpose of a Functional Behavioral Assessment is to determine the relationship between the environment and the occurrence of behavior. In other words, the assessment seeks to determine what elicits the behavior and what goal the behavior is achieving (hence, its function). Signed **Consent for Evaluation** is required prior to conducting FBA.

- The IEP Team begins by listing student's behaviors that have resulted in missed instructional time and possibly disciplinary action.
- The team will prioritize the behaviors and choose the top one to three behaviors to focus on for the functional assessment.

- The team must describe the behavior in such a way that there is no doubt what the behavior looks like and when it is occurring. The behavior must be described so that it is observable, measurable, and clear to an observer.
- The team should recall and summarize everything that has been done in the past in order to prevent or minimize the problem behavior (Changing seat, modifying assignments, teaching anger management strategies).
- The team should consider characteristics that are unique to a student (physical, emotional, cognitive, social, and academic).
- The team should determine why a behavior is occurring:
 - How often does the target behavior occur and how long does it last? ○ Where does the behavior typically occur? Where does it never occur? ○ Who is present for the occurrence/nonoccurrence of the behavior? ○ What is going on during the occurrence/nonoccurrence of the behavior? ○ When is the behavior most likely/least likely to occur?
 - How does the student react to the usual consequences that follow the behavior?

In order to answer these questions, the team utilizes: observation, interviews, behavior rating scales, discipline records, special education records, notes from parents, teachers, and student, etc. The IEP Team should collect enough information to effectively answer the above questions.

A functional assessment of an individual's behavior is based on the assumption that all behaviors serve some purpose for that person. In identifying the function of a behavior, the team must identify events, which occur before a behavior (antecedent) and the events that follow a behavior (consequences).

According to the **Implementation Manual for the Special Education State Rules**, if an IEP team has adequate information to develop a Behavior Intervention Plan (BIP), a Functional Behavior Assessment (FBA) may not be required. Although not required, in Cirrus Academy Charter School, best practice is to conduct a Functional Behavioral Assessment prior to the development of a Behavior Intervention Plan.

The IEP Team must develop intervention plans (**Behavior Intervention Plan**) based on the information provided through this Functional Behavioral Assessment. The following techniques are considered when designing behavior intervention plans:

1. manipulate the antecedent and/or consequences of the behavior;
2. teach more acceptable behavior replacement behaviors that serve the same function as the inappropriate behavior;
3. implement changes in curriculum and instructional strategies; and 4. modify the physical environment.

To be meaningful, plans need to be reviewed at least annually and revised as appropriate. However, the plan may be reviewed and reevaluated whenever any IEP Team member feels that a review is necessary.

A Behavior Intervention Plan is not just punishment. It is designed to help a student learn to stop herself/himself from repeating inappropriate behavior.

Extended School Year Services

Local school districts are required to consider the need for Extended School Year Services (ESY) for each student with a disability. ESY may be necessary to provide a particular student a free appropriate public education as required by the *Individuals with Disabilities Education Act (IDEA)*. As with all other programming needs, the need for ESY is documented via data gathered about the student's performance in relation to the IEP goals and objectives throughout the year.

Extended School Year (ESY) must be addressed at least annually in all Individual Education Program (IEP) meetings. The rationale for any decision must be indicated on the IEP. Extended School Year services may include a variety of program delivery models. The following factors are considered when reviewing whether a student is eligible for Extended School Year services:

- Nature of child's disability
- The severity of the disability
- The age of the student
- The areas of learning crucial to the child's attainment of self-sufficiency and independence
- The contents of any applicable transition plan
- Areas of student's curriculum which need continuous attention;
- Progress on skills as identified in the IEP goals and objectives which address, as appropriate, the student's needs in the areas of academics, communication, social, behavior, motor, vocational, and mobility
- The rate of progress for the student or the rate of regression which may limit the student's ability to achieve IEP goals and objectives
- The relative importance of the IEP goals at issue
- Whether related services are needed to enable the student to progress toward IEP goals
- Whether there were any delays or interruptions in services during the school year • Other pertinent information such as emerging skills.

Recommended sources of information when considering whether a student with disability requires Extended School Year services:

Assessment information maintained on the student, including pretest and posttest data;

- Current IEP and pertinent curricula information;
- Progress reports maintained by teachers, therapists and others having direct contact with the student before and after breaks in educational programming.
- Educational, medical or psychological records of the student from public and private sources;
- Prognosis or opinions of educators, medical personnel, parents, and others who work with the student;
- Achievement of goals on successive IEPs;
- Reports by parents of negative changes in adaptive behaviors over extended break periods;
- Progress reports of teachers contrasting present and previous levels of achievement;
- Medical and other agency reports indicating degenerative type difficulties that become exacerbated during breaks in educational programming.

Documentation of Extended School Year Services

If a student is determined eligible for Extended School Year services by the IEP team, the team must:

- Indicate which goals and objectives from the current school year are being extended or modified. Such extension is needed to develop a free, appropriate public education (FAPE).
- The specific services needed
- The amount of time for each service
- The beginning and ending dates for the services
- The service provider and location

Extended School Year services will be provided when recommended in the student's IEP, and all necessary transportation is offered at no cost to the parent. Special Education and Related Services necessary to meet an individual student's needs shall be provided by qualified personnel.

Case Manager Responsibilities

It is the responsibility of each student's Case Manager to become very familiar with each of his/her student's IEPs. The Case Manager:

- Ensures that a student's IEP is reviewed at least once annually, and amended during the school year if warranted.
- Keeps track of student progress and ensure that Progress Reports are sent to parents with all Report Cards.
- Ensures that all classroom and testing accommodations are carried out.

- Makes sure that IEPs are fully and accurately implemented; the hours of service stated in the IEP match the student's actual schedule.
- Ensures that all of the student's teachers have access to the IEP • Monitors both the academic and behavioral progress of students.
- Contacts parents at the beginning of the school year.
- Participates in Eligibility /IEP meetings for new referrals; sending out Parent Notification of Meeting, developing the IEP, insuring that the parents receive copies, parental rights at least annually, etc.
- Prepares paperwork in a timely, efficient, and accurate manner.
- Finalizes all IEPs within three to five days from the meeting.
- Sends appropriate paperwork to the Department of Special Education
- Carries out other duties essential to provide Student assigned to the Case manager a free appropriate public education

IEP Amendments

After the annual IEP meeting, there may be a need to change, or amend, the IEP. This can be done either by reconvening the IEP Team to amend it or by mutual agreement between the parent and system to make changes to the written document without a meeting. The parent always retains the right to request a meeting for any and all changes or amendments to the IEP. Regardless of the method of changing the IEP, the parent must be provided a copy of the changes in a timely manner and an explanation of those changes.

How can an IEP be amended without having a face-to-face meeting?

Following communication with the parents, if both the school and parents agree that a meeting is not necessary to amend the IEP, an amendment can be made. The parents and staff working with the student must be provided a copy of the amended IEP. The amendment is developed using Infinite Campus. If the services change, be sure to use the Amendment with the Services Grid.

Can a change in time or placement on the IEP be made without a meeting— as part of an amendment? Are there any changes that can be made to an IEP that require a meeting, and cannot be made through the use of an amendment?

The answer to both of these questions is yes, if the School and parents agree. The Individuals with Disabilities Education Act (IDEA) does not specify any specific circumstances in which these changes may be made. Professional judgment should be used to determine when it is necessary to convene a meeting. Amendments are intended to relieve the paperwork burden when minor changes need to be made in the IEP to which both the School and parents agree.

Is it permissible to have only one signature, representing one person at the "meeting," on the IEP Addendum form?

Yes. When a case manager contacts the parent by phone to discuss a change to the IEP and both parties agree to the change, the case manager may write up the agreed upon changes

as an IEP Addendum and document the method of contact (i.e.—phone call or impromptu conversation) on the Parent Notification of Meeting Response Section. If either party requests that a meeting should be called, then a meeting should be arranged to discuss and document the changes. Best practice is to have a second school official in the room when the phone conversation or impromptu conversation is taking place; however, it is permissible to have only one signature if both parties agree to the change.

Dismissals

For dismissals from special education services, there must be a review of data indicating that the child is not a child with a disability. This must be shared with the parents. To meet the requirements of prior written notice, the parents must be informed of changes, what data was considered, and what options were considered. Completing or updating the Reevaluation Determination form will document this need. Therefore, dismissals must be initiated with a *Reevaluation Determination* meeting.

PROFESSIONAL LEARNING

Implementation of the IEP with fidelity is at the heart of serving students with disabilities. At the beginning of each school year, professional learning on IEPs will be provided to all special education staff by the Special Education Director. Throughout the year, the Lead Special Education teachers at each school will contact the Special Education Director if additional training is needed. When/if new staff is hired during the year, professional learning will be provided.

MONITORING

Thorough implementation of the IEP includes the essential steps of scheduling/holding annual reviews and redeterminations, progress monitoring of student goals, and timely completion/turn-in of all required paperwork. Each case manager is charged with ensuring full implementation with fidelity. It is the responsibility of the CACS Special Education Director to ensure the fidelity of the process through monitoring the GOIEP Dashboard for timeliness and completion and checking random selection of progress monitoring notebooks each semester. Technical Assistance/Corrective Action will be provided as needed by the Special Education Lead teachers, Special Education Director, and school administrators.

State Board Rule: 160-4-7-.14 -- Personnel, Facilities, and Caseloads Maintenance of Credentials for Professional Employees

Maintenance of current credentials is the ongoing responsibility of any professional employed by or under contract with the Cirrus Academy Charter School.

Maintenance of records of current credentials is the ongoing responsibility of the Cirrus Academy Charter School. Cirrus Academy Charter School will recruit, hire, train and retain an adequate supply of highly qualified (certified or licensed) personnel, including special education, related services (therapists) and Leadership personnel, to meet the needs of children with disabilities.

Related service personnel who deliver services in their discipline or profession must maintain current, State approved or recognized certification, licensing, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services. Related service personnel must have not had certification or licensure requirements waived on an emergency, temporary or provisional basis.

The required standard credential for all personnel providing educational interpreting for children who are deaf or hard of hearing in Cirrus Academy Charter School, regardless of job title, shall hold a current Georgia Quality Assurance Screening (G-QAS) rating of Level III or higher in both interpreting and transliterating , as approved and maintained by the Georgia Department of Labor/Vocational Rehabilitation Program (DOL/VR), and/or documentation of advanced interpreting skills and qualifications through current national certification from the Registry of Interpreters for the Deaf (RID), and/or documentation of advanced interpreting skills and qualifications through current national certification from the National Association of the Deaf (NAD) Levels III, IV or V, and/or documentation of advance interpreting skills and qualifications through a current Educational Interpreter Performance Assessments (EIPA) rating of Level 3.5 or higher. The EIPA rating cannot be more than five years old.

Maintenance of current credentials shall be the ongoing responsibility of any educational interpreter employed by the Cirrus Academy Charter School for purposes of educational interpreting for children who are deaf or hard of hearing. Maintenance of records of current credentials shall be the ongoing responsibility of the Cirrus Academy Charter School and current credentials of educational interpreters are filed with other personnel records (e .g., teacher certification credentials).

The Department of Human Resources maintains all credentialing documentation.

Classroom Size and Appropriateness

The Cirrus Academy Charter School provides classrooms of suitable size in distraction-free areas, as required by the type of program or services to be established, with appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual children to be served. The school follows this Georgia Department of Education policy as a safeguard to prevent placing children with disabilities in classrooms that are too small, have visual or auditory distractions or do not have items necessary to provide appropriate instruction.

Maximum Class Size and Caseload by Eligibility Category

Cirrus Academy Charter School follows the Georgia State Board of Education Rules that mandates thirty-eight square feet to be provided for each child in the class with a variance of 10 percent depending upon the total number of personnel in the class at any time, the type of children and class, the kind and amount of furniture and equipment required, and the necessity for storage capabilities. Special circumstances shall be reviewed by the Director in charge of Facilities and the Facilities Department of the Georgia Department of Education.

Maximum class sizes and caseloads for personnel providing services for children, ages 3 through 5, in Community, Full Day, and Part Day classes, with a paraprofessional: **Preschool**

Special Education Maximum Class Size/Caseload

Full Day 8; with Para 16

Part Day 12; with Para 32

Community Setting N/A 32

Special Education Maximum Class Size: See Appendix Class Sizes and Caseloads

NOTES:

Each paraprofessional is the equivalent to 1/3 teacher and affects individual class size proportionately. Various teacher/paraprofessional models shall be averaged independently. If students from different exceptionalities programs are within the same segment, the maximum class size shall be determined by the program with the smallest class size.

Middle school and high school students served in a departmental model shall have an individual maximum class size of seven without a paraprofessional and ten with a paraprofessional, provided the number of students of any one exceptionality within the class does not exceed the individual maximum class size for that exceptionality.

EXCEPTION TO INDIVIDUAL MAXIMUM CLASS SIZE

The individual maximum class size with a paraprofessional may be increased as noted for two segments per day per teacher for the school year. Maximum teacher/pupil ratio without a paraprofessional may not be increased.

State Board Rule: 160-4-7-.15 -- Georgia Network for Educational and Therapeutic Support (GNETS)

The Psychoeducational Network is known as the **Georgia Network for Educational and Therapeutic Support (GNETS)**. The GNETS programs support the local school system's continuum of services by providing comprehensive special education and therapeutic support for the children served. The purpose of the GNETS is to prevent children from requiring residential or other more restrictive placements by offering cost-effective comprehensive services in local areas.

The Georgia Network for Educational and Therapeutic Support (GNETS) program provides comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). Families have the opportunity to be engaged in all aspects of service planning. Child specialists (educators, psychologists, social workers, psychiatrists, behavior support specialists, or etc.) from a variety of professions collaborate on behalf of the children served. All programs may serve children ages 3 through 21 years by the program staff in classes, with direct therapeutic services, evaluation and assessment or other services as appropriate.

The **Pathways Psychoeducational Program**, which is utilized by Cirrus Academy Charter School, is designed for students with severe emotional/ behavioral disorders for whom a more restrictive setting is required than is available in the child's current educational setting. This program is the most restrictive environment for EBD students within the public school system.

Documentation of On-Going Effectiveness and Improvement

All GNETS programs must have an on-going system for documenting effectiveness and program improvement based on Georgia Department of Education (Georgia Department of Education (GaDOE)) requirements and guidance from stakeholders. Data is kept on each Cirrus Academy Charter School student to validate program effectiveness through measurement of annual goals/short-term objectives and statewide assessment results.

Positive Behavioral Interventions and Supports

The GNETS program is required to utilize evidence-based positive behavioral interventions, supports and other strategies designed to increase children's resilience and social, emotional competence.

Academic Curriculum

The academic curriculum for all children participating in the GNETS program is Georgia's general education curriculum.

Eligibility and Placement

Students receiving services through a GNETS Program are referred by the Cirrus Academy Charter School through the Individual Education Program (IEP) process. An IEP team may consider in-class services by a GNETS program for a child with an emotional and behavioral disorder based upon documentation of the severity of the duration, frequency and intensity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). This documentation includes prior extension of less restrictive services and data which indicate such services have not enabled the child to benefit educationally.

An IEP team, which includes GNETS personnel, may consider services by a GNETS program based upon documentation of the severity of the duration, frequency, and intensity of one or more characteristics of the disability category of emotional and behavioral disorders (EBD). Other eligible students with disabilities may receive GNETS services when the frequency, intensity, and duration of their behaviors is such that this service is deemed by those students' IEP teams to be appropriate to meet the students' needs. Students who are served directly in GNETS classes are those requiring the intensive therapeutic interventions and educational support that GNETS programs are designed to provide.

Documentation must include evidence that appropriate research-based interventions were provided for a significant length of time and data that indicate such interventions have not enabled the child to benefit educationally. Additional evaluations prior to placement may also be necessary.

Placement in a GNETS program is determined by the student's IEP team. GNETS directors and special education directors should collaborate both to ensure that GNETS program staff are included in IEP meetings when GNETS services are being considered and to develop a process to consider all available data and information in order to facilitate a student's entrance and exit from a GNETS program.

Procedures for Placement Consideration:

- The special education teacher contacts the county's behavior specialist/ Special Education Director to identify any interventions that may help the student be successful at the home school. The recommended interventions are implemented with integrity.
- The special education teacher contacts the Special Education Director to discuss the student and obtain approval to proceed with referral. If appropriate, other interventions are recommended and tried at the home school. An IEP committee

- meeting is held to review the present level of academic and functional performance & discuss all options including a GNETS referral.
- The Special Education Director contacts Pathways Coordinator to discuss the student.
 - The Pathways consideration for placement packet is completed and sent to the Pathways Coordinator.
 - The Pathways Coordinator sends a GNETS staff person to the home school to observe the student and review the due process file and other records, such as discipline, attendance records and anecdotal notes.
 - An FBA must be updated or completed. A current IEP with Behavior Intervention Plan which is being implemented along with behavioral/emotional goals must be included. It is best practice for the student to be receiving services for at least half the school day.
 - Transfer students meet at home school to discuss student's needs
 - Parents/guardians are informed by the home school that a placement at Pathways is being considered. The Pathways Program Information for Parents/Guardians is provided to parents/guardians.
 - o The case manager should let parent(s) know that they are invited to contact the Pathways Program Coordinator to schedule a visit if they wish.
 - If needed, the Pathways Coordinator directs the home school to hold a reevaluation determination meeting to initiate additional testing.
 - The referring school schedules an IEP meeting and invites the Pathways Coordinator or her representative to the meeting.
 - After testing is reviewed and options have been considered and discussed, if placement in the Pathways program is determined to be the least restrictive environment for the student, the case manager will inform the Special Education Administrative Assistant who will work with Pathways personnel to arrange transportation (if warranted).
 - The home school is responsible for submitting the file within the required time period, completing the necessary corrections, and delivering the referral packet to the Office of Special Education.

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- The Office of Special Education will deliver the educational information to the Pathways Coordinator.

Other Information

- GNETS students' IEPs should be developed on the LEA IEP forms.
- The LEA is responsible for the provision of FAPE to all students, including those served by a GNETS Program; and participation in the development and revision of the IEP is required. Federal regulations and Georgia Special Education Rules require the IEP team to consider the full continuum of placement options. All required team members must attend the scheduled IEP meetings.

Exit Procedures:

- The GNETS coordinator contacts the home district Special Education Director to discuss student's possible transition to his/her home school.
- The local Special Education Director contacts the student's home school to discuss possible transition.
- Observations by home school personnel (case manager/administrator) are conducted prior to IEP meeting.
- Home school personnel reviews data and educational information prior to the IEP meeting.
- An IEP meeting will be scheduled with all the required personnel to discuss educational services and placement.

Once the IEP team determines that the home school is the least restrictive environment for the student, GNETS personnel should work with the home school to develop a transition plan that will help the student be successful.

Exit Criteria

Georgia's Special Education Rule 160-4-7-.15 requires that exit criteria be developed upon entry into the GNETS program as part of the IEP process. Exit criteria are based upon the behaviors that necessitated GNETS services and the data that supported the placement. If a student later exhibits behaviors with severity of duration, frequency, and intensity that were not present upon entry into GNETS, exit criteria may be revised to include those behaviors. Exit criteria should include the following:

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- Target behavior described in measurable and observable terms
- Data on target behavior at initial placement
- Criteria for target behavior for consideration of exit from GNETS program
- Method of data collection/evaluation

Progress toward meeting the exit criteria should be regularly monitored, and instruction should be adjusted if progress is not being made. As a student progresses toward meeting exit criteria, GNETS personnel should collaborate with the LEA representative to assist in planning for a smooth transition back to the LEA.

Other Information:

Exit Criteria is established based on the severe behaviors that necessitated placement, and/or continued placement, in a GNETS program.

GNETS students should not be held to higher standards than SWD in the LEA (see below) such as passing grades, general discipline referrals, or attendance (unless school phobia was documented in referral process) as these behaviors would not necessitate a GNETS placement.

Exit criteria are individualized and rarely would look the same for more than one student.

Passing grades, general discipline referrals & attendance would not be criteria for exiting the GNETS program.

Exit criteria should be written in the same way that IEP goals are written - with conditions for specific, observable, and measurable target behaviors including criteria for performance and specific length of time.

Exit criteria must be reviewed at least annually and may be modified to reflect needs.

May a student who has met exit criteria but still has some behavioral problems be prevented from returning to his LEA? If a student is no longer exhibiting the severity of the duration, frequency, and intensity of the behavior that warranted GNETS services, a return to the LEA should be considered by the IEP team. Students coming from GNETS classes should not be held to a higher behavioral standard than their peers in the LEA. If a student still has some behavioral problems, the IEP, the Behavior Intervention Plan, and a well formulated transition plan should be developed to provide the necessary supports for students.

Area of General Supervision III: Student Progress

Free Appropriate Public Education (FAPE)

160-4-7-.02 FREE APPROPRIATE PUBLIC EDUCATION (FAPE).

GENERAL.

A free appropriate public education (FAPE) must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in State R. 160-47-.18 Discipline.

If a student is receiving services upon reaching age 22, the LEA shall have a written procedure that identifies a process for completing services to which the adult student has been previously entitled. LEAs shall state in writing that the goal is to secure the successful transition of students to their desired post-school outcomes and will collaborate to complete that transition by age 22. If a student is still attending school at age 22, the LEA shall state whether services will cease on the student's 22nd birthday, or will continue until the end of the semester or until the end of the current school year. If an adult student remains after their 22nd birthday, the LEA shall notify the adult student and the parent(s) that although services will continue, no individual entitlement to FAPE or other rights under IDEA are afforded the adult student.

FAPE for children beginning at age 3. Each LEA must ensure that:

1. The obligation to make FAPE available to each eligible child residing in the LEA begins no later than the child's third birthday; and
2. An IEP or an IFSP is in effect for the child by that date.
3. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP or IFSP will begin.

Children advancing from grade to grade.

1. Each LEA must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

2. The determination that a child described above is eligible under this part, must be made on an individual basis by the group responsible within the child's LEA for making eligibility determinations.

LIMITATION - exception to FAPE for certain ages.

(a) General. The obligation to make FAPE available to all children with disabilities does not apply with respect to the following:

1. Adult students aged 18 through 21, who, in the last educational placement, prior to their incarceration in an adult correctional facility:

(i) Were not actually identified as being a child with a disability;

(ii) Did not have an IEP in effect; and

(iii) Graduates from high school with a regular high school diploma. This constitutes a change in placement, requiring written prior notice.

2. The exception does not apply to adult students with disabilities, aged 18 through 21, who:

(i) Had been identified as a child with a disability and had received services in accordance with an IEP but who left school prior to their incarceration in an adult correctional facility or local jail;

(ii) Did not have an IEP in their last educational setting, but who had actually been identified as a child with a disability; or

(iii) Have graduated from high school but have not been awarded a regular high school diploma.

(iv) The term regular high school diploma does not include an alternative degree that is not aligned with the State's academic standards such as a special education diploma, certificate of attendance or a general educational development credential (GED).

(b) Documents relating to exceptions. The LEA must assure that the information it has provided is current and accurate.

FAPE--METHODS AND PAYMENTS.

(a) Georgia may use whatever State, local, Federal, and private sources of support that are available in the State to meet the requirements of this Rule. For example, if it is necessary to place a child with a disability in a residential facility, Georgia could use joint agreements between the agencies involved for sharing the cost of that placement.

(b) Nothing relieves an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a child with a disability.

(c) The LEA must ensure that there is no delay in implementing a child's IEP, including any case in which the payment source for providing or paying for special education and related services to the child is being determined.

(d) Children with disabilities who are covered by public benefits or insurance.

1. A LEA may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted by the public benefits or insurance, except -

(i) With regard to services required to provide FAPE, the LEA may not require the parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE;

(ii) The LEA may not require the parents to incur any out-of-pocket expenses such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided, but may pay the cost the parents would otherwise be required to pay; and

(iii) The LEA may not use a child's benefits under a public benefits or insurance program if that use would -

(I) Decrease available lifetime coverage or any other insured benefit;

(II) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and are required for the child outside of the time the child is in school;

(III) Increase premiums or lead to the discontinuation of benefits or insurance; or

(IV) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenses; and

2. The LEA shall obtain parental consent prior to accessing a child's or parent's public benefits or insurance for the first time and after providing notification to the child's parents consistent with paragraph (3)(d)3. of this rule and 34 C.F.R. § 300.154(d)(2)(v). The parental consent to access a child's or parent's public benefits or insurance shall:

(i) Meet the requirements of 34 C.F.R. § 99.30 and 34 C.F.R. § 300.622 by specifying the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular

child), the purpose of the disclosure (e.g., billing for services provided under IDEA), and the agency to which the disclosure may be made (e.g. the Georgia Department of Community Health); and

(ii) Specify that the parent understands and agrees that the LEA may access child's or parent's public benefits or insurance to pay for services provided under IDEA.

3. Prior to accessing a child's or parent's public benefits or insurance for the first time, and annually thereafter, the LEA shall provide written notification to the child's parents consistent with 34 C.F.R. § 300.503(c) that includes:

(i) A statement of parental consent provisions in 34 C.F.R. § 300.154(d)(2)(iv)(A)-(B);

(ii) A statement of the "no cost" provisions in 34 C.F.R. § 300.154(d)(2)(i)-(iii);

(iii) A statement that the parents have the right under 34 C.F.R. part 99 and 34 C.F.R. part 300 to withdraw their consent to disclosure of their child's personally identifiable information to the agency responsible for the administration of Georgia's public benefits or insurance program at any time; and

(iv) A statement that the withdrawal of consent or refusal to provide consent under 34 C.F.R. part 99 and 34 C.F.R. part 300 to disclose personally identifiable information to the agency responsible for the administration of Georgia's public benefits or insurance program does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents.

Children with disabilities who are covered by private insurance.

1. With regard to services required to provide FAPE to an eligible child, a LEA may access the parents private insurance proceeds only if the parents provide consent.

2. Each time the LEA proposes to access the parents' private insurance proceeds, the LEA must —

(i) Obtain parental consent; and

(ii) Inform the parents that their refusal to permit the LEA to access their private insurance does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents.

RESIDENTIAL PLACEMENT. If placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the child.

ACCESSIBLE INSTRUCTIONAL MATERIALS.

(a) LEAs will provide print instructional materials in specialized, accessible formats (i.e. Braille, audio, digital, large-print, etc.) to children who are blind or other print disabled in a timely manner. LEAs will take all reasonable steps to ensure that children with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities.

1. Print instructional materials include textbooks and related core materials that are required by the LEA for use by children in the classroom.

2. Specialized formats refer to Braille, audio, or digital text which is exclusively for use by children who are blind or other persons with print disabilities. Large print formats are also included when the materials are distributed exclusively for use by children who are blind or other persons with disabilities. [17 U.S.C.

§ 121(d)(4)]

(i) Specialized formats do not include altering the content (e.g. breadth, depth, or complexity) of the print instructional material in the production of accessible instructional materials.

3. Children who are blind or print disabled include:

(i) Children whose visual acuity, as determined by a competent authority, is 20/200 or less in the better eye with correcting glasses, or whose widest diameter if visual field subtends an angular distance no greater than 20 degrees.

(ii) Children whose visual disability, with correction and regardless of optical measurement, is certified by competent authority as preventing the reading of standard printed material.

(iii) Children certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations.

(iv) Children certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner.

4. The following groups of individuals are eligible to certify children who are blind or other print disabled for specialized format instructional materials:

(i) In cases of blindness, visual disability, or physical limitations "competent authority" is defined to include doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents).

(ii) In the case of a reading disability from organic dysfunction, competent authority is defined as doctors of medicine who may consult with colleagues in associated disciplines.

(b) In order to insure the timely provision of high quality, accessible instructional materials to children who are blind and other print disabled, the LEA must adopt the National Instructional Materials Accessibility Standard (NIMAS).

1. The NIMAS refers to a standard for source files created by textbook publishers for the purpose of producing accessible instructional materials. NIMAS files are not child ready files and will be used by authorized users and entities to produce accessible materials for children who are blind and visually impaired.

2. Children who are certified as blind or other print disabled are eligible to receive accessible instructional materials produced with NIMAS files.

(c) The LEA may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production and delivery of accessible materials to children who are blind or other print disabled.

1. The NIMAC refers to the central repository which is responsible for processing, storing, and distributing NIMAS files of textbooks and core instructional materials.

2. LEAs must provide written assurances to the GaDOE regarding their intention to coordinate with the NIMAC.

3. LEAs coordinating with the NIMAC will require textbook publishers to deliver the contents of the print instructional materials to the NIMAC in a NIMAS format file on or before delivery of the print instructional materials. The files will be used in the production of accessible instructional materials.

4. LEAs coordinating with the NIMAC may also purchase instructional materials from the textbook publishers that are produced in or may be rendered in a specialized format.

(d) If the LEA chooses not to coordinate with the NIMAC, assurances must be made to the GaDOE that the LEA will provide accessible instructional materials to children who are blind or other print disabled in a timely manner. LEAs will take all reasonable steps to ensure that students with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities.

1. LEAs that do not coordinate with the NIMAC will be responsible for purchasing, producing or otherwise providing high-quality, accessible instructional materials in specialized formats in a timely manner for children who are blind or print disabled. LEAs will take all reasonable steps to ensure that students with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities.

(e) The LEA is also responsible for providing accessible materials to children who require instructional materials in accessible formats, but who do not qualify for the materials under the definition of blind and other print disabled or who need materials that can not be produced from NIMAS.

(f) Some children who require accessible instructional materials will need assistive technology to access the materials (e.g. text reader to read digital file, screen magnification program to read digital file).

ASSISTIVE TECHNOLOGY.

(a) Children with disabilities who require assistive technology in order to receive a free appropriate public education (FAPE) are eligible for assistive technology devices or services, or both, as a part of the child's special education, related services, or supplemental aids and services.

(b) Each IEP Team will consider whether or not a child requires assistive technology devices and services in order to receive a free appropriate public education (FAPE). Minimal compliance will be indicating the appropriate response in the Consideration of Special Factors section of the IEP. Assistive technology can also be addressed when considering other factors such as communication needs and instruction in the use of Braille.

(c) An assistive technology evaluation may be required if appropriate assistive technology solutions are not known to the child's IEP Team through the consideration process. This evaluation shall be conducted by a multidisciplinary team of professionals knowledgeable about assistive technology devices in the technology areas being assessed. The child and family should also be included in this evaluation process. The

evaluation should result in recommendations for assistive technology devices and services, if required.

(d) If the child's IEP Team determines that assistive technology devices or services are required for the child to receive a FAPE, a statement to that effect must be included in the child's IEP.

1. If assistive technology is required for the child to participate in districtwide or Statewide testing, the need for technology should be documented in the appropriate section of the IEP and provided to the child.

2. If assistive technology devices or services, or both, are required for a child who is blind or other print disabled to access alternative format instructional materials, the assistive technology should be documented in the IEP and provided to the child.

(e) If the IEP Team determines that the child with a disability requires schoolpurchased assistive technology at home or in other settings to receive a FAPE, the assistive technology must be provided to the child at no cost to the parent. The need for assistive technology in the non-school settings should be documented in the child's IEP.

EXTENDED SCHOOL YEAR SERVICES.

(a) Each LEA must ensure that extended school year services are available as necessary to provide a FAPE.

1. Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child.

2. In implementing the requirements of this section, the LEA may not -

(i) Limit extended school year services to particular categories of disability;

or

(ii) Unilaterally limit the type, amount, or duration of those services.

(b) Definition. As used in this Rule, the term extended school year services means special education and related services that -

1. Are provided to a child with a disability:

- (i) Beyond the normal school year of the LEA;
- (ii) In accordance with the child's IEP;
- (iii) At no cost to the parents of the child; and
- (iv) Meet the standards of the State.

NONACADEMIC SERVICES.

(a) Each LEA must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities equal opportunity for participation in those services and activities.

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the LEA and assistance in making outside employment available.

PHYSICAL EDUCATION. The LEA must ensure that its public schools comply with the following:

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the LEA enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(b) Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless -

1. The child is enrolled full time in a separate facility; or
2. The child needs specially designed physical education, as prescribed in the child's IEP.

(c) Special physical education. If specially designed physical education is prescribed in a child's IEP, the LEA responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

(d) Education in separate facilities. The LEA responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this Rule.

FULL EDUCATIONAL OPPORTUNITY GOAL (FEOG). Each LEA must have in effect policies and procedures to demonstrate that the LEA has established a goal of providing full educational opportunity to all children with disabilities, aged birth through 21, and a detailed timetable for accomplishing that goal.

CHARTER SCHOOLS

(a) Children with disabilities who attend public charter schools and their parents retain all rights to a FAPE as described in this Rule.

(b) Charter schools that are public schools of an LEA. Each LEA must ensure that charter schools that are public schools of the LEA must -

1. Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

2. Provide funds to those charter schools at the same time and on the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities.

(c) Public charter schools that are LEAs. If the public charter school is an LEA, that charter school is responsible for ensuring that all of these requirements are met.

PROGRAM OPTIONS. Each LEA shall takes steps to ensure that children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the LEA, including art, music, and Career, Technical and Agricultural Education.]

ROUTINE CHECKING OF HEARING AIDS/OTHER COMPONENTS.

(a) Hearing aids. Each LEA must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

(b) External components of surgically implanted medical devices. Each LEA must ensure that the external components of surgically implanted medical devices are functioning properly. The LEA is not responsible for the post-surgical maintenance, {Doc: 01806333.DOCX} 168

programming or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

PROHIBITION ON MANDATORY MEDICATION.

(a) Each LEA must prohibit personnel from requiring parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for a child as a condition of attending school, receiving an evaluation or receiving services.

(b) Nothing under paragraph (14)(a) above shall be construed to create a prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a child's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services as it relates to child find.

IV. Area of General Supervision IV: Parent Engagement

State Board Rule: 160-4-7-.09

Procedural Safeguards and Parent Rights

GENERAL

(a) The term "Procedural Safeguards Notice" also refers to the document commonly identified as "Parent Rights" which, must be given to parents only one time per school year, except that a copy shall also be given to parents in the following circumstances

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the first state complaint in a school year;
3. Upon receipt of the first request for a due process hearing in a school year;
4. Upon notification by Cirrus Academy staff to the parent of the decision to remove the child from his or her current placement and the removal constitutes a

change of placement under the discipline provisions of IDEA and state rules because of a violation of a code of student conduct;

5. Prior to accessing a child's or parent's public benefits or insurance for the first time; and

6. Upon request by the parent.

7. The parent may elect to receive the Procedural Safeguard/Parent Rights notice by electronic mail, if Cirrus Academy makes that option available. (b) The State and CACS may place a copy of the Procedural Safeguards/Parent

Rights on its web site.

(c) The content of the notice must include a full explanation of all the procedural safeguards available relating to:

1. Independent educational evaluations;

2. Prior written notice;

3. Parental consent;

4. Access to education records;

5. Opportunity to present and resolve complaints through the State complaint procedures and a due process hearing including:

(i) The time period in which to file a complaint or due process hearing;

(ii) The opportunity for the agency to resolve the complaint; and

(iii) The difference between the due process hearing and the state complaint process, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;

6. The availability of mediation;

7. The child's placement during the pendency of any due process hearing;

8. Procedures for children who are subject to placement in an interim alternative educational setting;

9. Requirements for unilateral placement by parents of children in private school at public expense;

10. Due process hearings, including requirements for disclosure of evaluation results and recommendations;

11. Appeals of due process hearings, including the time period in which to file those actions;

12. Attorneys' fees; and

13. Notice provided in a language understandable to the parents

(d) CACS shall establish and maintain procedures to provide an opportunity for the parents of a child with a disability to:

1. Inspect and review all education records relating to the identification, evaluation, educational placement and provision of FAPE to the child.

2. Participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education (FAPE) to such child.

3. Obtain an independent educational evaluation of the child.

(e) CACS shall establish and maintain procedures to provide to ensure that parents:

1. Receive notice before the school initiates or changes (or refuses to initiate or change) the identification, evaluation, educational placement of the child, or the provision of FAPE to the child.

2. Receive notice of places to contact for assistance in understanding the procedural safeguards/parents' rights.

3. Receive procedural safeguards notice and a full explanation of the procedural safeguards.

PARENTAL OPPORTUNITY TO EXAMINE RECORDS

CACS shall establish and maintain procedures which permit the parents of a child with a disability an opportunity to inspect and review any education records relating to their children that are collected, maintained or used in the identification, evaluation, educational placement and provision of a FAPE. These rights include the right to a response from CACS to reasonable requests for explanations and interpretations of the records, the right to request CACS to provide copies of the records and the right to have a representative of the parent to inspect and review the records. All rights of parents to examine education records shall transfer to the child at age 18, consistent with Rule 160-4-7-.09 Confidentiality of Personally Identifiable Information. CACS may presume that the parent has these rights unless CACS has been advised that the parent

does not have the authority due to State law governing, guardianship, separation and divorce.

PARENTAL PARTICIPATION IN MEETINGS

(a) The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of a FAPE to the child.

1.A meeting does not include informal or unscheduled conversations involving LEA personnel and does not include conversations on issues such as teaching methodology, lesson plans or coordination of service provision.

2.A meeting also does not include preparatory activities that LEA personnel engage in to develop a proposal or to respond to the parent's proposal that will be discussed at a later meeting.

3.Each LEA shall ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.

(i) If the parents cannot participate in a meeting in which a decision is to be made relating to the educational placement of their child, the LEA shall use other methods to ensure their participation, including individual or conference telephone calls or video conferencing.

(ii) A placement decision may be made by a group without the involvement of the parent(s) if the LEA is unable to obtain their participation in the decision. In this case, the LEA must have a record of its attempts to ensure their involvement, including information that is consistent with State Rule 160-4-7-.06 Individualized Education Program.

4. The LEA shall make reasonable efforts to ensure that the parents understand and are able to participate in any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness or whose native language is other than English.

(b) Each LEA must provide notice consistent with State Rule 160-4-7-.06(11)(a) and (b) Individualized Education Program to ensure that parents of children with disabilities have the opportunity to participate in meetings described in (3)(a) above.

INDEPENDENT EDUCATIONAL EVALUATION

As used in this section, independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by CACS responsible for the

education of the child with a disability in question. As used in this section, public expense means that CACS pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parents.

(a) The parent(s) has/have the right to an independent educational evaluation at public expense if the parent(s) disagree(s) with an evaluation conducted/obtained by CACS, subject to the conditions in paragraphs (a)(1) — (3) of this section.

1. If a parent requests an independent educational evaluation at public expense, CACS must, without unnecessary delay either, initiate an impartial due process hearing to show that its evaluation is appropriate, or ensure that an independent educational evaluation is provided at public expense, unless CACS demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria.

2. If the final decision is that CACS's evaluation is appropriate, the parent(s) still has/have the right to an independent educational evaluation but not at public expense.

3. If a parent requests an independent educational evaluation, CACS may ask for the parent's reason why he or she objects to the public evaluation. However, the explanation by the parent may not be required and CACS may not unreasonably delay either providing the independent educational evaluation at public expense or initiating an impartial due process hearing to defend CACS's evaluation.

4. CACS must provide to the parents, upon request, information about where an independent educational evaluation may be obtained and CACS's criteria applicable for independent educational evaluations.

(b) If the parent obtains an independent educational evaluation at public or private expense, the results of the evaluation:

1. Shall be considered by CACS, if it meets state and CACS's criteria, in any decision made with respect to the provision of a FAPE to the child; and

2. May be presented by either party as evidence at an impartial due process hearing under these Rules regarding that child.

(c) If the administrative law judge or hearing officer conducting the impartial due process hearing requests an independent educational evaluation as part of a hearing, the cost of the evaluation shall be at public expense.

(d) Whenever the state or CACS pays for an independent educational evaluation, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the state or CACS uses when it initiates an evaluation. Except for the criteria

described in this Rule, CACS may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

(e) A parent is entitled to only one independent education evaluation at public expense each time CACS conducts an evaluation with which the parent disagrees.

NOTICE TO PARENTS/GUARDIAN/SURROGATE.

(a) The parents shall be provided notice written in language understandable to the general public a reasonable time before CACS proposes to initiate or change the identification, evaluation or educational placement of a child or the provision of a FAPE to the child. Written notice shall also be provided if CACS refuses to take such action. After rights have been transferred to a child who has reached the age of majority, any written notice covered under this Rule shall be provided to both the child and to the parent(s) of the child.

(b) CACS shall provide a full explanation of all procedural safeguards/parents' rights available to the parent(s). The communication to the parent(s) shall include a description of the action proposed or refused by CACS, an explanation of why the CACS proposes or refuses to take the action, and a description of any options CACS considered and the reasons why those options were rejected. Communication to the parent(s) shall include a description of each evaluation procedure, assessment, record or report CACS used as a basis for the proposed or refused action. Also included shall be a description of any other factors which are relevant to CACS's proposal or refusal, a statement that the parent(s) of a child with a disability has protection under the procedural safeguards/parents' rights, a statement of the means by which a copy of the procedural safeguards/parents' rights may be obtained, and information providing sources to contact for assistance in understanding the procedural safeguards/parents' rights.

(c) In most cases, the above Notice requirements can be addressed by providing the parent(s) with a copy of documents such as the consent to evaluate, consent for placement, consent for accessing a child's or parent's public benefits or insurance, evaluation report, eligibility report, invitation to a meeting, the full individualized education program (IEP) (with minutes, if taken), and/or other relevant documents, as appropriate. However, there may be circumstances when a parent makes a request but these items have not yet been generated for the child. In such a case, CACS must respond to the request through an alternative manner, such as through a letter to the parent(s), which provides all of the required elements identified in paragraph (5)(b) above.

(d) Graduation from high school with a regular education diploma constitutes a change in placement and requires written prior notice, in accordance with information above.

(e) Language Understandable to the General Public.

1. CACS shall ensure that the notice required in this rule shall be written in language understandable to the general public.

2. Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

3. If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

(i) The LEA must ensure the parent understands the content of the notice;
and

(ii) That there is written evidence that the requirements have been met.

CONSENT

(a) At a minimum, informed parental consent shall be obtained before:

1. Conducting an initial evaluation to determine if the child qualifies as a child with a disability;

2. Conducting any re-evaluation of a child with a disability;

3. Providing initial special education and related services to a child with a disability;

(i) Consent to provide special education and related services is the consent for any special education and related services described in the IEP to provide FAPE.

(ii) Annual decisions about what services are to be provided are made through the IEP process and are not part of this consent requirement.

4. Disclosing personally identifiable information under conditions described in Sate Rule 160-4-7-.08 Confidentiality of Personally Identifiable Information; and

5. Accessing a child's or parent's public benefits or insurance for the first time as described in State Rule 160-4-7-.02 Free Appropriate Public Education (FAPE).

(b) Except for an initial evaluation, initial placement, and re-evaluation, consent is not required as a condition of any benefit to the parent(s) or child.

(c) Consent for initial evaluation shall not be construed as consent for initial provision of special education and related services.

(d) CACS must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability. [34 C.F.R. § 300.300(a)(1)(iii)]

(e) For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent, CACS is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

1. Despite reasonable efforts to do so, CACS cannot discover the whereabouts of the parent of the child;

2. The rights of the parents of the child have been terminated in accordance with state law;

3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

(f) If the parent of a child in public school or seeking to enroll in public school does not provide consent for initial evaluation or the parent fails to respond to a request to provide consent, CACS may, but is not required to pursue, the initial evaluation by utilizing the procedural safeguards of mediation or due process hearings.

1. CACS does not violate its obligations under Child Find if it declines to pursue the evaluation.

(g) CACS is responsible for making FAPE available to a child with a disability and must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child.

(h) If the parents of a child fail to respond or refuse to consent to services, CACS may not utilize the procedural safeguards of mediation or a due process hearing in order to obtain agreement that service may be provided.

1. If the parents of the child do not provide consent for the initial provision of special education and related services, or the parents fail to respond to a request to provide consent for the initial provision of special education and related services, CACS will not be considered in violation of the requirement to make FAPE available to the child for which CACS sought consent.

2. CACS is not required to convene an IEP Team meeting or develop an IEP for the child for whom CACS requests consent.

(i) CACS must obtain informed parental consent prior to conducting a re-evaluation of a child with a disability.

1. If the parent refuses to consent to the re-evaluation, CACS may, but is not required to, pursue the re-evaluation by using the consent override procedures by accessing the mediation or due process hearing procedures.

2. CACS does not violate its obligation if it declines to pursue the re-evaluation.

(j) CACS need not obtain informed parental consent if it can demonstrate that:

1. It made reasonable efforts to obtain such consent;
2. The child's parents failed to respond.

(k) Parental consent is not required before:

1. Reviewing existing data as a part of an evaluation or re-evaluation; or
2. Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children.

(l) CACS may not use a parent's refusal to consent to one service or activity under subparagraph (d) — (f) of paragraph 6 of this Rule to deny the parent or child any other service, benefit, or activity of CACS.

(m) If the parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, CACS may not use the consent override procedures described in this rule;

1. CACS is not required to consider the child as eligible for services.

2. To meet the reasonable efforts requirement in the consent section of this rule, CACS must document its attempts to obtain parental consent.

(n) A parent may revoke consent for the receipt of special education and related services once the child is initially provided special education and related services.

1. Revocation of consent to provide special education and related services is for all special education and related services; not individual services.

2. The intent to withdraw the child from special education and related services must be made in writing by the parent to CACS.

3. CACS may not continue to provide special education and related services to the child, but must, prior to removing the child from special education and related services, provide the parent prior written notice that meets the requirements of paragraph (5) of this rule.

4. CACS may not use the procedures of mediation or due process hearings to override the withdrawal of consent.

5. CACS will not be in violation of the responsibility to provide a free and appropriate public education (FAPE) to a child with a disability because of the failure to provide further special education and related services.

6. CACS is not required to convene an IEP meeting for a child whose consent to receive special education and related services has been revoked.

7. Subsequent referrals for special education and related services shall be considered an initial evaluation and subject to the sixty day evaluation time period.

8. CACS is not required to amend the records of the child to remove any references to the provision of special education and related services prior to the receipt of the revocation of consent.

PARENTAL TRAINING AND AWARENESS

(a) Parents may be provided assistance:

1. To understand the special needs of their child and information about child development; and
2. To acquire the necessary skills to support the implementation of their child's IEP if determined by the IEP Team as a related service.

State Board Rule: 160-4-7-.11:

Surrogate Parents

APPOINTMENT. In order to provide every child eligible for a public education with the protection of procedural due process, a surrogate parent shall be appointed by CACS when:

- (a) No parent can be identified;
- (b) CACS, after reasonable efforts, cannot locate the parents;
- (c) The child is a ward of the State under the laws of Georgia; or
- (d) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).

SCHOOL DUTIES.

(a) CACS shall have procedures to determine that a child needs a surrogate parent and the assignment of an individual to act as a surrogate for the child.

(b) CACS responsible for educating children with disabilities shall maintain a list of eligible persons to serve as surrogate parents.

WARDS OF THE STATE. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in the criteria set forth, below.

CRITERIA FOR SELECTION OF SURROGATE PARENTS.

(a) CACS must ensure that a person selected as a surrogate parent -

(i) Is not an employee of the GaDOE, CACS or any other agency that is involved in the education or care of the child;

(ii) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and

(iii) Has knowledge and skills that ensure adequate representation of the child.

NON-EMPLOYEE REQUIREMENT; COMPENSATION. A person otherwise qualified to be a surrogate parent under the criteria set forth in this section is not an employee of CACS solely because he or she is paid by CACS to serve as a surrogate parent.

UNACCOMPANIED HOMELESS YOUTH. In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to the criteria in this section, until a surrogate parent can be appointed that meets all of the requirements of the criteria set forth in this section.

SURROGATE PARENT RESPONSIBILITIES. The surrogate parent may represent the child in all matters relating to -

- (a) The identification, evaluation, and educational placement of the child; and
- (b) The provision of FAPE to the child.

LIABILITY. Any individual appointed to act as a surrogate parent for a child with a disability under IDEA 2004 shall not be liable for any civil damages for any action or actions done while performing duty as a surrogate parent, except for acts or omissions to act constituting gross, willful, or wanton negligence.

**State Board Rule 160-4-7-.12:
DISPUTE RESOLUTION**

(1) COMPLAINT PROCESS. An organization or individual, including an organization or individual from another state, may file a signed, written complaint regarding allegations of substance. The complaint shall include a statement that CACS has violated requirements of the IDEA and the facts on which the statement is based, the signature and contact information for the complainant, and, if alleging violations with respect to a specific child, the name and address of the residence of the child, the name of the school the child is attending, in the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending, a description of the nature of the problem, including facts relating to the problem, and a proposed resolution to the problem to the extent known and available to the party at the time the complaint is filed.

(a) The complaint must allege a violation that occurred not more than one year prior to the date the complaint is received.

(b) The party filing the complaint must forward a copy of the complaint to CACS at the same time the party files the complaint with the GaDOE.

(c) The complaint shall be reviewed and investigated as necessary and appropriate action taken within 60 calendar days of its receipt by the GaDOE.

(d) If a written complaint is received that is also the subject of an impartial due process hearing or contains multiple issues, some of which are a part of an impartial due process hearing, the portions of the complaint that are not a part of that hearing shall be resolved, following the time limits and procedures described in this rule. The portions of the complaint which are also the subject of an impartial due process hearing shall be set aside pending the conclusion of the hearing.

(e) If a written complaint is received which contains issues previously decided in an impartial due process hearing involving the same parties, the hearing decision is binding on that issue, and the complainant shall be so informed by the GaDOE. However, a complaint alleging CACS's failure to implement an impartial due process hearing decision shall be resolved, following the time limit and procedures described in this rule.

(f) Through activities of the GaDOE and CACS, the state complaint procedures will be widely disseminated to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

(g) The complaint procedure is as follows:

1. Complaints from any organization or individual shall be signed and addressed in writing to:

Director, Division for Special Education Services
Georgia Department of Education
1870 Twin Towers East
Atlanta, Georgia 30334-5010

2. The party filing the complaint must forward a copy of the complaint to CACS at the same time the party files the complaint with the State. The complaint should be forwarded to the Superintendent or the Special Education Director of CACS.

3. The complaint shall include a statement that the State or CACS has violated a requirement of Part B of IDEA and the facts on which the statement is based, the signature and contact information for the complainant, and, if alleging violations with respect to a specific child, the name and address of the residence of the child, the name of the school the child is attending, in the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending, a description of the nature of the problem of the child, including facts relating to the problem, and a proposed resolution to the problem to the extent known and available to the party at the time the complaint is filed.

4. The Divisions for Special Education Services and Supports shall address the issue with CACS in writing and request a response within 10 business days from the public agency directly involved.

(i) CACS shall respond directly in writing and shall describe any explanation and/or actions relevant to the allegations.

(ii) Copies of all correspondence shall be sent to the parties involved that include the complainant, the GaDOE and CACS. In some cases, where the parent of the child is not the complainant, the parent shall also receive copies of all correspondence and the complainant may only receive copies of information that include personally

identifiable information if the parent has provided consent to release such information.

5. The parent who files the complaint and CACS shall have the opportunity to voluntarily engage in mediation to resolve the issues within the complaint.

6. Upon receipt of the first State complaint from a parent in a school year, CACS involved shall provide the parent with a copy of procedural safeguards available to the parents of a child with a disability.

7. The Divisions for Special Education Supports and Services shall review CACS's response and a decision may then be made that no further action is required. If, however, the issue is not fully resolved, complaint investigators from the Divisions For Special Education Supports And Services shall be assigned to carry out an independent investigation, including an on-site visit, if necessary, to clarify the issue.

8. The on-site complaint team shall gather information to determine whether there has been a violation of state rules and/or Part B of the IDEA. The on-site review may include examination of records, interviews and classroom visits.

9. The Divisions For Special Education Supports And Services shall give the complainant the opportunity to submit additional information, either orally or in writing, regarding the allegations in the complaint.

10. The Divisions For Special Education Supports And Services shall review all relevant information and make an independent determination as to whether CACS is violating a requirement of Part B of the IDEA.

11. The Divisions For Special Education Supports And Services shall issue a written decision to CACS and the complainant that addresses each allegation in the complaint and includes findings of fact and conclusions and the reasons for the final decision.

(i) The Divisions For Special Education Supports And Services shall include in the decision the steps necessary to resolve the complaint, including technical assistance activities, negotiations, and corrective actions to achieve compliance. This letter of notification shall include specific requirements and timelines that shall be met in order to continue to receive IDEA federal funds or state special education funds.

(ii) If the complaint findings indicate a failure to provide appropriate services, the complaint resolution process will address how CACS is to remediate the denial of those services, including, as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the needs of the child and to the future provision of services for all students with disabilities.

(iii) GaDOE must not make any final determination that CACS is not eligible for assistance under part B of the Act without first giving CACS reasonable notice and an opportunity for a hearing under 34 C.F.R. § 76.401(d). GaDOE's hearing process can be found in State Rule 160-5-2-.02 Withholding of Funds from Local Units of Administration.

12. An extension of the 60 calendar-day time limit for resolution may be made by the GaDOE only when exceptional circumstances exist with respect to a particular complaint or if the parent or other complainant and the LEA involved agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution.

(h) Complaints - Private Schools. Complaints that Private School has failed to meet the requirements regarding children who are parentally-placed in private schools must be filed under the complaint procedures outlined above. Complaints regarding child find are to be filed with the LEA in which the private school is located and a copy forwarded to the GaDOE.

(2) MEDIATION PROCESS. CACS shall ensure that procedures are established and implemented to allow parties to disputes involving any matter relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education (FAPE) to resolve such disputes through a mediation process.

(a) The mediation process shall be available on request of either party to resolve disputes.

(b) Mediation shall be available and offered upon each receipt of a complaint or a due process hearing request.

(c) The procedures shall ensure that the mediation process:

1. Is voluntary on the part of the parties;

2. Is not used to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under Part B of IDEA; and

3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

(d) CACS may establish procedures to offer to parents and schools that choose not to use the mediation process, an opportunity to meet at a time and location convenient to the parents with a disinterested party who is under contract with an appropriate alternative dispute resolution entity, a parent training and information center or a

community parent resource center in the State established under section 671 or 672 of IDEA, who would explain the benefits of and encourage the use of the mediation process to the parents.

(e) The GaDOE shall maintain a list of individuals who are qualified mediators and knowledgeable in laws and regulations relating to the provision of special education and related services. Mediators shall be selected on a random, rotational or other impartial basis.

1. An individual who serves as a mediator may not be an employee of the GaDOE or CACS; and

2. Mediators must not have a personal or professional interest that conflicts with the person's objectivity.

(i) A person who otherwise qualifies as a mediator is not an employee of CACS or State agency solely because he or she is paid by the GaDOE to serve as a mediator (f)

The State shall bear the cost of the mediation process.

(g) Each session in the mediation process shall be scheduled in a timely manner and shall be held in a location that is convenient to the parties to the dispute.

(h) If the parties resolve a dispute through the mediation process, they shall execute a legally binding agreement that sets forth the resolution and states that:

1. Discussions that occur during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings; and

2. Is signed by both the parent and a representative of CACS with the authority to bind CACS.

3. The written signed mediation agreement is enforceable in any state court of competent jurisdiction, in a district court of the United States or through the State Complaint Process.

(3) IMPARTIAL DUE PROCESS HEARINGS. The impartial due process hearing is designed to provide a parent or CACS an avenue for resolving differences with regard to the identification, evaluation, placement or provision of a (FAPE) to a child with a disability.

6. Must possess knowledge of, and the ability to understand, the provisions of the IDEA, Federal and State regulations pertaining to the IDEA. and legal interpretations of the IDEA by Federal and State courts;

7. Must possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and

8. Must possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.

9. GaDOE or its representatives must keep a list of the persons who serve as administrative law judges or hearing officers. The list must include a statement of the qualifications of each of those persons.

(j) Subject matter of due process hearings. The party requesting the due process hearing may not raise issues at the due process hearing that were not raised in the due process hearing request, unless the other party agrees otherwise.

(k) Timeline for requesting a hearing. A parent or agency must request an impartial hearing on their due process hearing request within two years of the date the parent or agency knew or should have known about the alleged action that forms the basis of the due process request.

1. Exceptions to the timeline. The timeline does not apply to a parent if the parent was prevented from filing a due process hearing request due to specific misrepresentations by the LEA that it had resolved the problem forming the basis of the due process hearing request; or the LEA's withholding of information from the parent that was required to be provided to the parent.

(l) Any party to a due process hearing has the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;

2. Present evidence and confront, cross-examine, and compel the attendance of witnesses;

3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;

4. Obtain a written, or, at the option of the parents, electronic, verbatim record of the hearing;

5. Obtain written, or, at the option of the parents, electronic findings of fact and decisions.

6. Disclosure by each party to the other party at least five business days prior to a hearing all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.

(i) An administrative law judge or hearing officer may bar any party that fails to comply with this disclosure rule from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

7. The calculation of business days under this section for the purposes of disclosure shall be calculated in accordance with the Georgia Civil Practice Act, O.C.G.A. § 9-11-6; O.C.G.A. 1-3-1(d)(3).

8. Obtain a list of all potential witnesses at least five business days before the hearing. If the witness list, due to its length or other factors, does not reasonably disclose the potential witnesses in the hearing, any party or the administrative law judge on his/her own motion may require a party to amend his/her witness list to include only the names of such persons who may actually testify and the general thrust of their testimony.

(m) The parties may agree to settle the matters in dispute at any time whereupon the ALJ, upon written request, shall enter an order dismissing the matter.

1. A party may file a motion for voluntary dismissal at any time, up until five days before the scheduled date of the hearing. No motion for voluntary dismissal shall be considered if filed after that time.

2. Any motion for voluntary dismissal filed pursuant to this subsection shall include a statement of the reason(s) for requesting dismissal.

3. Within five (5) days after service of the motion for voluntary dismissal pursuant to this subsection, the opposing party may file a response to the motion for voluntary dismissal.

4. If the ALJ determines that the motion has been made for good cause, the case shall be dismissed without prejudice and the party shall be authorized to re-file the complaint within the time authorized under the applicable statute(s) of limitations.

5. If the All determines that there is a lack of good cause, and the party fails to appear at any scheduled hearing, or to otherwise prosecute their case, the party's claims will be deemed abandoned and dismissed with prejudice.

(n) The party seeking relief shall bear the burden of persuasion with the evidence at the administrative hearing. The administrative law judge or hearing officer shall retain the discretion to modify and apply this general principle to conform with the requirements of law and justice in individual cases under unique or unusual circumstances as determined by the administrative law judge or hearing officer.

(o) Parents involved in hearings must be given the right to:

1. Have the child who is the subject of the hearing present;
2. Open the hearing to the public; and
3. Have the record of the hearing and the findings of fact and decisions provided at no cost to parents.

(p) An administrative law judge or hearing officer's determination of whether a child received FAPE must be based on substantive grounds.

1. In matters alleging a procedural violation, an administrative law judge or hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies:

- (i) Impeded the child's right to a FAPE;
- (ii) Significantly impeded the parent's opportunity to participate in the decisionmaking process regarding the provision of a FAPE to the parent's child; or
- (iii) Caused a deprivation of educational benefit.

(I) Nothing in this paragraph shall be construed to preclude an administrative law judge or hearing officer from ordering CACS to comply with procedural requirements.

(q) Nothing in this Rule shall be construed to preclude a parent from filing a separate due process hearing request on an issue separate from a due process hearing request already filed.

(r) The GaDOE, after deleting any personally identifiable information, must transmit the findings and decisions to the State advisory panel and make those findings and decisions available to the public.

(s) A decision made in a due process hearing is final, except that any party involved in the hearing may appeal the decision under the provisions in paragraph (t) below.

(t) The GaDOE must ensure that not later than 45 days after the expiration of the 30-day resolution period or the adjusted resolution time periods that:

1. A final decision is reached in the hearing; and
2. A copy of the decision is mailed to each of the parties.
3. An administrative law judge or hearing officer may grant specific extensions of time beyond the periods set out in this rule at the request of either party. The hearing officer or administrative law judge must notify the parties in its written order granting the extension of the new date by which the decision shall be provided.
4. Each hearing must be conducted at a time and place that is reasonably convenient to the parents and child involved.

(u) Civil Action. Any party aggrieved by the findings and decision made by an administrative law judge or hearing officer has the right to bring a civil action with respect to the due process hearing request notice requesting a due process hearing. The action may be brought in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy.

1. The party bringing the action shall have 90 days from the date of the decision of the administrative law judge or hearing officer to file a civil action.
2. In any civil action, the court:
 - (i) Receives the records of the administrative proceedings directly from the administrative law judge or hearing officer;
 - (ii) Hears additional evidence at the request of a party; and
 - (iii) Basing its decision on the preponderance of the evidence, grants the relief that the court determines to be appropriate.

(v) The district courts of the United States have jurisdiction of actions brought under section 615 of the IDEA without regard to the amount in controversy.

(w) Rule of construction. Nothing in this part restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990, title V of the Rehabilitation Act of 1973, or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under section 615 of the IDEA, the procedures under IDEA must be exhausted to the same extent as would be required had the action been brought under the IDEA.

(x) Attorneys' fees. In any action or proceeding brought under the due process hearing provisions of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to the prevailing party who is the parent of a child with a disability; or

(y) To a prevailing party who is the GaDOE or CACS against the attorney of a parent who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or

(z) To a prevailing GaDOE or CACS against the attorney of a parent, or against the parent, if the parent's request for a due process hearing or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

(aa) Funds under Part B of the IDEA may not be used to pay attorneys' fees or costs of a party related to any action or proceeding under the due process hearing provisions of the IDEA. This does not preclude a public agency from using funds under Part B of the IDEA for conducting an action or proceeding under section 615 of the IDEA.

(bb) If a court awards reasonable attorneys' fees, they must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded under this paragraph.

(cc) Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under the due process hearing provisions of IDEA for services performed subsequent to the time of a written offer of settlement to a parent if:

1. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, at any time more than 10 days before the proceeding begins;
2. The offer is not accepted within 10 days; and
3. The court or administrative hearing officer finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement.

(i) An award of attorneys' fees and related costs may be made to a parent who is the prevailing party and who was substantially justified in rejecting the settlement offer.

(dd) Attorneys' fees may not be awarded relating to any meeting of the IEP Team unless the meeting is convened as a result of an administrative proceeding or judicial action, or at the discretion of the State, for mediation.

(ee) A meeting conducted pursuant to the resolution process shall not be considered a meeting convened as a result of an administrative hearing or judicial action, or an administrative hearing or judicial action, for purposes of this section.

(ff) The court may reduce the amount of the attorneys' fees awarded, if the court finds that:

1. The parent, or the parent's attorney, during the course of the action or proceeding, unreasonably protracted the final resolution of the controversy;

2. The amount of attorney's fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience;

3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or

4. The attorney representing the parent did not provide to CACS the appropriate information in the due process hearing request notice.

(gg) The provisions of paragraph (dd) of this section do not apply if the court finds that the State or CACS unreasonably protracted the final resolution of the action or proceeding or there was a violation of section 615 of IDEA.

(hh) Child's status during proceedings. Except as noted in State Rule 160-4-7-.10 Discipline, during the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing, unless the State or CACS and the parents of the child agree otherwise, the child involved in the complaint must remain in his or her current educational placement.

(ii) If the due process hearing request involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings.

(jj) If the due process hearing request involves an application for initial services under this part from a child who is transitioning from Part C (Babies Can't Wait) to Part B and is no longer eligible for Part C services because the child has turned three, CACS is not required to provide the Part C services that the child had been receiving. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, CACS must

provide those special education and related services that are not in dispute between the parent and CACS.

(kk) If the administrative law judge or hearing officer in a due process hearing conducted by the State agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between CACS and the parents.

SECTION 504 OF THE REHABILITATION ACT OF 1973

LEGAL DEFINITIONS

Section 504 provides: "No otherwise qualified individual with a disability . . . shall solely by the reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." 29 U.S.C.S. § 794

Under Section 504 and ADA, a person is considered to have a disability if that person:

- 1) has a physical or mental impairment which substantially limits one or more of such person's major life activities;
- 2) has a record of such impairment; or 3)

is regarded as having such an impairment

Physical or mental impairment is defined as:

(A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or

(B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The Section 504 regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

It is important to remember that the presence of a mental or physical impairment in and of itself does not qualify an individual for 504 eligibility and accommodations. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504.

34 CFR §104.33 Free appropriate public education.

(a) General. A recipient that operates a public elementary or secondary education program or activity shall provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap.

(b) Appropriate education. (1) For the purpose of this subpart, the provision of an appropriate education is the provision of regular or special education and related aids and services that (i) are designed to meet individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met and (ii) are based upon adherence to procedures that satisfy the requirements of §§104.34, 104.35, and 104.36.

(2) Implementation of an Individualized Education Program developed in accordance with the Education of the Handicapped Act is one means of meeting the standard established in paragraph (b)(1)(i) of this section.

(3) A recipient may place a handicapped person or refer such a person for aid, benefits, or services other than those that it operates or provides as its means of carrying out the requirements of this subpart. If so, the recipient remains responsible for ensuring that the requirements of this subpart are met with respect to any handicapped person so placed or referred.

(c) Free education—(1) General. For the purpose of this section, the provision of a free education is the provision of educational and related services without cost to the handicapped person or to his or her parents or guardian, except for those fees that are imposed on non-handicapped persons or their parents or guardian. It may consist either of the provision of free services or, if a recipient places a handicapped person or refers such person for aid, benefits, or services not operated or provided by the recipient as its means of carrying out the requirements of this subpart, of payment for the costs of the aid, benefits, or services. Funds available from any public or private agency may be used to meet the requirements of this subpart. Nothing in this section shall be construed to relieve an insurer or similar third party from an otherwise valid obligation to provide or pay for services provided to a handicapped person.

(2) Transportation. If a recipient places a handicapped person or refers such person for aid, benefits, or services not operated or provided by the recipient as its means

of carrying out the requirements of this subpart, the recipient shall ensure that adequate transportation to and from the aid, benefits, or services is provided at no greater cost than would be incurred by the person or his or her parents or guardian if the person were placed in the aid, benefits, or services operated by the recipient.

(3) Residential placement. If a public or private residential placement is necessary to provide a free appropriate public education to a handicapped person because of his or her handicap, the placement, including non-medical care and room and board, shall be provided at no cost to the person or his or her parents or guardian.

(4) Placement of handicapped persons by parents. If a recipient has made available, in conformance with the requirements of this section and §104.34, a free appropriate public education to a handicapped person and the person's parents or guardian choose to place the person in a private school, the recipient is not required to pay for the person's education in the private school. Disagreements between a parent or guardian and a recipient regarding whether the recipient has made a free appropriate public education available or otherwise regarding the question of financial responsibility are subject to the due process procedures of §104.36.

(d) Compliance. A recipient may not exclude any qualified handicapped person from a public elementary or secondary education after the effective date of this part. A recipient that is not, on the effective date of this regulation, in full compliance with the other requirements of the preceding paragraphs of this section shall meet such requirements at the earliest practicable time and in no event later than September 1, 1978.

34 CFR § 104.34 Educational setting.

(a) Academic setting. A recipient to which this subpart applies shall educate, or shall provide for the education of, each qualified handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. A recipient shall place a handicapped person in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Whenever a recipient places a person in a setting other than the regular educational environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the person's home.

(b) Nonacademic settings. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §104.37(a)(2), a recipient shall ensure that handicapped persons participate with nonhandicapped persons in such activities and services to the maximum extent appropriate to the needs of the handicapped person in question.

(c) Comparable facilities. If a recipient, in compliance with paragraph (a) of this section, operates a facility that is identifiable as being for handicapped persons, the recipient shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the recipient.

34 CFR § 104.35 Evaluation and placement.

(a) Preplacement evaluation. A recipient that operates a public elementary or secondary education program or activity shall conduct an evaluation in accordance with the requirements of paragraph (b) of this section of any person who, because of handicap, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in regular or special education and any subsequent significant change in placement.

(b) Evaluation procedures. A recipient to which this subpart applies shall establish standards and procedures for the evaluation and placement of persons who, because of handicap, need or are believed to need special education or related services which ensure that:

(1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

(2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

(3) Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

(c) Placement procedures. In interpreting evaluation data and in making placement decisions, a recipient shall (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered, (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and (4) ensure that the placement decision is made in conformity with §104.34.

(d) Reevaluation. A recipient to which this section applies shall establish procedures, in accordance with paragraph (b) of this section, for periodic reevaluation of students

who have been provided special education and related services. A reevaluation procedure consistent with the Education for the Handicapped Act is one means of meeting this requirement.

REFERRAL PROCEDURES

When a parent or teacher suspects a student has a disability that substantially limits a major life activity a Section 504 referral form is completed and submitted to the Student Support team to consider eligibility.

COMMITTEE MEMBERS

Prior to convening a meeting to consider eligibility the parents, the student's teacher(s), school level 504 coordinator and if appropriate the school psychologist, school counselor or other personnel who has knowledge of the student are invited to the meeting. A letter is sent to parents to invite them to the meeting and to obtain consent for evaluation.

504 ELIGIBILITY DETERMINATION MEETING

The eligibility determination meeting and worksheet is completed at the meeting. The amount of information required is determined by the multi-disciplinary committee gathered to evaluate the student. The committee members must determine if they have sufficient information to make a knowledgeable decision as to whether or not the student has a disability which requires a Section 504 plan. Section 504 requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background and adaptive behavior. In evaluation for a student suspected of having a disability, it is unacceptable to rely on presumptions and stereotypes regarding persons with disabilities or classes of such persons.

There are no impairments which automatically mean a student has a disability under Section 504. An impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504.

A medical diagnosis alone cannot suffice as an evaluation for the purpose of providing FAPE. A physician's medical diagnosis may be considered among other sources as mentioned in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity.

Mitigation measures cannot be considered when determining whether a student has a disability under Section 504.

Mitigating measures are devices or practices that a person uses to correct for or reduce the effects of that person's mental or physical impairments. A student's medication may alleviate many symptoms of ADHD, but this may not affect the determination of whether the student has a disability. It may be considered, however, in determine what the student needs in the way of accommodations.

Congress provided a non-exhaustive list of "mitigating measures." Mitigating measures include medication, medical supplies, equipment or appliances, low-vision devices (however ordinary eyeglasses or contact lenses are not considered mitigating measures), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies use of assistive technology, reasonable accommodations or auxiliary aids or services and learned behavioral or adaptive neurological modifications.

DEVELOPING A SECTION 504 PLAN

The 504 Team is the mechanism for determining the educationally reasonable and research based accommodations to be included in the 504 Individual Accommodations Plan (IAP) for the students who are determined eligible. Only those accommodations that are used within the classroom can be used during standardized testing. In the case of a disabled student with an IEP, the IEP Team will determined whether accommodations are required. The accommodations selected must be the same as, or similar to, those listed on the IEP for classroom use, and must be documented on the IEP for each test. The provision of testing accommodations to students with a Section 504 Individual Accommodation Plan follows the same basic requirements. Test accommodations on state or district-wide tests may be provided only if the same, or similar, accommodations are part of the Section 504 Individual Accommodations Plan and are in use in the classroom.

The phrase "and are in use in the classroom" provides an important limitation. One implication is that a student who has an IEP or a Section 504 Individual Accommodations Plan would not have an accommodation on that plan that is specific only to mandatory state-wide standardized test.

The needs of many students with physical or medical impairments may be addressed within the Individual Health Plan (IHP), as determined appropriate on a case-by-case basis.

INDIVIDUAL HEALTH PLANS (IHP)

The purpose of an IHP is to ensure access to education for students with special healthcare needs. AS mentioned earlier in the Amendment Act of 2008, Congress also provided a non-exhaustive list of examples of "major bodily functions" that are major life

activities. These changes create potential eligibility for students with health conditions and health plans if the child meets the definition of disability as defined above.

SECTION 504 REVIEW PROCEDURES

A review of all students with a 504 Individual Accommodation Plan (IAP) will be conducted annually. Prior to convening a meeting the parents, the student's teacher(s), school level 504 contact person and if appropriate the school psychologist, school counselor or other personnel who has knowledge of the student are invited to the meeting. A letter is sent to the parents to invite them to the meeting.

During the annual review the team should discuss if the content of the plan is appropriate. During the reevaluation period the team should address the following questions at least every three years but annually if necessary:

1. Is there a need for additional information?
2. Does the student continue to meet criteria for eligibility under Section 504?

Rights Afforded by Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted by federal law to students with handicaps, as outlined under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. have your child take part in, and receive benefits from, public education programs without discrimination because of his/her handicapping conditions.
2. have the local school system advise you of your rights under federal law.
3. receive notice with respect to identification, evaluation, or placement of your child.
4. have your child receive a free appropriate public education.
5. have your child receive services and be educated in facilities which are comparable to those provided to non-handicapped students.
6. have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the students and who are knowledgeable about the evaluation data and placement options.

7. have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the local school system) at no greater cost to you than would be incurred if the student were placed in a program operated by the local school system.
8. have your child be given an equal opportunity to participate in academic and extracurricular activities offered by the local school system.
9. examine all relevant records relating to decision regarding your child's identification, evaluation, and placement.
10. request mediation or an impartial due process hearing relating to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing and be represented by counsel. Hearing requests must be made to your local school system superintendent).
11. file a local grievance.

The Office for Civil Rights of the United States Department of Education enforces the requirements of Section 5-4 of the Rehabilitation Act of 1973. The address of the Regional Office (which includes Georgia) is: Office for Civil Rights, Region IV, 61 Forsyth Street Suite 1970, Atlanta, GA 30303.

SECTION 504 PROCEDURAL SAFEGUARDS

- 1. 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.
- 2. 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.

3. 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.

4. 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 recipient to defend its position/decision regarding the claims (i.e. A recipient

shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person 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 recipient. All documentation related to the hearing shall be retained by the recipient.
 - 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.
- 5. 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.
- 6. 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.

34 CFR §104.37 Nonacademic services.

- (a) General. (1) A recipient to which this subpart applies shall provide non-academic and extracurricular services and activities in such manner as is necessary to afford

handicapped students an equal opportunity for participation in such services and activities.

(2) Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipients, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the recipient and assistance in making available outside employment.

(b) Counseling services. A recipient to which this subpart applies that provides personal, academic, or vocational counseling, guidance, or placement services to its students shall provide these services without discrimination on the basis of handicap. The recipient shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities.

(c) Physical education and athletics. (1) In providing physical education courses and athletics and similar aid, benefits, or services to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation.

(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different from those offered to nonhandicapped students only if separation or differentiation is consistent with the requirements of §104.34 and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact Cirrus Academy Charter School 504 Coordinator Dr. Cheryl Chapman at the following address:

1870 Pio Nono Avenue

Macon, Ga. 31204

Phone: (478) 250-1368

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/ or students with the following rights:

- 1) Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
- 2) Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
- 3) Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
- 4) Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
- 5) Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
- 6) You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
- 7) You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
- 8) You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
- 9) You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
- 10) If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
- 11) You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
- 12) You have the right to examine your child's educational records. 34 CFR 104.36.
- 13) You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
- 14) You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.

- 15) If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
- 16) You have the right to, at any time, to file a complaint with the United States Department of Education's Office for Civil Rights.

Office for Civil Rights

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100

Additionally, you may contact us at:

Toll-free: (800) 368-1019
TDD toll-free: (800) 537-7697

STUDENT SERVICES/ 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's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school's Section 504 Coordinator. The schools Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

For the purposes of notice, the 504 Coordinator's contact information is as follows:

Dr. Cheryl Chapman at the following address:
1870 Pio Nono Avenue
Macon, Ga. 31204
Phone: (478) 250-1368
Email: Cheryl.chapman@cirrusacademy.org

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: Cirrus Academy Charter School 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 recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person 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 recipient. All documentation related to the hearing shall be retained by the recipient.
- l) Unless otherwise required by law, the impartial review official shall uphold the action of the 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. The written determination shall be delivered via mail to the grievant and any other appropriate affected parties to provide notice of the outcome and assurances that the School will take steps to prevent any further offending conduct or to correct its effects, if appropriate.

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.

Student Services/ Section 504 Grievance Procedures

Although the below steps are recommended for the most efficient resolution at the lowest level, the parent, guardian, employee or other person with a complaint or report alleging violation of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. These procedures apply to complaints of discrimination by students, employees, applicants for employment, non-employees and third parties such as contractors.

For the purposes of notice, the 504 Coordinator's contact information is as follows:

Dr. Cheryl Chapman at the following address:
1870 Pio Nono Avenue
Macon, Ga. 31204
Phone: (478) 250-1368
Email: Cheryl.chapman@cirrusacademy.org

Superintendent/CEO
Dr. Gail M. Fowler
Cirrus Academy Charter School
Macon, GA 31204
Office: (478)250-1376 ext 806
email: gail.fowler@cirrusacademy.org

Step I

The complaint shall be presented orally or in writing to the school principal or assistant principal within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time by the Complainant. The principal or assistant principal will conduct an investigation taking into consideration the information provided by the Complainant as well as performing an independent investigation into the complaint. During that investigation the subject of the Complaint shall be given the opportunity to provide evidence, defenses and other due process rights in order to ensure that they receive equitable treatment during this investigation. Following the investigation, the Principal or assistant principal shall then render a written decision within ten (10) calendar days of the filing of the complaint and that written decision shall be delivered to the Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the principal or assistant principal shall provide assurance and guidance to the Complainant, the subject of the Complaint and any

other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate

Step II

A Complainant or the subject of the Complaint that is dissatisfied with the decision of the school principal or assistant principal may appeal to the System Section 504 Coordinator by submitting a written statement of complaint to the System Section 504 Coordinator. This request must be filed within ten (10) calendar days after the complainant or the subject of the Complaint receives the decision from the principal or assistant principal. Following that Appeal, the Section 504 Coordinator shall meet with the Complainant or the subject of the Complaint within five (5) days of receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant as well as the prior investigation. During that investigation the Complainant or the subject of the Complaint shall be given the opportunity to provide evidence, defenses and other due process rights in order to ensure that they receive equitable treatment during this investigation. Subsequently, The Section 504 Coordinator will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written decision shall be delivered to the Complainant or the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Section 504 Coordinator shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

Step III

A Complainant or the subject of the Complaint that is dissatisfied with the decision of the System Section 504 Coordinator may appeal to the CACS Board of Directors by filing a written request to the Office of the Superintendent/CEO. The appeal must be filed within ten (10) calendar days after the complainant or the subject of the Complaint receives the decision from the Section 504 Coordinator. Following that Appeal, the Board shall meet with the Complainant or the subject of the Complaint at the next scheduled Board meeting following the receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant as well as the prior investigation. During that investigation the Complainant or the subject of the Complaint shall be given the opportunity to provide evidence, defenses and other due process rights in order to ensure that they receive equitable treatment during this investigation. Subsequently, The Board will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written decision shall be delivered to the Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Board shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

STUDENT SERVICES/ SPECIAL EDUCATION

CACS operates in strict adherence to policies and procedures set forth in IDEA and the State Rules and Regulations Pertaining to Special Education. The state rules, as well as parental rights may be referred to online at the following address:

<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SpecialEducation-Rules.aspx>

CIRRUS ACADEMY CHARTER SCHOOL

Special Education: A Parent's Guide to Understanding Rights and Responsibilities

This guide is designed to help you understand your rights and responsibilities regarding special education. It should not be used as a substitute for the full version of the Parents' Rights outlined in the Individuals with Disabilities Education Act (IDEA) and the Georgia State Board of Education Rules (Ga. Bd. of Educ. R.) pertaining to Special Education. (See Ga. Bd. of Educ. R. 160-4-7-.09 PROCEDURAL SAFEGUARDS/PARENT RIGHTS). To view the full version of the Georgia Parents' Rights, please go to the Georgia Department of Education web site at www.gadoe.org and select *Offices & Divisions*, then under *Curriculum & Instruction*, select *Special Education Services and Supports*. You will then look under *Dispute Resolution* to find Parent Rights. The full version of these rights is available in multiple languages and is also presented in video format.

<p>RECORDS:</p> <ul style="list-style-type: none"> ⇒ You have a right to look at your child's education records. ⇒ You may also have the records interpreted or explained to you. ⇒ You may request to have something in the record changed or removed if you feel it should not be in your child's record. ⇒ You have the right to add information, comments, data or any other relevant written material to your child's record. ⇒ You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child's records. The school district may charge a fee for the copies but may not charge a fee for searching for and retrieving documents. ⇒ With your written permission, you may have a person acting on your behalf inspect and review the records. 	<p>EVALUATION PROCEDURES:</p> <ul style="list-style-type: none"> ⇒ Your child has the right to a full and complete evaluation to determine if he/she has a disability and is in need of special education and/or related services. ⇒ You have the right to have your child assessed in all areas of the suspected disability. ⇒ The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules. ⇒ Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years. ⇒ You will be involved in the decision about eligibility and what programs and services your child needs during the reevaluation.
<p>CONFIDENTIALITY OF INFORMATION:</p> <ul style="list-style-type: none"> ⇒ Your child's educational records are <u>private</u>. ⇒ You can ask to have copies of only your child's records. ⇒ School employees involved with your child may see your child's records and do not require your permission. ⇒ No one else may see the results of your child's records without your permission 	<p>LEAST RESTRICTIVE ENVIRONMENT:</p> <ul style="list-style-type: none"> ⇒ You have the right to have your child taught in classrooms and participate in all school programs and activities with other children without disabilities, of the same age and grade, to the greatest extent appropriate for your child. ⇒ School district personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate.
<p>INDEPENDENT EVALUATION:</p> <ul style="list-style-type: none"> ⇒ If you disagree with the school's evaluation, you may have your child tested by a professional evaluator not employed by the school district, at public or private expense. Contact the school district to find out the procedures for accessing this right. ⇒ <u>Upon request</u>, the school district <u>must provide</u> you a list of <u>independent</u> evaluators so that you may choose one to test your child. ⇒ The school district must consider the results of an independent evaluator. ⇒ The IEP Team uses the results of the test to determine if your child has a disability or needs special education. 	<p>SURROGATE PARENTS:</p> <ul style="list-style-type: none"> ⇒ When the school cannot find the child's parents or the child is a ward of the state, the school district will assign a surrogate (substitute) parent who will represent the child regarding the child's rights and interests for any evaluation, meeting, or educational decisions for special education services. ⇒ Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP Team/other meetings. ⇒ The surrogate parent has the same rights and responsibilities as a parent in special education in matters relating to a student.

NOTICE/PARENT PARTICIPATION:

- ⇒ You must be notified of your parental rights.
- ⇒ You must be invited to attend meetings about your child such as eligibility, reevaluation, or IEP Team meetings.
- ⇒ You are to receive copies of all documents about your child's education program and can have them explained to you.
- ⇒ Copies can be in your native language, Braille, or explained in sign language. If needed, the school district will provide

COMPLAINTS, MEDIATION, HEARINGS:

- ⇒ You have the right to ask for mediation or a due process hearing if you disagree with what the school has planned for your child.
- ⇒ The school district can also ask for mediation or a due process hearing.
- ⇒ The parent and the school district must both agree to try mediation before mediation will be scheduled.

Georgia Department of Education
Dr. John D. Barge, State Superintendent of Schools
Revised July 2014

Special Education: A Parent's Guide to Understanding

<p>a translator or interpreter.</p> <ul style="list-style-type: none"> ⇒ You must be given opportunities to participate in any decision-making meeting regarding your child's special education. ⇒ You must be invited to any meeting that is held to discuss your child's disability, evaluations, reevaluations, placement of your child, and his/her IEP and its contents. ⇒ You are entitled to have IEP Team meetings held at a time and place mutually convenient to you and other members of the IEP Team. ⇒ You have the right to excuse or not to excuse a member of your child's IEP Team from attending an IEP Team meeting. The school district cannot excuse a required member without your permission. 	<ul style="list-style-type: none"> ⇒ When you request a due process hearing, you have the right to participate in a resolution session that provides an opportunity for parents and school districts to resolve any issues in a due process complaint so that the parents and districts can avoid a due process hearing and provide an immediate benefit to the child. ⇒ When you request a due process hearing, you have the right to an impartial due process hearing conducted by an administrative law judge (ALJ)/hearing officer. ⇒ When you request a due process hearing, you have the right to legal counsel during the due process hearing. ⇒ After an ALJ/hearing officer renders a final decision in a due process hearing, you have the right to appeal the decision in a state or federal court within 90 days of the date of the decision. ⇒ You may file a formal written complaint with the Georgia Department of Education to conduct an investigation about any concerns, problems, or disagreements related to the IDEA or Georgia Special Education Rules. The complaint can be faxed to the Division for Special Education Services and Supports at 404-651-6457 (fax) or mailed to the division at 1870 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334.
<p>CONSENT:</p> <ul style="list-style-type: none"> ⇒ The school cannot test/evaluate or reevaluate your child without your permission/consent. ⇒ The school cannot place your child in special education or change your child's program placement without your permission/consent. ⇒ The school district cannot release your child's records without your permission/consent except to certain individuals identified in law. ⇒ You have the right to <u>not</u> give your permission/consent. ⇒ You have the right to take away your consent to special education and related services once you have given permission; you must do it in writing. Revoking consent means your child will no longer receive any special education services. 	<p>DISCIPLINE PROCEDURES AND RIGHTS:</p> <ul style="list-style-type: none"> ⇒ The school district must follow certain procedures when students with disabilities exhibit behaviors that cause the IEP Team to find other settings and/or ways to educate the child. ⇒ Schools may remove students to alternative programs when there is a potential danger to the child, students, or school personnel. ⇒ Regardless of the setting, the school district must continue to provide a free appropriate public education for your child. ⇒ The setting must enable your child to continue to receive services that will allow him/her to meet the goals and objectives in his/her IEP. ⇒ Disciplinary actions occur for violations involving drugs, alcohol, weapons, or other school rules violations. ⇒ These rights protect you, your child, and the school district.
<p>PRIVATE SCHOOL PLACEMENT:</p> <ul style="list-style-type: none"> ⇒ If you decide to place your child in a private school, you must inform school officials at the last IEP Team meeting of your intent and explain your concerns about the public program. ⇒ The school district is not required to pay for the private school if the school district offered a free appropriate public education to meet a child's educational needs that have been identified through the educational evaluation and are included in the IEP. 	<p>CONTACTS:</p> <ul style="list-style-type: none"> ⇒ When you have concerns about your child's education, it is important to tell the school principal or special education director. ⇒ If you need further help, there are parent or advocacy groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to www.p2pga.org. ⇒ You may also contact the Division for Special Education Services and Supports at 404-656-3963 or 1-800-311-3627 or go to the Georgia Department of Education website at www.gadoe.org to help find other helpful resources.
<p>LOCAL CONTACT INFORMATION: Cirrus Academy Charter School 1870 Pio Nono Avenue Macon, Ga. 31204</p> <p>SPED Director: Brenda Edwards Principal: Dr. Gail Fowler Phone: 478-250-1376</p>	

Cirrus Academy Charter School Special Education and 504 Procedures for the Distribution of Parent and Student Rights

All Special Education Staff and the 504 Coordinator issue the Parental/Student Rights documentation using the following method:

Special Education

1. A copy of the Parental rights is issued at all SPED parent meetings but during the following parent/guardian meetings the Long version of the parent rights are reviewed and shared with the parent or guardian.

- Parent Consent for Evaluation Meeting
- Eligibility or Redetermination Meeting
- Parent Notification Letter of IEP Meeting
- IEP Meeting

2. During the following conferences or meetings the short version of the rights are reviewed and shared with the parent or guardians. The long version of the rights is always available at each meeting as well.

- Teacher/Parent/SPED Case Manage conferences
- Student Support Parent Meetings or conferences

504 Parental Rights

1. 504 Parental Rights are issued at all meetings held with the parent or guardian.

CIRRUS ACADEMY CHARTER SCHOOL YOUR RIGHTS AS PARENTS - REGARDING SPECIAL EDUCATION

The Individuals with Disabilities Education Act, 34 C.F.R. § 300 *et seq.* (IDEA), the federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations.

Terms used in this document

The terms “Local Educational Agency (LEA),” “public agency,” “agency,” “local system,” or “system” refer to school systems as designated by the state of Georgia to provide special education and related services to eligible children, including public nonprofit charter schools.

The term “parent” refers to the same broad definition of parent as found in the IDEA, including the biological or adoptive parent, a foster parent, a guardian authorized to make educational decisions for the child, a person acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, an individual who is legally responsible for the child’s welfare, or a surrogate that has been appointed. (34 C.F.R. § 300.30)

A copy of this notice must be given to parents only one time a school year, except that a copy must also be given to the parents: (1) upon initial referral or parent request for evaluation to determine if the student is a student with a disability; (2) upon receipt of the first written formal complaint

involving the student's school system;(3) upon receipt of the first due process complaint involving the student's school system in a school year; (4) when a decision is made to take a disciplinary action that constitutes a change of placement;(5) prior to accessing a student's or parent's public benefits or insurance for the first time; and (6) upon parent request. [34 C.F.R. §300.504(a)]

As a parent of a child who has been referred for special education services or a child who is already receiving special education and related services, you and your child have certain rights which are protected by state and/or federal law. These rights are outlined in the next few pages. Please be sure to ask your school or school system for an explanation if there is anything in them that you do not understand, if you need them in a different language, or if you want them explained to you.

CONFIDENTIALITY OF INFORMATION:

The information about your child being a child with a disability eligible under the IDEA, his or her special education and related services, and other personally identifiable information is confidential and is not released to others within the system unless they have a legitimate need to know nor is it released to other agencies or groups except under limited circumstances.

Regarding when confidential information is released, you have the right to:

1. Restrict third party access to your child's records by withholding consent to disclose records except (a) in certain limited circumstances described in the federal regulations implementing the Family Educational Rights and Privacy Act of 1974, 34 C.F.R. Part 99 (FERPA), and (b) when the records are released to officials of participating agencies for purposes of meeting a requirement under the IDEA;
2. Restrict the release of your child's personally identifiable information to officials of participating agencies that provide or pay for transition services to your child;
3. Restrict the release of your child's personally identifiable information to a private school that is not located in the LEA of your residence;
4. Be notified and receive copies before information in your child's record is destroyed;
5. Be told to whom information has been disclosed; and
6. Review and receive copies of all information sent to another agency where your child seeks or is eligible to enroll.

Section 504

Congress prohibited discrimination against persons with disabilities in the Rehabilitation Act of 1973, in a segment most often referred to simply as 'Section 504.' This was a broadly worded prohibition that covers both children and adults. It applies to programs that receive any federal financial assistance.

Section 504 prohibits discrimination against individuals whose physical or mental impairment substantially limits one or more major life activities, including: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning.

- Under Section 504, schools must afford scholars with disabilities equal opportunity.
- Many scholars, who fall within the Section 504 category, are medically involved, and the disability is temporary in nature.
- Section 504 accommodations are delivered and monitored through the Student Support Tea

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/RehabilitationActOf1973.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/GaDOESection504Guidance.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/Section%20504%20Procedural%20Safeguards.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/Section504FAQ.pdf>



Notice of Rights of Students and Parents Under Section 504



Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress.

The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact Cirrus Academy's Charter School District's Section 504 Coordinator at the following address:

Brenda A. Edwards
Department of Special Education
1870 Pio Nono Avenue
Macon, Georgia 31204
Ph: 478.250.1376 | Fax:478.787.4995
Email: Brenda.edwards@cirrusacademy.org

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/ or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney.

34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

STUDENT SUPPORT TEAM (SST/RTI)

The Student Support Team process is a state-mandated and school-based intervention process. As outlined in Georgia's Student Achievement Pyramid of Interventions, Student Support Team Compliance serves as the basis for facilitation of Tier 3-Response to Intervention services.

The purpose of the Student Support Team is to provide support to both students and teachers with the outcome being to improved student performance.

(GaDoe: SST Resource Manual, 2008)

The Response to Intervention Team is committed to providing training, resources, and guidance to school-based teams to help ensure the delivery of high quality instruction, research-based interventions, progress monitoring, and prompt identification of at-risk students.

Student Support Teams are comprised of interdisciplinary teachers, resource personnel, parents, and when necessary, the student. The team uses a systematic, problem-solving approach to address learning and/or behavior difficulties experienced by students. This includes students who are experiencing a lack of academic progress, are medically challenged, display behavior or emotional challenges, are Section 504 eligible or need of homebound instruction.

Contact:

Brenda Edwards

Director of Student Support Services Director

Brenda.edwards@cirrusacademy.org

Phone: 478-250-1376

Fax: 478-787-4995

Important Links for MTSS/RTI/Student Support Fact Sheets:

<https://www.gadoe.org/wholechild/Documents/MTSS/MTSS%20National%20Definition%20Fact%20Sheet.pdf>

desires to take bereavement leave in excess of the days allowed, the employee may request to take personal leave or unpaid leave.

Note: No more than three days of bereavement leave will be granted under this policy per year.

PERSONAL LEAVE

Employees may use three (3) days of accumulated sick leave as personal leave if prior approval has been given and if the presence of the employee requesting absence is not essential for effective school operation. Personal leave may not be used on critical days unless approved by the Superintendent, or designee. Unused personal leave will be carried over from year to year as accumulated sick leave. **Personal leave must be requested five (5) days in advance.**

MEDICAL LEAVE

Medical leave is granted for employees with less than one (1) year of services or who have exhausted their 12 weeks of FMLA with CACS. FMLA eligibility is determined based on the employee's length of service within the school system. Employees will be placed on medical leave due to the serious illness of the employee only. Medical leave **will not** be granted to employees for the care of their family members. The maximum leave period for medical leave is 12 months, but such leave may not extend beyond the current school year.

FAMILY AND MEDICAL LEAVE ACT (FMLA)

The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

- Twelve workweeks of leave in a 12-month period for:
 - the birth of a child and to care for the newborn child within one year of birth;
 - the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
 - to care for the employee's spouse, child, or parent who has a serious health condition;
 - a serious health condition that makes the employee unable to perform the essential functions of his or her job;
 - any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" **or**

- Twenty-six workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the servicemember's spouse, son, daughter, parent, or next of kin (military caregiver leave).

To be eligible for FMLA, an employee must have been employed by the school district for at least 12 months and for at least 1,250 hours during the prior twelve-month period.

The school district requires that any leave request based on a family member or employee's own serious health condition be supported by an approved healthcare provider's statement. Additionally, an approved healthcare provider's release to return to work will be required for all employees who were on leave due to their own serious health condition.

The employee must provide at least 30 days' notice of their intention to take leave when possible. If 30 days' notice is not feasible, the employee should submit a request for Family/Medical Leave to the Human Resource Department when they have been absent for five (5) or more consecutive days. Please note, the employee is also responsible for notifying the school of their absence and following the schools' normal leave procedures. The employee should make a reasonable effort to schedule any treatment related to the serious health condition in a manner that will not unduly disrupt the operations of the school district. With limited exceptions, any eligible employee who take leave under FMLA is entitled to be restored to their job or an equivalent position. Detailed information concerning FMLA is available through Cirrus Academy Charter School's Human Resource Department or Board Policy GBRIG, Family and Medical Leave.

RETURNING FROM LEAVE

When returning from medical/disability leave, the employee must submit to the supervisor a release from the physician stating that the employee is able to perform the essential functions of the job. A contacted employee who is returning to work after an approved leave of absence must notify the Human Resource Department in writing by March 15th of their intention to return for the following school year. The employee will be placed in a job comparable to the one held before the leave upon the receipt of a release to return to work from a physician. Employees who have been on an extended leave without pay and did not participate in the annual benefits open enrollment process must also contact the Human Resource Department.

Effective January 1, 2016, employees who are absent from work on an approved leave of absence (STD, LTD, LWOP, or Workers' Compensation) for one (1) year and are unable to return to work in a 12-month period, will be terminated from employment with CACS. This separation will be considered a voluntary separation from employment due to Failure to Return from a Leave of Absence. The employee will be afforded the option to reapply should they obtain clearance from their physician to return to work at a later date.

MILITARY DUTY LEAVE

Employees will be paid for a maximum period of 18 working days for ordered military duty during the federal fiscal year. The federal fiscal year runs from October 1st through September



The Employee's Guide to
the Family and
Medical Leave Act





An Introduction to the Family and Medical Leave Act

When you or a loved one experiences a serious health condition that requires you to take time off from work, the stress from worrying about keeping your job may add to an already difficult situation.

The Family and Medical Leave Act (FMLA) may be able to help. Whether you are unable to work because of your own serious health condition, or because you need to care for your parent, spouse, or child with a serious health condition, the FMLA provides unpaid, job-protected leave. Leave may be taken all at once, or may be taken intermittently as the medical condition requires.

This guide provides a simple overview of how the FMLA may benefit you. In your time of need, sometimes you just *need time*.

This Guide Explains:

- Who Can Use FMLA Leave?
- When Can I Use FMLA Leave?
- What Can the FMLA Do for Me?
- How Do I Request FMLA Leave?
- Communication with Your Employer
- Medical Certification
- Returning to Work
- How to File a Complaint
- Website Resources

Who Can Use FMLA Leave?

In order to take FMLA leave, you must first work for a covered employer. Generally, private employers with at least 50 employees are covered by the law. Private employers with fewer than 50 employees are not covered by the FMLA, but may be covered by state family and medical leave laws. Government agencies (including local, state and federal employers) and elementary and secondary schools are covered by the FMLA, regardless of the number of employees.

If you work for a covered employer, you need to meet additional criteria to be eligible to take FMLA leave. Not everyone who works for a covered employer is eligible.

First, you must have worked for your employer for at least 12 months. You do not have to have worked for 12 months in a row (so seasonal work counts), but generally if you have a break in service that lasted more than seven years, you cannot count the period of employment prior to the seven-year break.

Second, you must have worked for the employer for at least 1250 hours in the 12 months before you take leave. That works out to an average of about 24 hours per week over the course of a year.

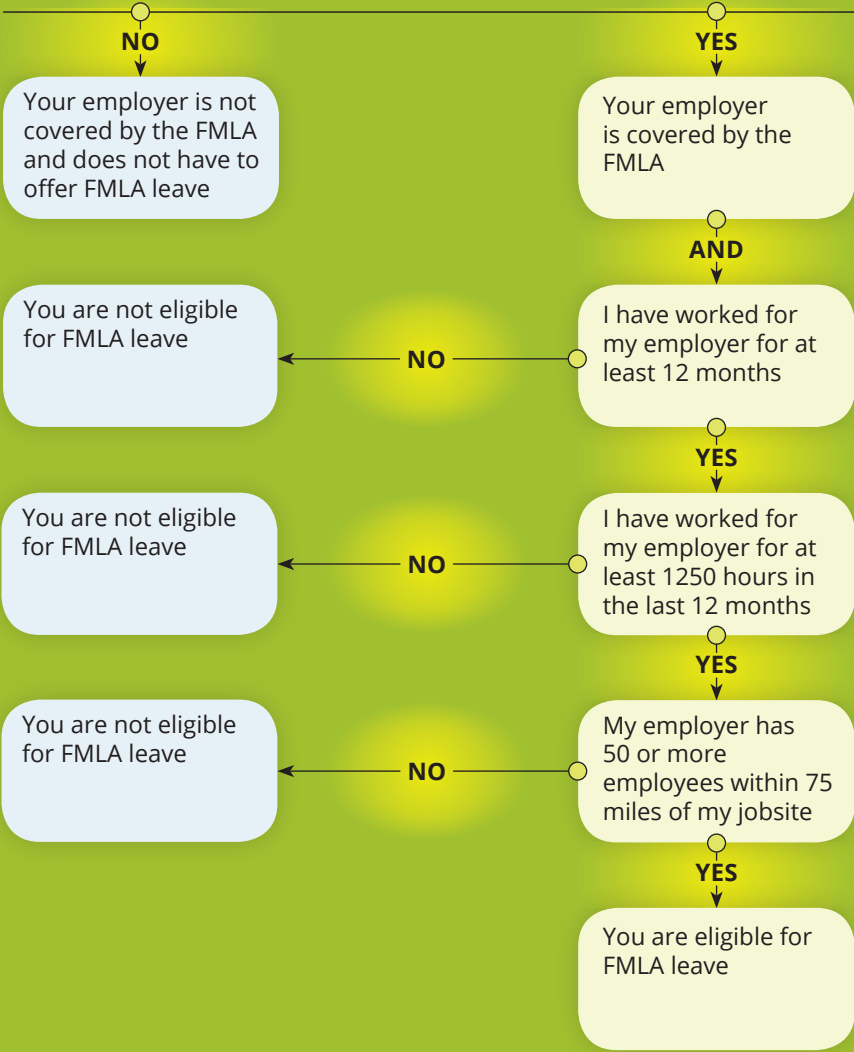
Lastly, you must work at a location where the employer has at least 50 employees within 75 miles of your worksite. So even if your employer has more than 50 employees, if they are spread out and there are not 50 employees within 75 miles of where you work, you will not be eligible to take FMLA leave.

Airline Flight Attendants/Flight Crew Employees

Due to non-traditional work schedules, airline flight attendants and flight crew members are subject to special eligibility requirements under the FMLA. You meet the hours of work requirement if, during the 12 months prior to your need for leave, you have worked or been paid for at least 60% of your applicable monthly guarantee, and have worked or been paid for at least 504 hours, not including personal commute time, or time spent on vacation, medical or sick leave.

Am I Eligible for FMLA Leave?

I work for an employer who has 50 or more employees
OR
I work for a public agency, elementary, or secondary school



When Can I Use FMLA Leave?

If you work for an employer that is covered by the FMLA, and you are an eligible employee, you can take up to 12 weeks of FMLA leave in any 12-month period for a variety of reasons, including:

Serious Health Condition

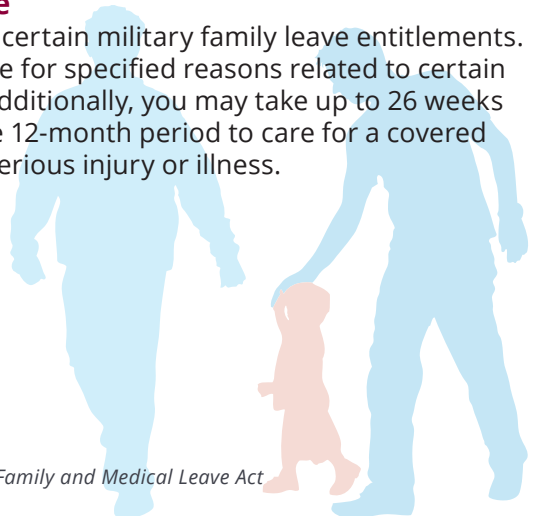
You may take FMLA leave to care for your spouse, child or parent who has a serious health condition, or when you are unable to work because of your own serious health condition.

The most common serious health conditions that qualify for FMLA leave are:

- 1) conditions requiring an overnight stay in a hospital or other medical care facility;
- 2) conditions that incapacitate you or your family member (for example, unable to work or attend school) for more than three consecutive days and require ongoing medical treatment (either multiple appointments with a health care provider, or a single appointment and follow-up care such as prescription medication);
- 3) chronic conditions that cause occasional periods when you or your family member are incapacitated and require treatment by a health care provider at least twice a year; and
- 4) pregnancy (including prenatal medical appointments, incapacity due to morning sickness, and medically required bed rest).

Military Family Leave

The FMLA also provides certain military family leave entitlements. You may take FMLA leave for specified reasons related to certain military deployments. Additionally, you may take up to 26 weeks of FMLA leave in a single 12-month period to care for a covered servicemember with a serious injury or illness.





Expanding Your Family

You may take FMLA leave for the birth of a child and to bond with the newborn child, or for the placement of a child for adoption or foster care and to bond with that child. Men and women have the same right to take FMLA leave to bond with their child but it must be taken within one year of the child's birth or placement and must be taken as a continuous block of leave unless the employer agrees to allow intermittent leave (for example, a part-time schedule).

Parent

Parent means a biological, adoptive, step or foster father or mother, or any other individual who stood *in loco parentis* to the employee when the employee was a child. This term does not include parents-in-law.

Son or Daughter

Son or daughter (or child) means a biological, adopted, or foster child, stepchild, legal ward, or child of a person standing *in loco parentis*, who is either under age 18, or age 18 or older and "incapable of self-care because of a mental or physical disability" at the time that FMLA leave is to commence.

Spouse

Spouse means a husband or wife as defined or recognized in the state where the individual was married and includes individuals in a common law marriage or same-sex marriage.

In Loco Parentis

A person stands *in loco parentis* if that person provides day-to-day care or financial support for a child. Employees with no biological or legal relationship to a child can stand *in loco parentis* to that child, and are entitled to FMLA leave (for example, an uncle who cares for his sister's children while she serves on active military duty, or a person who is co-parenting a child with his or her same-sex partner). Also, an eligible employee is entitled to FMLA leave to care for a person who stood *in loco parentis* to that employee when the employee was a child. (See *Administrator's Interpretation No. 2010-3 and Fact Sheets 28B and C*.)

What Can the FMLA Do for Me?



If you are faced with a health condition that causes you to miss work, whether it is because of your own serious health condition or to care for a family member with a serious health condition, you may be able to take up to 12 weeks of job-protected time off under the FMLA.

If you take FMLA leave, your employer must continue your health insurance as if you were not on leave (you may be required to continue to make any normal employee contributions).

As long as you are able to return to work before you exhaust your FMLA leave, you must be returned to the same job (or one nearly identical to it). This job protection is intended to reduce the stress that you may otherwise feel if forced to choose between work and family during a serious medical situation.

Time off under the FMLA may not be held against you in employment actions such as hiring, promotions or discipline.

You can take FMLA leave as either a single block of time (for example, three weeks of leave for surgery and recovery) or in multiple, smaller blocks of time if medically necessary (for example, occasional absences due to diabetes). You can also take leave on a part-time basis if medically necessary (for example, if after surgery you are able to return to work only four hours a day or three days a week for a period of time). If you need multiple periods of leave for planned medical treatment such as physical therapy appointments, you must try to schedule the treatment at a time that minimizes the disruption to your employer.

FMLA leave is unpaid leave. However, if you have sick time, vacation time, personal time, etc., saved up with your employer, you may use that leave time, along with your FMLA leave so that you continue to get paid. In order to use such leave, you must follow your employer's normal leave rules such as submitting a leave form or providing advance notice. Even if you don't want to use your paid leave, your employer can require you to use it during your FMLA leave. For example, if you are out for one week recovering from surgery, and you have two weeks of paid vacation saved up, your employer can require you to use one week of your vacation time for your FMLA leave. When you use paid leave for an FMLA-covered reason (whether at your request or your employer's), your leave time is still protected by the FMLA.

How Do I Request FMLA Leave?

To take FMLA leave, you must provide your employer with appropriate notice. If you know in advance that you will need FMLA leave (for example, if you are planning to have surgery or you are pregnant), you must give your employer at least 30 days advance notice. If you learn of your need for leave less than 30 days in advance, you must give your employer notice as soon as you can (generally either the day you learn of the need or the next work day). When you need FMLA leave unexpectedly (for example, if a family member is injured in an accident), you **MUST** inform your employer as soon as you can. You must follow your employer's usual notice or call-in procedures unless you are unable to do so (for example, if you are receiving emergency medical care).

While you do not have to specifically ask for FMLA leave for your first leave request, you do need to provide enough information so your employer is aware it may be covered by the FMLA. Once a condition has been approved for FMLA leave and you need additional leave for that condition (for example recurring migraines or physical therapy appointments), your request must mention that condition or your need for FMLA leave. If you don't give your employer enough information to know that your leave may be covered by the FMLA, your leave may not be protected.

You do not have to tell your employer your diagnosis, but you do need to provide information indicating that your leave is due to an FMLA-protected condition (for example, stating that you have been to the doctor and have been given antibiotics and told to stay home for four days).

Communication with Your Employer

Ongoing communication between you and your employer will make the FMLA process run much more smoothly. Each of you has to follow guidelines about notifying the other when FMLA leave is being used.

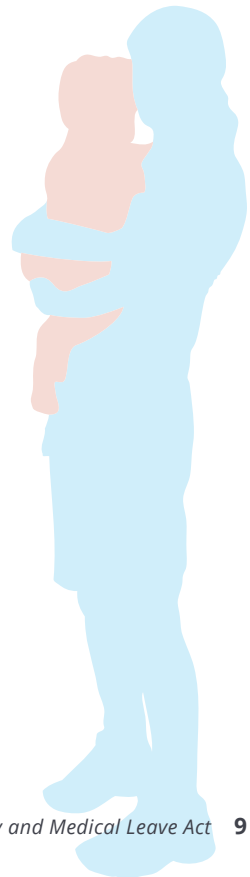
You will need to inform your employer if your need for FMLA leave changes while you are out (for example, if your doctor determines that you can return to work earlier than expected). Your employer may also require you to provide periodic updates on your status and your intent to return to work.

Your employer must notify you if you are eligible for FMLA leave within five business days of your first leave request. If the employer says that you are not eligible, it has to state at least one reason why you are not eligible (for example, you have not worked for the employer for a total of 12 months).

At the same time that your employer gives you an eligibility notice, it must also give you a notice of your rights and responsibilities under the FMLA. This notice must include all of the following:

- A definition of the 12-month period the employer uses to keep track of FMLA usage. It can be a calendar year, 12 months from the first time you take leave, a fixed year such as your anniversary date, or a rolling 12-month period measured backward from the date you use FMLA leave. You need to know which way your employer measures the 12-month window so that you can be sure of how much FMLA leave you have available when you need it.
- Whether you will be required to provide medical certification from a health care provider.
- Your right to use paid leave.
- Whether your employer will require you to use your paid leave.
- Your right to maintain your health benefits and whether you will be required to make premium payments.
- Your right to return to your job at the end of your FMLA leave.

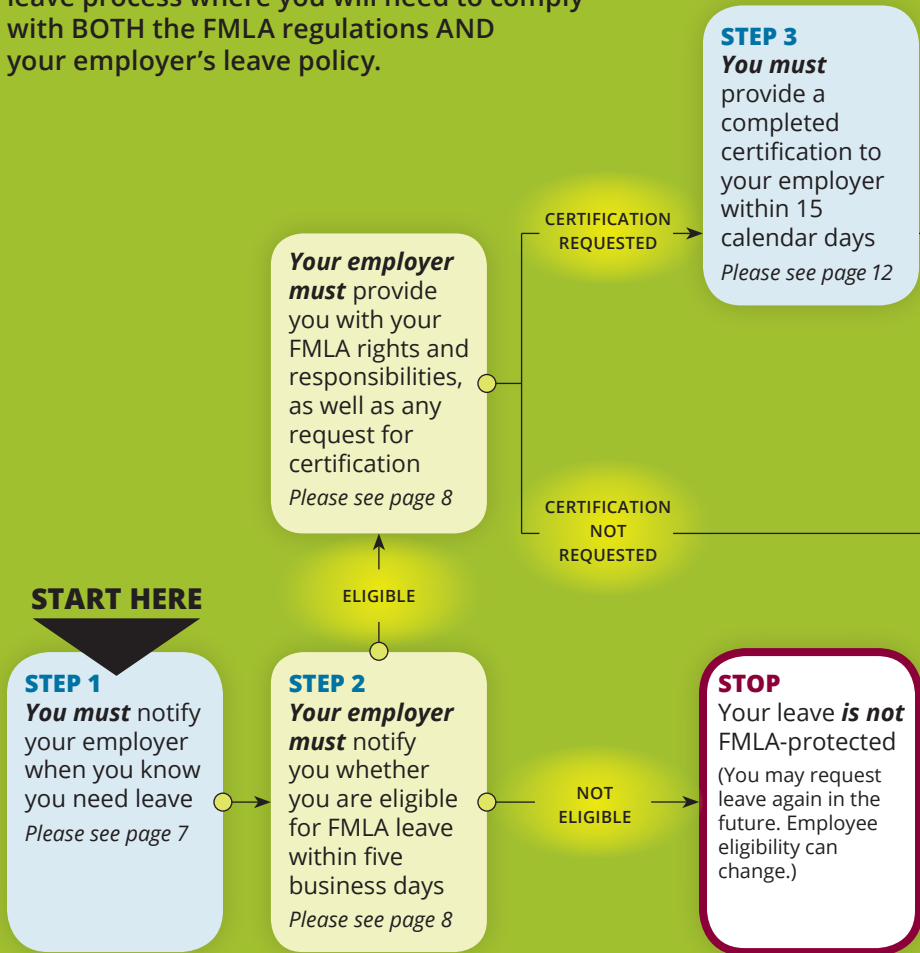
When your employer has the information necessary to determine if your leave is FMLA protected, it must notify you whether the leave will be designated as FMLA leave and, if possible, how much leave will be counted against your FMLA entitlement. If your employer determines that your leave is not covered by FMLA, it must notify you of that determination.



The FMLA Leave Process

This flowchart provides general information to walk you through your initial request for FMLA leave step by step, and help you navigate the sometimes complicated FMLA process.

Please note, it is **ESSENTIAL** for you to be familiar with your employer's leave policy. There are several instances throughout the FMLA leave process where you will need to comply with **BOTH** the FMLA regulations **AND** your employer's leave policy.





YOUR RESPONSIBILITY



YOUR EMPLOYER'S RESPONSIBILITY

STOP

Your leave **is not** FMLA-protected
(You may request leave again in the future.)

NOT DESIGNATED

STEP 4

Your employer must notify you whether your leave has been designated as FMLA within five business days
Please see page 8

DESIGNATED

STEP 5

Your leave **is** FMLA-protected
(There are employee responsibilities while out on FMLA leave.)
Please see page 8

STEP 6

When you return to work, **your employer must** return you to your same or nearly identical job
Please see page 14

Medical Certification

If your employer requests medical certification, you only have 15 calendar days to provide it in most circumstances. You are responsible for the cost of getting the certification from a health care provider and for making sure that the certification is provided to your employer. If you fail to provide the requested medical certification, your FMLA leave may be denied.

The medical certification must include some specific information, including:

- contact information for the health care provider;
- when the serious health condition began;
- how long the condition is expected to last;
- appropriate medical facts about the condition (which may include information on symptoms, hospitalization, doctors visits, and referrals for treatment);
- whether you are unable to work or your family member is in need of care; and
- whether you need leave continuously or intermittently. (If you need to take leave a little bit at a time, the certification should include an estimate of how much time you will need for each absence, how often you will be absent, and information establishing the medical necessity for taking such intermittent leave.)

If your employer finds that necessary information is missing from your certification, it must notify you in writing of what additional information is needed to make the certification complete. You must provide the missing information within seven calendar days.

If your employer has concerns about the validity of your certification, it may request a second opinion, but it must cover the cost. Your employer may request a third opinion if the first and second opinion differ, but it must cover the cost.

If your need for leave continues for an extended period of time, or if it changes significantly, your employer may require you to provide an updated certification.



Certification at a Glance



YOUR EMPLOYER MAY REQUIRE YOU TO:

- Correct any deficiencies in your certification identified by your employer within seven days
- Obtain a 2nd medical opinion if your employer doubts the validity of your certification
- Obtain a 3rd medical opinion if the 1st and 2nd opinions differ

YOUR EMPLOYER MAY DENY FMLA LEAVE IF YOU FAIL TO PROVIDE A REQUESTED CERTIFICATION



YOUR RESPONSIBILITY



YOUR EMPLOYER'S RESPONSIBILITY

Returning to Work



When you return to work, the FMLA requires that your employer return you to the same job that you left, or one that is nearly identical.

If you are not returned to the exact same job, the new position must:

- involve the same or substantially similar duties, responsibilities, and status;
- include the same general level of skill, effort, responsibility and authority;
- offer identical pay, including equivalent premium pay, overtime and bonus opportunities;
- offer identical benefits (such as life insurance, health insurance, disability insurance, sick leave, vacation, educational benefits, pensions, etc.); and
- offer the same general work schedule and be at the same (or a nearby) location.

Please keep in mind that if you exhaust your FMLA leave entitlement and are unable to return to work, your employer is not required to restore you to your position.

SPECIAL CIRCUMSTANCES:

Key Employees

Certain *key employees* may not be guaranteed reinstatement to their positions following FMLA leave. A *key employee* is defined as a salaried, FMLA-eligible employee who is among the highest paid 10 percent of all the employees working for the employer within 75 miles of the employee's worksite.

Teachers

Special rules apply to employees of local education agencies. Generally, these rules apply when you need intermittent leave or when you need leave near the end of a school term.

Please visit our website for more complete information.

How to File a Complaint

The U.S. Department of Labor's Wage and Hour Division (WHD) is responsible for administering and enforcing the Family and Medical Leave Act for most employees.

If you have questions, or you think that your rights under the FMLA may have been violated, you can contact WHD at 1-866-487-9243. You will be directed to the WHD office nearest you for assistance. There are over 200 WHD offices throughout the country staffed with trained professionals to help you.

The information below is useful when filing a complaint with WHD:

- your name
- your address and phone number (how you can be contacted)
- the name of the company where you work or worked
- location of the company (this may be different than the actual job site where you worked)
- phone number of the company
- manager or owner's name
- the circumstances of your FMLA request and your employer's response

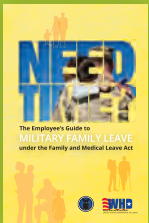
Your employer is prohibited from interfering with, restraining, or denying the exercise of FMLA rights, retaliating against you for filing a complaint and cooperating with the Wage and Hour Division, or bringing a private action to court. You should contact the Wage and Hour Division immediately if your employer retaliates against you for engaging in any of these legally protected activities.

**To contact the WHD office nearest you, visit:
www.dol.gov/whd/america2.htm**

Website Resources

Visit the Wage and Hour Division website at www.dol.gov/whd/fmla for resources containing information about the FMLA, including:

- Key News
- General Guidance
- Fact Sheets
- e-Tools
- Posters
- Forms
- Interpretive Guidance
- Law
- Regulations



Please refer to *The Employee's Guide to Military Family Leave under the Family Medical Leave Act (WH1513)* for more specific information about taking FMLA leave under the provisions for military family leave.



WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

Fact Sheet #28: The Family and Medical Leave Act

The Family and Medical Leave Act (FMLA) entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons. This fact sheet provides general information about which employers are covered by the FMLA, when employees are eligible and entitled to take FMLA leave, and what rules apply when employees take FMLA leave.

COVERED EMPLOYERS

The FMLA only applies to employers that meet certain criteria. A **covered employer** is a:

- Private-sector employer, with 50 or more employees in 20 or more workweeks in the current or preceding calendar year, including a joint employer or successor in interest to a covered employer;
- Public agency, including a local, state, or Federal government agency, regardless of the number of employees it employs; or
- Public or private elementary or secondary school, regardless of the number of employees it employs.

ELIGIBLE EMPLOYEES

Only eligible employees are entitled to take FMLA leave. An **eligible employee** is one who:

- Works for a *covered employer*;
- Has worked for the employer for at least *12 months*;
- Has at least *1,250 hours* of service for the employer during the 12 month period immediately preceding the leave*; and
- Works at a location where the employer has at least *50 employees within 75 miles*.

* Special hours of service eligibility requirements apply to airline flight crew employees. See Fact Sheet 28J: Special Rules for Airline Flight Crew Employees under the Family and Medical Leave Act.

The 12 months of employment do not have to be consecutive. That means any time previously worked for the same employer (including seasonal work) could, in most cases, be used to meet the 12-month requirement. If the employee has a break in service that lasted seven years or more, the time worked prior to the break will not count *unless* the break is due to service covered by the Uniformed Services Employment and Reemployment Rights Act (USERRA), or there is a written agreement, including a collective bargaining agreement, outlining the employer's intention to rehire the employee after the break in service. See "FMLA Special Rules for Returning Reservists".

LEAVE ENTITLEMENT

Eligible employees may take up to **12 workweeks** of leave in a 12-month period for one or more of the following reasons:

- The birth of a son or daughter or placement of a son or daughter with the employee for adoption or foster care;
- To care for a spouse, son, daughter, or parent who has a serious health condition;
- For a serious health condition that makes the employee unable to perform the essential functions of his or her job; or
- For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status.

An eligible employee may also take up to **26 workweeks** of leave during a "single 12-month period" to care for a covered servicemember with a serious injury or illness, when the employee is the spouse, son, daughter, parent, or next of kin of the servicemember. The "single 12-month period" for military caregiver leave is different from the 12-month period used for other FMLA leave reasons. *See Fact Sheets 28F: Qualifying Reasons under the FMLA and 28M: The Military Family Leave Provisions under the FMLA.*

Under some circumstances, employees may take FMLA leave on an intermittent or reduced schedule basis. That means an employee may take leave in separate blocks of time or by reducing the time he or she works each day or week for a single qualifying reason. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operations. If FMLA leave is for the birth, adoption, or foster placement of a child, use of intermittent or reduced schedule leave requires the employer's approval.

Under certain conditions, employees may choose, or employers may require employees, to "substitute" (run concurrently) accrued paid leave, such as sick or vacation leave, to cover some or all of the FMLA leave period. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the employer's normal leave policy.

NOTICE

Employees must comply with their employer's usual and customary requirements for requesting leave and provide enough information for their employer to reasonably determine whether the FMLA may apply to the leave request. Employees generally must request leave 30 days in advance when the need for leave is foreseeable. When the need for leave is foreseeable less than 30 days in advance or is unforeseeable, employees must provide notice as soon as possible and practicable under the circumstances.

When an employee seeks leave for a FMLA-qualifying reason for the first time, the employee need not expressly assert FMLA rights or even mention the FMLA. If an employee later requests additional leave for the same qualifying condition, the employee must specifically reference either the qualifying reason for leave or the need for FMLA leave. *See Fact Sheet 28E: Employee Notice Requirements under the FMLA .*

Covered employers must:

- (1) Post a notice explaining rights and responsibilities under the FMLA. Covered employers may be subject to a civil money penalty for willful failure to post. For current penalty amounts, see www.dol.gov/whd/fmla/applicable_laws.htm;
- (2) Include information about the FMLA in their employee handbooks or provide information to new employees upon hire;

- (3) When an employee requests FMLA leave or the employer acquires knowledge that leave may be for a FMLA-qualifying reason, provide the employee with notice concerning his or her eligibility for FMLA leave and his or her rights and responsibilities under the FMLA; and
- (4) Notify employees whether leave is designated as FMLA leave and the amount of leave that will be deducted from the employee's FMLA entitlement.

See Fact Sheet 28D: Employer Notice Requirements under the FMLA.

CERTIFICATION

When an employee requests FMLA leave due to his or her own serious health condition or a covered family member's serious health condition, the employer may require certification in support of the leave from a health care provider. An employer may also require second or third medical opinions (at the employer's expense) and periodic recertification of a serious health condition. See Fact Sheet 28G: Certification of a Serious Health Condition under the FMLA. For information on certification requirements for military family leave, See Fact Sheet 28M(c): Qualifying Exigency Leave under the FMLA; Fact Sheet 28M(a): Military Caregiver Leave for a Current Servicemember under the FMLA; and Fact Sheet 28M(b): Military Caregiver Leave for a Veteran under the FMLA.

JOB RESTORATION AND HEALTH BENEFITS

Upon return from FMLA leave, an employee must be restored to his or her original job or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. An employee's use of FMLA leave cannot be counted against the employee under a "no-fault" attendance policy. Employers are also required to continue group health insurance coverage for an employee on FMLA leave under the same terms and conditions as if the employee had not taken leave. See Fact Sheet 28A: Employee Protections under the Family and Medical Leave Act .

OTHER PROVISIONS

Special rules apply to employees of local education agencies. Generally, these rules apply to intermittent or reduced schedule FMLA leave or the taking of FMLA leave near the end of a school term.

Salaried executive, administrative, and professional employees of covered employers who meet the Fair Labor Standards Act (FLSA) criteria for exemption from minimum wage and overtime under the FLSA regulations, 29 CFR Part 541, do not lose their FLSA-exempt status by using any unpaid FMLA leave. This special exception to the "salary basis" requirements for FLSA's exemption extends only to an eligible employee's use of FMLA leave.

ENFORCEMENT

It is unlawful for any employer to interfere with, restrain, or deny the exercise of or the attempt to exercise any right provided by the FMLA. It is also unlawful for an employer to discharge or discriminate against any individual for opposing any practice, or because of involvement in any

proceeding, related to the FMLA. *See* [Fact Sheet 77B](#): Protections for Individuals under the FMLA . The Wage and Hour Division is responsible for administering and enforcing the FMLA for most employees. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress. If you believe that your rights under the FMLA have been violated, you may file a complaint with the Wage and Hour Division or file a private lawsuit against your employer in court.

For additional information, visit our Wage and Hour Division Website:

<http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4-USWAGE (1-866-487-9243).

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)

CIRRUS ACADEMY CHARTER SCHOOL

SPECIAL EDUCATION
HANDBOOK

AND

504 GUIDELINES

2022-2023

Preface

The purpose of the Special Education and Section 504 Policies, Procedures, and Practices Manual is to provide a comprehensive reference for teachers, paraprofessionals, supervisors, administrators, ancillary staff, and others who are responsible for providing special education services in accordance with federal and state special education regulations. Upon receipt, all staff members are to read the manual in its entirety and to comply with all required procedures. Additionally, staff members bear the responsibility of reviewing the contents and applying it as deemed appropriate in their day-to-day instructional and/or administrative practice as required by Part B of the Individuals with Disabilities Education Improvement Act (IDEA 2004) regarding Individualized Education Programs (IEPs) for children with disabilities (ages 3-21) and Section 504 of the Rehabilitation Act.

Some of the information in the manual reflects mandated procedures, while other information serves as resource material and suggested guidelines for practice. Whereas the manual is quite comprehensive, it is not inclusive of all procedures and forms used in the various programs. Staff members are to consult their respective supervisors for any forms, procedures or guidelines that are program specific (e.g., specific procedures for conducting a speech/language evaluation).

It is recommended that staff members have this manual readily available when procedural questions arise regarding the services to students. Annotated forms developed by the Georgia Department of Education (GaDOE) have been included to serve as a guide. The varied needs of students are such that there is no one "model report" that works best in all situations. However, there are basic components and considerations that must be included in completing mandated forms and executing specific procedures.

The Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-144), was signed into law by President George Bush on December 3, 2004. The Highly Qualified Teacher status is the only provision of the law that went into effect on December 3, 2004. The remaining provisions went into effect on July 1, 2005. Final regulations from the Office of Special Education Programs (OSEP) disseminated in December of 2005.

Section 504 of the Rehabilitation Act of 1973 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. Regulations for Section 504 require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who are properly enrolled in the school district's jurisdiction, regardless of the nature or severity of the disability.

Cirrus Academy Charter School abides by the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as well as the revisions of the Americans with Disabilities Amendment Act of 2008 (Amendments Act,

effective January 1, 2009). The Amendments Act amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 that affects the meaning of disability in Section 504.

Cirrus Academy Charter School

Department of Special Education 1870 Pio

Nono Avenue

Macon, GA 31204

(478) 250-1376 <http://www.cirrusacademy.org>

CIRRUS ACADEMY CHARTER SCHOOL

WRITTEN PROCEDURES AND PROCESSES THAT SUPPORT THE IMPLEMENTATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), SECTION 504 OF THE REHABILITATION ACT OF 1973 AND GEORGIA'S SPECIAL EDUCATION RULES IN CIRRUS ACADEMY CHARTER SCHOOL

The Individuals with Disabilities Education Act (IDEA) requires that states review the data of each Local Education Agency (school system) each year in order to evaluate the system's performance in meeting requirements and purposes of the IDEA. After a review of the data, the Georgia Department of Education (GaDOE) is required to make determinations (Meets Requirements; Needs Assistance; Needs Intervention; or Needs Substantial Intervention) about each indicator related to the system's compliance.

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Cirrus Academy Charter School ("CACS" or "School") implements identification procedures and practices to ensure that ALL students suspected of having a disability receive a special education evaluation and services, if appropriate.

State Board Rule: 160-4-7-.08**Confidentiality of Personally Identifiable Information**

Confidentiality is one of the rights afforded to parents in the *Parent Rights* document (procedural safeguards). Cirrus Academy Charter School maintains confidentiality of records of students requiring special education and related services. Confidentiality of educational records is a basic right shared by all children in public schools and their parents. These fundamental rights are described in the *Family Educational Rights and Privacy Act* (FERPA) of 1974, which applies to all students, not only those with disabilities.

All system personnel, including contracted employees, are governed by confidentiality requirements and receive yearly training and information regarding the law. Written and dated parental consent must be obtained before personally identifiable information is disclosed to unauthorized individuals, organizations, or agencies unless authorized to do so under FERPA.

The District establishes and implements policy and procedures which ensure that records are filed, protected, kept confidential, reviewed, and when appropriate, destroyed according to the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), and the State's Records Retention Schedule. Parents of students receiving special education and related services are notified annually of the availability of these policies and procedures. The written policies and procedures concerning education records are available to the public in the CEO's office.

Maintenance of Records

Student records include records that are used for identification, evaluation and educational placement of a student for the provision of free appropriate public education. Cirrus Academy Charter School provides training to all individuals who collect or use personally identifiable information regarding the policies and procedures outlined in IDEA and the Family Educational Rights and Privacy Act, as well as in the District procedures. Training is provided for all school staff at the beginning of the year, generally during preplanning. A log of who has received the training is maintained at the School office.

Access to Confidential Student Information

Cirrus Academy Charter School transmits copies of a student's special education records only to the extent that the Family Educational Rights and Privacy Act permit. Student

records are accessible to those who are determined by our District to have a legitimate educational need. The Academy maintains a record of those who have accessed a student's education record, including the name of the party having access, the date access of access, and the purpose for which the party was authorized to access the records.

Parental Review of Educational Records

Parents have the right to inspect and review all education records pertaining to their child, maintained or used by the District to meet the requirements of special education law. A request to review and inspect records must be in writing. The District makes records available to parents within ten (10) school days of the request. A representative of the parent may inspect and review the records; however, the parent must consent to the District's release the information.

Cirrus Academy Charter School will provide to parents an explanation and an interpretation of their child's records upon parental request. Assessment protocols may be reviewed and inspected by parents; however, copies of the protocol will not be made available to the parent due the test manufacturer's ownership or copyright.

Parental Consent

Parental consent is obtained before personally identifiable information is disclosed to anyone, other than officials of the District, who are determined to have a legitimate educational interest. The District does not release information from education records to other providers of special education and related services (IDEA) without parental consent unless authorized to do so under FERPA and Georgia law.

Rights of Eligible Students

When a student with a disability reaches age eighteen (18), Cirrus Academy Charter School

- Provides all required notices to both the student and the parents
- Transfers to the student all other rights accorded to the parents under IDEA ·
Notifies the student and the parents of the transfer of rights
- Transfers the rights regarding education records to the student.

Authorized Access to Records

Each special education folder will have an access record attached to the folder. Each personnel reviewing the folder is to sign his/her name, write in the date, and the purpose on the access record. Each file cabinet containing student's special education folders is labeled with the *Authorized Access to Records* information. All agencies and agents who have access to student records are listed below and are listed on the file drawer:

Authorized Access to Records
CEO
Director of Special Education
Administrative Assistant for Special Education
School Administrators (Principal, Assistant Principal)
Director of Student Support
Special Education Teachers
General Education Teachers
School Psychologist
Speech/Language Pathologist
Physical Therapist
Occupational Therapist
Vision Therapist
School Social Worker

Confidential information is stored in file cabinets and drawers that can be locked. The "official" file with original copies is the file in the Department of Special Education for the Cirrus Academy Charter School.

Student Records

For students enrolled in special education any reference to *special education status* documented in a student's permanent records would place the record under the *Individuals with Disabilities Education Act* (IDEA) confidentiality requirements. It is mandated that reference to *special education status* be maintained in a separate supplemental file and not specifically by reference on the student's permanent record/card. The permanent record/card indicates that a supplemental file does exist and should be reviewed. Such a designation would indicate to any review that additional information is available and should be considered before drawing any conclusions regarding that student's record.

Verbal references to a student's special education program should be carefully restricted only to professional staff working with the student or professional staff working in the interests of the student. There will be no documentation that the student receives special education services on the official transcript, as well.

Records Management

All official **Special Education Records** are maintained in the Cirrus Academy Charter School Office and on-line through *Infinite Campus*. All requests for records from transferring schools, Department of Juvenile

Justice, parents, Social Security Administration, medical personnel, etc. are handled at the Main office, when the appropriate *Authorization to Release of Information* has been provided. Records will be sent to transferring schools as soon as the child withdraws from Cirrus Academy Charter School so that the student can be placed in the appropriate classes and receive the same services. All special education records will be sent from the Main Office.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

Parents who believe that information contained in the education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of the student may request that Cirrus Academy Charter School amend the information. The School will decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the School decides to refuse to amend the information in accordance with the request, it will inform the parents of the refusal and advise the parents of the right to a hearing.

The School will, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parents in writing. If, as a result of the hearing, the School decides the information is accurate and not misleading or otherwise in violation of the privacy or other rights of the student, it must inform the parents of their right to place in the student's record, a statement commenting on the information and setting forth the reasons for the Parent's disagreement with the decision of the School.

Any explanation placed in the records of the student is maintained by the School as part of the student's record. If the student's records, or the contested portion are disclosed by the School to any party, the explanation will be disclosed to the party, as well.

CONSENT

Parental consent is obtained before personally identifiable information is disclosed to other parties unless the disclosure is authorized without parental consent. Prior consent is not required to release information to:

1. Parents or eligible children;
2. Cirrus Academy Charter School officials, including teachers, legally constituted cooperating agencies or other agencies providing shared services that the system has determined to have legitimate educational interests.
3. Officials of another school, school system, or institution of postsecondary education in which the child seeks or is eligible to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record, if desired, and have an opportunity for a hearing to challenge the content of the record;

4. Authorized Federal, State or local representatives in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs. *(The information is protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to above and must be destroyed when no longer needed.)*
5. In connection with a child's application for or receipt of financial aid for which the child has applied or which the student has received, if the information is necessary;
6. State and local officials or authorities to whom this information is specifically allowed to be reported or disclosed pursuant to a State statute concerning the juvenile justice system;
7. Organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction. Information may only be disclosed if the study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization and the information is destroyed when no longer needed;
8. Accrediting organizations to carry out their accrediting functions;
9. In compliance with a judicial order or a lawfully issued subpoena. CACS will make a reasonable attempt to notify the child's parents of the judicial order or subpoena before releasing the records, unless the disclosure is in compliance with a Federal grand jury subpoena or other subpoena issued for law enforcement purposes and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;
10. Disclosure in connection with a health or safety emergency, if the knowledge of the information is necessary to protect the health or safety of the child or other individuals.
11. The disclosure is information the School has designated as "directory information" and the School has given public notice to parents and eligible students of the types of personally identifiable information that the School has designated as directory information, a parent's or eligible student's right to refuse to let the School to designate any or all of those types of information about the student as directory information, and the period of time within which a parent or eligible student has to notify the school system in writing that he or she does not want any or all of those types of information about the student designated as directory information.
12. The Office for Civil Rights.
13. Officials within the Department of Human Resources (DHR), Department of Corrections (DOC), Department of Juvenile Justice (DJJ) and Department of Labor (DOL) for the purpose of making appropriate educational decisions regarding placements.

SAFEGUARDS

The Cirrus Academy Charter School protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. The CEO or designee ensures the confidentiality of any personally identifiable information. Access of unauthorized persons to personally identifiable information without parent's consent is forbidden. All persons collecting or using personally identifiable information has received training or instruction regarding department policies and procedures concerning personally identifiable information. Cirrus Academy Charter School maintains, for public inspection, a current listing of the names and positions of School employees who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

Cirrus Academy Charter School maintains special education records for students for ten years. Parents are notified via media, school website, newsletters, etc. when the School plans to destroy the information. The School reminds parents that they or their child may need the information for Social Security benefits for other purposes in the future. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable. The School maintains most recent Eligibility Report, Psychological report, Individualized Education Plan, and Transcript. This information in a designated Main Office Vault.

State Board Rule: 160-4-2-.32 Student Support Team (SST)

Special Education Referral Process: School-Aged Students

Prior to a student being referred for evaluation for Special Education eligibility, the student goes through various levels, or tiers, through the ***Response to Intervention Pyramid***. Each school has established procedures for implementing this pyramid. Prevention through intervention is stressed in all tiers.

Tier I includes evidence-based instruction which is based on the Common Core Georgia Performance Standards. It includes effective school-wide behavior supports and differentiated instruction to promote higher levels of student engagement and achievement. Tier II interventions serve as standard intervention protocols for students in the school who require extended learning opportunities or students who are not making adequate progress and need additional interventions. If students are not making the expected levels of progress in Tier II, they are referred to the school's **Student Support Team** which comprises Tier III. As soon as the student arrives at Tier III, vision/hearing screening is conducted by the school nurse or trained staff member. (Procedures for handling failure of the hearing/vision screening is included as part of the *Response to Intervention Pyramid* instructions in the *Response to Intervention* handbook and in the Evaluation section of this manual.).

The Student Support Team includes, at a minimum, the referring teacher and at least two of the following participants, as appropriate to the needs of the student:

1. Principal.
2. General education teacher.
3. Counselor.
4. Lead teacher.
5. School psychologist.
6. Subject area specialist.
7. ESOL teacher.
8. Special education teacher.
9. School social worker.
10. Local Education Agency Administrator.
11. Section 504 coordinator.
12. Other appropriate personnel

Parents/guardians are invited to participate in all meetings of their child's Student Support Team and in the development of interventions for their child. Alternative strategies for

increasing the student's academic, social, and/or behavioral performance are identified, reviewed, and implemented during the time the student is being served through the Student Support Team. The team will meet at prescribed intervals (every four weeks) to review progress monitoring toward interventions, to devise more, or revise original strategies. Minutes of each meeting along with outcomes of interventions

and plans for the next strategies are kept. (For more information about the Pyramid of Intervention, a general education function, please refer to the Georgia Department of Education's Response to Intervention Handbook located on the system website at www.gadoe.org.)

Documentation of Tier II and Tier III interventions, along with Progress Monitoring results, are included in the referral packet if a child is referred from Tier III to Tier IV, which becomes a special education referral. All student referrals are preceded by researched and/or evidenced-based academic and/or behavioral interventions and the monitoring of progress. Before a referral for special education evaluation can be made, documentation that attempted reasonable alternative strategies and interventions have been made and have not been successful is provided. The referral for evaluation is then made in order to determine if physical, emotional, and/or academic problems may be interfering with the student's school progress.

If the student is referred directly for an evaluation, by-passing Tier III interventions, the Student Support Team committee fully documents the reason for the by-pass through written minutes.

State Board Rule: 160-4-70.03 Child Find Procedures OCGA

160-4-7-.03 CHILD FIND PROCEDURES

The **Individuals with Disabilities Education Act (IDEA)** mandates that the Local Education Agency locate and evaluate children, birth through age 21, who are suspected of a disability and require early intervention or special education services. Child Find is a process that includes activities that identify, locate, and evaluate all children with disabilities, birth through age 21, who are in need of early intervention or special education services. The Local Education Agency has a **Child Find** responsibility for all children suspected of having disabilities, regardless of the severity of their disabilities. This includes:

- children, birth through 3, who may or may not be referred to and served by the state's early intervention program, Babies Can't Wait;
- preschool children, ages 3 through 5, who may not be enrolled in a Georgia-funded prekindergarten and kindergarten, including children who are parentally placed in private preschools or daycare centers outside the district;
- children who are enrolled in a public school within the district, including public charter schools;
- children who are parentally placed in private and home schools or who are attending charter schools within the district;
- highly mobile children, including migrant, homeless, and children who are wards of the state;
- children served in community programs such as rehabilitation centers, daycare centers, etc.;
- children, ages 18 through 21, who are incarcerated in facilities operated by the local sheriff's office or other municipalities; and
- any other children suspected of having disabilities.

Purpose

The Cirrus Academy Charter School serves children grades K through 8th grade with identified special education needs. The purpose of the **Child Find** and screening process is to fulfill a school district's obligation to ensure that all children who are eligible for special education and related services are identified, located, and evaluated. "Child Find" includes the following:

- the various child find activities that must be conducted to ensure that all children eligible for special education are located
- the annual notice that school districts are required to disseminate

- information about equitable participation for children eligible for special education services who are placed in private schools by their parents.

IDEA 2004 requires that local education agencies (LEA) ensure that all children in need of special education services within their regions are located, identified, and evaluated. Children who are homeless, highly mobile, are wards of the State, detained or incarcerated in jails or correctional facilities, or are parentally-placed in private schools (including religious, elementary and secondary schools) or home school/study programs, regardless of the severity of their disability, are included in the child find activities. The LEA is mandated to locate and identify those students who are in need of special education services and to provide them the opportunity to benefit from special education services.

Cirrus Academy Charter School implements Child Find procedures in an effort to locate screen, and evaluate children with suspected disabilities. The system will develop and offer specialized instruction through an Individualized Education Plan (IEP) or Service Plan if a student is found to be eligible for services.

Procedures

Cirrus Academy Charter School conducts a thorough and complete child find process to determine the number of parentally placed children with disabilities attending private schools located in the school districts.

Children with disabilities in home school programs in Georgia are considered to be "students with disabilities placed by their parents in private school." CACS meets annually with representatives from home schools and private schools in the fall and spring of each year to educate them on the School's Child find procedures. Parents of children in home-school programs, daycare representatives, and Head Start are invited to the same communication, child find activities, and special services provided to students in private schools.

In Cirrus Academy Charter School, a **referral** may be made by anyone who has a concern about a child's development. All referrals are considered confidential. (The parent retains the right to refuse services.) Children may be referred by any of the following:

- Parents/legal guardians/foster parents
- Other family members
- Physicians/health care providers
- Preschool programs
- School system personnel
- Community agencies

- Private school personnel
- Others who are concerned about a child's development

Prior to any possible referral to special education, the screening of children by a teacher or specialist to determine appropriate **instructional strategies** for curriculum implementation will not be considered to be an evaluation for eligibility for special education and related services, but will aid in the decision-making process.

A child should be **referred** when:

- A health or medical disorder interferes with development or learning.
- A child seems to have difficulty seeing or hearing.
- A child appears to have social, emotional or behavioral difficulties that affect his/her ability to learn.
- A child has diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn.
- A child seems to have difficulty understanding directions like others that are his/her age.
- A child's speech is not understandable to family or friends.
- A child has difficulty with reading, math, or other school subjects.

As described in the Student Support Team section of these guidelines and in the Georgia Department of Education's Response to Intervention Handbook, student referrals are accompanied by documentation of scientifically researched or evidence-based academic or behavioral interventions that demonstrate insufficient rate of progress.

Student referrals must be accompanied by documentation of scientific, research or evidence based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making sufficient rate of progress to meet age or Stateapproved grade-level standards within a reasonable time frame.

Exceptions may be made in circumstances where immediate evaluation and/or placement is required due to a significant disability that precludes access to instruction; however, exceptions are an infrequent and rare occurrence, and the circumstances evidencing the need for the local education agency's use of the exception will be clearly documented in the eligibility decision.

Each agency is provided information for contact with both school districts in the event a student is suspected of having a disability that requires special education and/or related services. School newsletters, flyers, district and school websites, personal contact with parents, media (radio, newspaper, etc.) are methods that Cirrus Academy Charter School

attempts in order to locate and identify children within the county who might require an evaluation and demonstrate a need for services.

Teachers receive training on Child Find annually. Information presented includes the federal and state mandates, district processes and procedures, and ways teachers can assist in Child Find at school and in the community.

The funds and services provided are designated and administered by the Cirrus Academy Charter School after consultation with private and home schools. All school systems must report the number of parentally enrolled children in private/home schools evaluated, determined to be children with disabilities, and served annually. Cirrus Academy Charter School maintains documentation of those students who are screened or evaluated due to Child Find activities.

State Board Rule: 160-4-7-.04 Evaluations and Reevaluations

The purpose of the evaluation process is to gather information that will be used to determine if a student is eligible for special education services. (*Please see Eligibility Determination and Categories of Eligibility*). Each LEA must conduct a full and individual initial evaluation of a child before special education and related services are provided. Reevaluations are conducted as warranted to determine if the education and services provided require revisions or if the child no longer needs special education and related services. The task of the evaluation is to assist the evaluation (eligibility) team in answering two questions:

1. Does the student have a disability as defined under IDEA?
2. Does the student need specially designed instruction and related services?

The fact that a student has a disability does not automatically determine that the student is eligible for special education. It is only when a student with a disability needs specially designed instruction that she or he becomes a candidate for receiving special education and related services and programs. Students who are not determined eligible may qualify for services and accommodations under Chapter 15, Section 504 of the Rehabilitation Act of 1973 or under the Americans with Disabilities Act. Therefore, it is important for the team to consider all documentation to make thoughtful decisions about students.

The Individual with Disabilities Act 2004 states that each Local Education Agency shall ensure evaluation procedures are established and implemented, meeting requirements of this rule. Once a child is referred for an evaluation by the parent or the Student Support Team to determine if the child is a child with a disability, the initial evaluation must be completed within sixty (60) calendar days of receiving the parent consent for evaluation.

- Holiday periods and other circumstances in which children are not in attendance for five consecutive days are not counted toward the 60 calendar day timeline. This includes the weekend days before and after such holiday periods, if contiguous to the holidays except:
- Any summer vacation period in which the majority of an LEA's teachers are not under contract shall not be included in the 60 day timeline for evaluation. However an LEA is not prohibited from conducting evaluations over a summer vacation period.
- Any consent received thirty (30) days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timelines.
- Students who turn three during the summer period or other holiday periods
 - must have an eligibility decision and IEP (if appropriate) in place by the third birthday.
 - must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child.

The timeline for three year olds does not apply if the parent of the child repeatedly fails or refuses to produce the child for an evaluation or if the child enrolls in a school of another LEA after the timeline to this Rule has begun and prior to a determination by the child's previous LEA as to whether the child is a child with a disability. This exception applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation and the parent and subsequent LEA have agreed to a specific time when the evaluation will be completed.

If extenuating circumstances, e.g., illness, unusual evaluation needs, or revocation of parent's consent for evaluation affect this time line, the LEA shall document the exceptions.

Parent Consent for Evaluation

Parental permission must be obtained by the LEA prior to beginning the initial evaluation process to determine if the child qualifies as a child with a disability. After providing notice, the LEA must obtain an informed consent from the parents before an evaluation is conducted.

- The LEA must make reasonable efforts to obtain the informed consent from the parents.
- The LEA must document its attempts to obtain parental consent using procedures that may include detailed records of telephone calls or attempts and the results of those calls, copies of correspondence sent to the parents and responses received, and detailed records of visits made to the parent's home or place of employment and the results of those visits.

If the parents of a child refuses consent for the evaluation or the parents fail to respond to a request to provide consent, the LEA may, but is not required to, pursue the initial evaluation of the child by utilizing the mediation and impartial due process hearing procedures provided for in the procedural safeguards. However, if a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or such parent fails to respond to a request to provide consent, the LEA may not use the consent override procedures, and the LEA is not required to consider the child as eligible for services.

For initial evaluations only, if the child is a ward of the state and the child does not reside with the parent, the LEA is not required to obtain consent from the parent for the initial evaluation to determine whether the child is a child with a disability if:

- Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent of the child;
- The rights of the parents of the child have been terminated in accordance with State law; or
- The rights of the parents to make educational decisions have been subrogated (transferred by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

Parent consent is not required before reviewing existing data as part of an evaluation or a reevaluation.

Parent consent is not required before administering a test or other evaluation that is administered to all children, unless before administration, consent for the test or evaluation is required of parents of all children.

Parent consent is not required before the screening of a child by a teacher or specialist to determine appropriate strategies for curriculum implementation. This screening should not be considered to be an evaluation for eligibility for special education and related services.

Parental Consent for Evaluation for Special Education Services form is the document utilized to obtain this permission. The 60 calendar day timeline to complete the evaluation begins upon the date the LEA receives the signed parental permission for the evaluation. Forms should be dated or date stamped when returned from the parents for documentation purposes.

When sending home the initial Parental Consent to Evaluate, a copy of the Procedural Safeguards (Parental Rights) and list of Evaluations must accompany this permission.

Obtaining Parental Consent

In Cirrus Academy Charter School the initial Parental Consent for Evaluation is obtained by the Student Support Team (SST). Parents receive written notice and phone calls from classroom teachers to attend these meetings. If the SST recommends an evaluation and the parent is not present at the meeting, a notice with a self-addressed stamped envelope is mailed to the parent. After two attempts, a representative from Student Support Services takes paperwork (Parental Consent, List of Evaluations, and Parental Rights) to the home or the parent's place of employment. A log is maintained by the Office of Special Education as to when notices are sent (usually written on a copy of the notices).

If the child is in the Babies Can't Wait (BCW) program, a transition meeting is held at Cirrus Academy Charter School. The parents, BCW service worker, a school psychologist, special education preschool teacher, speech-language pathologist, and if warranted, the Special Education Director are in attendance. The Parental Consent for Evaluation, List of Evaluations, and Parental Rights are obtained at the meeting.

If the student is in an outside agency, i.e., Head Start or daycare setting, a referral packet is sent to the agency to be completed. A Bibb County Head Start representative hand delivers referrals to the Department of Special Education. Any daycare may hand deliver or mail the packet to the Department of Special Education.

Parents of young children not enrolled in a community agency may call and make referrals. These parents usually come to the Department of Special Education and complete the packet.

The Administrative Assistant to the Director of Special Education maintains a referral log for all dates of consents for evaluation, reevaluation, reevaluation determination, and eligibility meeting dates, and consents for placement.

Reevaluations

Each LEA must ensure that a reevaluation of each child with a disability is conducted at least once every 3 years, unless the parent and the LEA agree that a reevaluation is unnecessary.

A reevaluation can be conducted sooner than three years if the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrants a reevaluation or if the child's parent or teacher requests a reevaluation.

A reevaluation may not occur more than once a year, unless the parent and the LEA agree otherwise; and must occur at least once every 3 years, unless the parent and the LEA agree that a re-evaluation is unnecessary.

Each LEA shall obtain informed parental consent prior to conducting any reevaluation of a child with a disability. Informed parental consent need not be obtained if the LEA can demonstrate that it has taken the aforementioned reasonable measures to obtain such consent and the child's parents failed to respond.

Evaluation Procedures

The LEA shall provide notice to parents of a child suspected with a disability. In conducting the evaluation, the LEA must use a variety of evaluation tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents that may assist in determining

- whether the child is a child with a disability; and
- the content of the child's individualized education program including information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child to participate in appropriate activities).

The LEA shall not use any single procedure as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. The LEA shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Each LEA shall ensure that:

- Assessments and other evaluation materials used to assess a child are selected and administered so as not to be discriminatory on a racial or cultural basis.
- Assessments are to be provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.
- Assessments are used for the purposes for which the evaluations or measures are valid and reliable.
- Assessments are administered by trained and knowledgeable personnel.
- Assessments are administered in accordance with any instructions provided by the producer of the assessments.

The child is assessed in all areas related to suspected disability, including, if appropriate, health, vision, hearing, social, and emotional status, general intelligence, academic performance, communication, and motor abilities.

Evaluation tools and strategies are used which provide relevant information that directly assists persons in determining the educational needs of the child.

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

Assessment selection and administration is such that, when administered to a child with impaired sensory, manual or speaking skills, the results accurately reflect the child's aptitude or achievement level, or whatever other factors the assessment purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills, except where those skills are the factors which the assessment purports to measure.

If an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions, i.e., the qualifications of the person administering the test or the method of test administration must be included in the evaluation report.

In evaluating each child with a disability, the evaluation shall be sufficiently comprehensive to identify all of the child's special education and related services needs,

whether or not commonly linked to the disability category in which the child has been classified.

Evaluations of children with disabilities who transfer from one LEA to another LEA in the same school year are coordinated with those children's prior and subsequent schools, as necessary and expeditiously as possible, to ensure prompt completion of full evaluations.

The evaluation of children referred because of learning and/or behavior problems is the responsibility of a multidisciplinary evaluation team. For children who require a psychological evaluation, it must be conducted by a qualified psychological examiner.

Qualified Psychological Examiner Requirements:

- Initial evaluation results used for consideration of eligibility for special education provided by a school psychologist with a valid S-5 (or higher) certificate in school psychology shall be from one of the following:
 - A psychologist licensed by the Georgia Board of Examiners of Psychologists and having training and experience in school psychology or child clinical psychology.
 - A full-time graduate student in an approved, properly supervised school psychology or child clinical psychology training program internship/practicum, who has completed a minimum of one year of approved appropriate graduate training.
 - A Georgia Merit System employee who has a classification rating of psychologist, senior psychologist, or psychology program specialist.

Additional Requirements

As part of an initial evaluation (if appropriate) and as part of any re-evaluation, the parent and other qualified professionals, as appropriate, must review existing evaluation data on the child, including:

- Evaluations and information provided by the parents of the child;
- Current classroom-based, local, or State assessments and classroom-based observations; and
- Observations by teachers and related services providers.

On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:

- Whether the child is a child with a disability and the educational needs of the child, or in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child.
- The present levels of academic achievement and related developmental needs of the child
- Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.

The parent and other qualified professionals may conduct its review without a meeting.

The LEA must administer such assessments and other evaluation measures as may be needed to produce the data identified.

Additional data are not needed if the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs. If it is determined that additional data are not needed, the LEA:

- Must notify the child's parents of that determination and the reasons for it and notify the parents of the right to request an evaluation to determine whether the child continues to be a child with a disability and to determine the child's educational needs;
- Is not required to conduct such an evaluation to determine whether the child continues to be a child with a disability unless requested by the child's parents. The LEA must evaluate a child with a disability before determining that the child is no longer a child with a disability. The evaluation is not required before termination of a child's disability due to graduation from high school with a regular education diploma, or due to exceeding the age eligibility for FAPE. However, the LEA must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals.

Procedures for Initial Evaluation for Special Education

The Cirrus Academy Charter School conducts a **full and individual initial evaluation** before the initial provision of special education and related services to a child with a

disability. All student referrals must be preceded by evidenced-based academic and/or behavior data. Once Parental Consent for Evaluation to determine special education and related services is obtained, a referral packet, which includes components of the Student Support Team (SST) file is forwarded to the Department of Special Education.

Once the completed referral packet is received by the Department of Special Education, the Special Education Administrative Assistant enters the initial referral data into *Infinite Campus*. The completed packet is reviewed by the Director of Special before the referral folder is forwarded to the School Psychologist.

Once the signed *Consent for Evaluation* form is received, the evaluation process will be completed in no later than 60 calendar days. If the *Consent for Evaluation* is received 30 days prior to the end of school, a different timeline is followed based on the Georgia Department of Education timeline rules. Holiday periods and other circumstances when children are not in attendance for five consecutive school days are not counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays. The summer vacation period in which the majority of teachers are not under contract is not included in the 60 day timeline for evaluation. However, the school system is not prohibited from conducting evaluations over a summer vacation period.

The referral packet includes:

- Initial Referral to Special Education Form
- Signed Consent to Evaluate
- Parent Consent to Screen with passed Hearing/Vision
- Parent Social History Questionnaire
- Progress monitoring data (RTI Data Collection)
- Classroom Observation (formal is a learning disability is suspected)
- Analyzed work samples in the suspected area(s) of weakness
- Any required Medical documentation (OHI form/Medical Report)
- Case Study Form
- Any private evaluation reports provided by the parents

The referral packet should also include (If applicable):

- Referral to RTI Tier 3/SST
- RTI Meeting Minutes
- Parent Letters/Documentation of Parent Contact
- Initial Tier 2 Meeting/Intervention Plan
- Follow-up Meeting(s) to Evaluate Student Progress

If Tier 2 interventions are by-passed due to parent request or obvious needs of the student, Tier 3/SST begins with the parent's signature on the Parental

Consent for Evaluation for Special Education Services form. This begins the 60 day timeline. Initial

Tier 2/Intervention Plan, Parent Letter for Tier 2, and any Tier 2 Progress and Minutes might not be included.

Evaluations cannot be administered until vision and hearing is either passed or resolved by appropriate school or medical personnel. Students may be re-screened within five to seven days after failure unless failure is due to other circumstances that require a longer wait (colds, earaches, etc.). If the student wears glasses, vision screening should be administered with the glasses. Vision/hearing results must be current within one calendar year. Often a child may pass near vision but not distant vision. In this case, you may continue the referral process; however, the school should still follow-up with a letter to parents.

If the student fails the hearing screening on second screening attempt, the student is referred for an audiological evaluation. Schools should contact the Special Education Office to make the referral to the audiologist.

- Parent permission for the evaluation and transportation are obtained.
- An appointment for the audiological evaluation is scheduled by the Department of Special Education.
- The parent will be notified of the appointment and can choose to provide transportation for their child.
- The audiological report is submitted to the Special Education Department and a copy of the report is sent to the school.

If the student fails the vision screening on the second attempt, administered by the school nurse, the parent should be notified of the results by phone and letter. The parent is responsible for scheduling an eye exam and reporting results to the school. If the school suspects the parent is unable to afford the exam or glasses, Student Support Services will be contacted.

The referral packet should not be submitted to the Office of Special Education for an Evaluation until it is complete with both the hearing and near vision resolved.

The referral packet is sent to the Special Education Office to the attention of the Administrative Assistant to the Director of Special Education. Once received, the referral is dated and the consent date is logged on a referral tracking spreadsheet.

***Incomplete packets will be returned to the school for missing documentation.*

If completed, the referral packet is transferred to the school psychologist who:

- Reviews components of the file
- Works with the Administrative Assistant to schedule a meeting within the 60 day timeframe to review evaluation information and determine eligibility
- Determine the appropriate assessments
- Schedules assessment date/dates

Once the comprehensive evaluation is completed, a Psychoeducational Evaluation is written by the psychologist and attached to SEMS Tracker. The psychologist is responsible for inputting the assessment results into the eligibility report.

If the student is referred for a speech-language evaluation, the packet is transferred to the Office of Special Education. A copy of the referral packet is retained by the school's speechlanguage pathologist who:

- Reviews components of the file
- Works with the Administrative Assistant to schedule a meeting within the 60 day timeframe to review evaluation information and determine eligibility
- Determine the appropriate assessments
- Schedules assessment date/dates

Once the comprehensive evaluation is completed, an Eligibility Meeting is scheduled. The speech-language pathologist is responsible for imputing assessment information into the eligibility report.

Assessments

In Cirrus Academy Charter School a variety of individually administered measures are available. The completion of these tests is in response to unique student needs. Teachers and/or parents may identify those needs and often they are related to cognitive processing, academic achievement, social/emotional development, communication, motor skills and/or adaptive functioning.

Comprehensive batteries of multiple measures are administered by the school psychologist, speech-language pathologist, or other professionals and the information is gathered in a comprehensive report. These comprehensive evaluations are completed in response to Tier 3/SST referrals or parent requests. In order to consider special education eligibility,

comprehensive evaluations must be completed. The professionals completing the assessments must ensure that:

- The evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student is suspected or has been classified.
- Each student is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, psychological processes, academic performance, communication, motor, and adaptive behavior. These may include, but are not limited to, educational, medical, social history, psychological, or developmental assessments.
- The hearing of each student suspected of having a disability will be screened during the evaluation process prior to initial determination of eligibility for special education and related services. A complete audiological assessment, including tests that will assess inner and middle ear functioning, shall be performed on each student who is hearing impaired or deaf, or who fails two hearing screening tests. Cirrus Academy Charter School contracts with a local audiologist to conduct audiological assessments.
- The administration of assessments and other evaluation materials is conducted by trained and knowledgeable personnel in accordance with the instructions provided by the producer of the assessments.
- Materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. Reports must indicate if the assessment was administered in a language other than English or if an interpreter was used.
- A variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the student, including information provided by the parents, and information related to enabling the student to be involved in and progress in the general curriculum or for a preschool student, to participate in appropriate activities that may assist in determining whether the student is a child with a disability and the content of the student's IEP.

- No single measure or assessment is used as the sole criterion for determining whether the student is a child with a disability and for determining an appropriate educational program for the student.
- Ensure that assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the student.
- Ensure that assessments or evaluation materials that are used to assess the student:
 - Are selected and administered so as to be neither culturally nor racially discriminatory;
 - Are provided and administered in language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - Are used for the purposes for which the assessments or measures are valid and reliable;
 - Are administered by trained and knowledgeable personnel in accordance with the instructions provided by the producer of the test;
 - Include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
 - Are selected and administered so as to best ensure that if an assessment administered to a student with impaired sensory, motor, or communication skill, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test supports to measure rather than reflecting the student's impaired sensory, motor, or communication skills (except where those skills are the factors that the test purports to measure).
 - Are technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

- If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report.

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Any non-standardized test, administered by a qualified professional, may be used to assist in determining whether the student has a disability and in determining the contents of the student's IEP.

If the evaluation requires more than one component, the components shall be completed by a multidisciplinary team, including at least one teacher or other specialists with knowledge in the area of suspected disability.

For a student suspected of having a learning disability, the evaluation shall include an observation of academic performance in the general education classroom by at least one team member other than the student's general education teacher.

The administration of assessments must be coordinated between schools if a student transfers from one school to another in the same school year. In Cirrus Academy Charter School, the psychologist or speech-language pathologist who began the assessment will complete it, write the evaluation report, and input information into the eligibility report.

Evaluation Review

In Cirrus Academy Charter School, following the individual assessments, the parent must be invited to a multidisciplinary team meeting of qualified individuals to review the assessments results, consider all documented information in the referral packet, and determine special education eligibility for the student and the educational needs of the child. This is an Eligibility Meeting.

Evaluation reports are provided to parents in writing. If requested by the parent, the reports must be made available to parents prior to the meeting to determine eligibility. A written copy of the evaluation reports shall be provided to the parents, at no cost, prior to or at the meeting where the eligibility team reviews the evaluation reports.

In making a determination of eligibility, a child must not be determined to be a child with a disability if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency; and if the child does not otherwise meet the program area eligibility criteria for a child with a disability.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, each LEA must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior, and
- Ensure that information obtained from all of these sources is documented and

carefully considered. If a determination is made that the child has a disability that affects educational performance (academic, functional and/or developmental) and that the child needs special education and related services, an eligibility document and IEP must be developed for the child.

Please see the Eligibility Section of this manual for more information on eligibility team, eligibility criteria, and eligibility determination.

Procedures for Reevaluation

A **Reevaluation Determination**, consistent with federal and state statutes and regulations, is required for special education students at least once every 3 years, unless the parent and the Cirrus Academy Charter School agree that a reevaluation is unnecessary. The purpose of re-evaluation is to decide if further information is needed to determine if a disability continues to exist, to establish present levels of performance, or to determine whether the student continues to need special education and related services. If existing information satisfies these three needs then a comprehensive evaluation is not indicated and the child remains eligible for special education services.

Eligibility determination must be initiated with sufficient time to complete the re-evaluation process prior to the third anniversary of the date eligibility was last determined.

If the reevaluation is being conducted for purposes other than the student's triennial, the reevaluation process, including eligibility, must be completed within 90 business days of the date the request for reevaluation was received. Parents must be notified of the reevaluation determination committee meeting early enough to ensure they have an opportunity to participate. Every effort must be made to ensure that one or both parents are present at the meeting. If neither parent can attend, other methods to ensure parent participation should be used, including individual or conference telephone calls. A record must be kept of each parent contact. These contacts may include detailed records of telephone calls made or attempted and the results of those calls; detailed records of visits made to the parent's home; or copies of correspondence sent to and received from the parent.

The IEP reevaluation determination committee convenes to review existing evaluation data available for the student and the reasons for the reevaluation request. In Cirrus Academy Charter School existing evaluation data will include:

- Updated vision and hearing
- Social Questionnaire Update
- Previous evaluation data
- Psychologists input
- Specialist's input (SLP, CH, VI, etc)
- Current teacher reports and/or observations

- Current IEP progress reports (to include progress toward meeting IEP goals)
- Current classroom based assessments
- Analyzed work samples in areas of suspected deficit
- Any private evaluation reports provided by the parents • Any other relevant information.

All information provided by the parent, orally or in writing, must be considered.

On the basis of the review of all presented documentation that includes input from the student's parents and teachers, the student's IEP reevaluation committee determines what, if any, additional assessments are needed in order to determine:

- If the student continues to be a student with a disability.
- Present educational needs of the student.
- Present level of academic achievement and related developmental needs.
- Whether the student needs special education and related services, and
- Whether any additions or modifications to the special education and related services are needed to enable the student to meet the goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

If the team decides a re-evaluation is appropriate, **Consent for Evaluation** form will be signed by the parent at the meeting and a completed reevaluation packet will be submitted to the Department of Special Education. A completed reevaluation packet will include:

- Hearing/Vision screening
- Confidential Parent Questionnaire Update
- Analyzed work samples
- Data in the area of suspected disability, progress/mastery toward goals and objectives, and any Progress Monitoring in the area(s) of concern.

Once the evaluation is completed, an eligibility meeting will be scheduled and the psychologist will work with school personnel to enter information in a new Eligibility Report. The current IEP will be amended to reflect the new eligibility results, additional goals and objectives, etc., with important information supplied in the "*Meeting Notes*" section. The date of this IEP/Eligibility meeting will become the new eligibility date. Copies of paperwork will be given to the parent and saved in *Infinite Campus*.

If the IEP reevaluation committee determines that no additional data is required to determine eligibility then the review of existing data is considered the evaluation. There must be a thorough summary that outlines the review of

information and the team's decision. This can be written in the Minutes or Meeting Summary in Infinite Camps.

When a decision is made that no additional data is required, the committee can proceed with making an eligibility determination. The parent has the right to request assessments about their child's educational needs and/or to request assessments to determine whether their child continues to be a child with a disability and in need of special education and related services. However, it is not required to evaluate a student solely because the student is graduating with a regular or advanced diploma, even though this will be considered a change in placement.

Prior Written Notice will be provided to parents informing them that upon graduation the student will no longer be eligible for special education and related services. If additional evaluation data is required to determine continued eligibility, the reevaluation determination committee determines which evaluation components are needed. The school psychologist must provide input to the reevaluation determination committee when assessments are being considered to determine new or additional eligibility area and when assessments are being considered to determine whether the student continues to be a student with a disability who requires special education and related services.

Should the parent request assessments during a reevaluation determination meeting in which the school psychologist is not present; the reevaluation committee does not need to reconvene. The reevaluation committee should consider the parent's request at the time it is made. After the assessments are completed, the parent must be invited to a conference to discuss the results of the assessments.

For those reevaluation cases where the student was originally placed for **Speech-Language Impairment** services only, but now has a suspected disability in academic areas, the SpeechLanguage Pathologist will collaborate with the Tier III/Student Support Team to manage all academic interventions/progress monitoring while the Speech/Language Pathologist continues the speech/language interventions. This should be completed through the IEP process. The Tier III/Student Support Team Chair will coordinate with the Speech/Language Pathologist when a Redetermination meeting is needed to discuss with parents the potential need for additional interventions or a referral for psychoeducational academic evaluation.

Please see the eligibility section of this manual for more information on eligibility team information, eligibility criteria, and eligibility determination.

Parent Requests for Special Education Evaluation Procedures

If a parent suspects their child has a disability and is in need of special education services, the parent should contact the school and express their concerns to the child's teacher and/or

school administrator. If the parent makes an oral or written request for a Special Education Evaluation to the school, teacher, or administrator:

- The Parent Request is sent to the school's administrator or SST Chair.
- The administrator/Chair discusses the request with the parent and the type of request being made (SST Diagnostic or Special Education Evaluation).
- The administrator and/or SST Chair will explain the Evaluation for Special Education Process, and the Tier process, including interventions and progress monitoring.
 - If the parent requests an SST Diagnostic Assessment, the Consent for SST Diagnostic Evaluation is signed and evaluation instruments are provided.
Please refer to the RTI/SST Manual for these procedures.
 - If the parent requests a Special Education Evaluation, the student is immediately placed in Tier III, if he is not already in this Tier. The Consent for Special Education Evaluation is signed, and Parental Rights and a copy of Evaluation Instruments are provided.

Regardless of the type of request, an evaluation results or eligibility determination meeting will be held within 60 days from the receipt of the request (for initial referrals only).

Absence of RTI data does not prevent the submission of a parent requested referral for evaluation.

Special Education Evaluations of Young Children

Preschool-aged children (aged 3-5) may be referred for special education evaluation by any person (such as parents, school personnel, local pediatricians and other medical staff, audiologists, parents, and/or staff from private preschools or daycares, Head Start, PreK, Health Department, Family and Children's Services and Early Intervention/Babies Can't Wait). Individuals making referrals for special education evaluation may contact any the Cirrus Academy Charter School Department of Special Education.

Once the referral packet is received from Babies Can't Wait, Head Start, Daycare, parent, or other entity, a meeting is scheduled to complete intake paperwork and request additional records. After vision and hearing records have been received or conducted, the psychologists, speech language pathologist, and other staff members who will evaluate, i.e., occupational therapist or physical therapist, complete assessments. An eligibility and IEP meeting will be held prior to the child's third birthday.

Babies Can't Wait Referrals:

- Special Education Administrative Assistant receives notification of referral from *Babies Can't Wait* (BCW) office (usually by FAX or hand delivery);
- Special Education Administrative Assistant enters the notification date on BCW timeline sheet;
- Special Education Administrative Assistant collaborates with BCW Coordinator to schedule transition meeting;
- Special Education Administrative Assistant enters the transition date on BCW timeline sheet;

At transition meeting

- Hearing/vision screens are scheduled (if warranted)
- Parental information needed for Eligibility Report is obtained (parental questionnaire/concerns, developmental milestones, medical information, etc.)
- Parents are informed of the evaluation process
- Evaluation may be scheduled at this time
- Parent signs the *Permission to Evaluate* form before the evaluation

Evaluation Procedures of Young Children

- Team evaluation (most often including special education teacher, Speech/Language Pathologist, general education "teacher," parent, and psychologist) occurs.
- Eligibility/IEP meeting is scheduled upon completion of evaluation.
- Special Education Administrative Assistant is notified as to whether child is/is not eligible to receive services;
- Eligibility for Special Education status/dates is recorded on the BCW Timeline Sheet
- If eligible, parent is provided with Registration Checklist and is directed to the appropriate school office to complete the Process for registration.

Parent Referrals of Young Children

- Designated Psychologist, Preschool Special Education, Speech-Language Pathologist meets with parent to discuss parental concerns (also obtain other info needed for Eligibility Report: medical information, developmental milestones, sensory issues; developmental history).
- Parents are informed of the evaluation process.

- Parents are provided with suggested strategies to complete at home.
- Vision/hearing screens are scheduled (if warranted).
- Evaluation date/time is scheduled.
- Consent to Evaluate is signed before evaluation.
- Evaluation(s) are conducted (most often including special education teacher, Speech/Language Pathologist, parent, and psychologist).
- Eligibility/IEP meeting is scheduled.
- Student information is recorded on Timeline Sheet indicating whether or not student is eligible for special education services.
- If eligible, IEP team will meet and develop the IEP for the student.

Requests from Parents of Children who are Homeschooled or Parentally Placed in Private Schools

Once the referral packet, which should include progress monitoring data, is received, the psychologist, speech-language pathologists, and other disciplines complete assessments. An eligibility meeting will be held within 60 days. If the child is determined eligible for special education and related services, the child must be enrolled in Cirrus Academy Charter School to receive services other than those provided by proportionate share. *Please refer to IEP and Service Plans for further information.*

Independent Education Evaluation

Parents of a student with a disability or of a student who has received an initial education evaluation from CACS have the right to request an Independent Educational Evaluation (IEE) at public expense if the parents disagree with an evaluation conducted by the Cirrus Academy Charter School.

Although parents have a right to request an IEE, Cirrus Academy Charter School Department of Special Education has the right to first conduct its own evaluation. It is the procedure of the department to ask parents the reason or reasons they object to the public evaluation; however, according to the regulations, parents are not required to provide statements as to why they object.

The Department of Special Education has developed a list of approved examiners who have demonstrated that they meet the qualifications and professional standards required by Cirrus Academy Charter School for educational evaluations. The parent is not obligated to choose an evaluator from this list; however, Cirrus Academy Charter School Department of Special Education reserves the right to object to any evaluator selected by the parent if that examiner, in the opinion of the Director of Special Education and Psychological Services, does not meet the qualifications and professional standards established by Cirrus Academy Charter School.

The independent evaluation examiner must meet the same evaluation criteria used by our own staff in conducting evaluations. Private evaluators are required to consult with Cirrus Academy Charter School's teacher(s), etc. who work with the student as part of their report.

Once the parent requests an Independent Education Evaluation,

- Determination of Reevaluation must be completed
 - Parent Consent for Special Education is signed
 - Parent Consent to Release Information is signed
- A copy of the most recent Psychological Evaluation(s) is sent to the independent education examiner.

Once the evaluation is completed, copies of the Evaluation Report must be sent to our office by the Independent Education Evaluator.

An evaluation results meeting and/or eligibility meeting is scheduled by the Department of Special Education.

Cirrus Academy Charter School will consider the Independent Education Evaluation to determine new or continued eligibility and educational needs of the student.

For those reevaluation cases where the student was originally placed for **SpeechLanguage Impairment** services only, but now has a suspected disability in academic areas, the Speech-Language Pathologist will collaborate with the Tier III/Student Support

Team to manage all academic interventions/progress monitoring while the Speech/Language Pathologist continues the speech/language interventions. This should be completed through the IEP process. The Tier III/Student Support Team Chair will coordinate with the Speech/Language Pathologist when a Redetermination meeting is needed to discuss with parents the potential need for additional interventions or a referral for psychoeducational academic evaluation.

STATE RULE 160-4-7-.05: ELIGIBILITY DETERMINATION AND CATEGORIES OF ELIGIBILITY

Eligibility Determination

Once a student has been formally evaluated, the District must convene a meeting of the Multidisciplinary Team (Eligibility Team) to determine whether the student has a disability and whether the student is eligible for special education and related services.

In order to ensure that required timelines are met for conducting an Individualized Education Program (IEP) meeting and that students begin receiving needed services in a timely manner, it is important to promptly schedule the eligibility determination meeting. In many instances, the eligibility determination and the IEP meeting may be held on the same date, provided that all necessary participants for each meeting are available and appropriate prior notices were sent.

In Cirrus Academy Charter School the eligibility determination meeting is scheduled by the Department of Special Education. Notices of meetings may include:

1. Phone call to parent
2. Notice of Meeting is sent to parent ten (10) days prior to the meeting
3. Second written notice or reminder may be mailed and/or sent by student within five (5) days prior to the meeting

General Requirements of Eligibility Determination

Upon completion of assessments and other measures, an Eligibility team of qualified professionals and the student's parent must determine whether the child is a child with a disability within the meaning of IDEA. IDEA defines a child with a disability as a child who has been formally evaluated, has one or more identified disabilities, and because of that disability, needs special education and related services.

Cirrus Academy Charter School shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

A student must have at least one of the following disabilities to be eligible for special education in the state of Georgia.

- Autism Spectrum Disorder
- Deaf-blindness
- Deafness
- Emotional and Behavioral Disorder

- Hearing Impairment
- Intellectual Disability (Mild, Moderate, Severe, Profound)
- Multiple disabilities
- Orthopedic Impairment
- Other Health Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment

A student is not considered eligible for special education services if the Eligibility Team determines, through an appropriate evaluation, that a student has one of the above disabilities but does not require special education services. Related services are a support service and are only provided to students eligible for special education services.

A child must not be determined to be a child with a disability if the primary factor for that determination is:

- lack of appropriate instruction in reading including the essential components of reading instruction o The essential components of reading instruction means explicit and systematic instruction in:
 - phonemic awareness
 - phonics
 - vocabulary development
 - reading fluency, including oral reading skills; and
 - reading comprehension strategies
- lack of appropriate instruction in math; or
- limited English proficiency; and
- the student does not otherwise meet the eligibility criteria described in this Rule.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, Cirrus Academy Charter School must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior;
- Ensure that information obtained from all of these sources is documented and carefully considered.

- If a determination is made that a child has a disability, and the disability adversely affects educational performance (academic, functional and/or developmental) and therefore needs special education and related services, an IEP must be developed for the child.

Age Ranges for Eligibility

A child with a disability who has an educational need is eligible for services under IDEA when the child turns three years of age. A student's eligibility terminates when the student graduates with a regular high school diploma (Option 1) or reaches age 22, whichever is earlier.

Termination of Eligibility

Any termination of eligibility is considered a change in placement. Termination of eligibility occurs when the student:

- graduates with a regular high school diploma (Option 1);
- turns 22 years of age, or
- is formally evaluated and found not eligible by the Eligibility Team.

A Free Appropriate Public Education (FAPE) is available to any individual student with a disability who needs special education and related services. A student may still be eligible for special education even though they have demonstrated passing grades and are advancing grade to grade. The determination that a student is eligible under this part must be made on an individual basis by an appropriate Eligibility Team.

Other Considerations

If more than one disability is considered, Eligibility meeting participants must include required members for both the primary disability and the secondary disability.

Members of the Eligibility Team for eligibility must include, at a minimum, the following members:

- Local Education Agency Representative
- Parent
- Regular Education Teacher
- Special Education Teacher ○ Interrelated Teacher ○ Teacher of Deaf Education ○ Teacher of Orthopedically Impaired ○ Teacher of Visual Impaired ○ Speech-Language Pathologist
- An individual qualified to interpret the instructional implications of the evaluation results

If appropriate or if review of more than one disability category is considered, secondary or related service participants might include, but is not limited to:

- Speech-Language Pathologist

- Occupational Therapist
- Physical Therapist
- Orientation and Mobility Specialist

The Eligibility Team may proceed with completing eligibility determinations without the parent's participation when reasonable efforts to encourage parent participation, through formal notifications and attempted notifications, have been made and documented.

Eligibility Report

An eligibility report which documents the area of disability shall be completed and placed in each child's special education folder. The eligibility report shall provide statements for each component of the eligibility and shall be comprehensive enough to serve as the evaluation report when necessary.

For those children determined not eligible for special education and related services the eligibility report shall clearly explain the Eligibility Team's determination.

The parent of the child shall receive a copy of the eligibility report at no cost to the parent.

In Cirrus Academy Charter School, at the Eligibility Team meeting, the parent receives the following:

1. Parental Rights (explained to the parent prior to the meeting, unless the parent indicates that further explanation is not necessary)
2. Draft Eligibility Report
3. Psycho-educational Evaluation Report

In Cirrus Academy Charter School, the Eligibility Report must include a detailed, educationally relevant description of the student's needs. The report must be written in succinct, readily understandable language, using as little educational jargon as possible. The Eligibility Report shall be signed by eligibility team members, including, the person(s) conducting the evaluation, provide the dates the assessments were administered, and the date of the eligibility meeting. Immediately after the meeting, the parent receives a copy of the eligibility that includes eligibility determination and signatures. The final copy of eligibility report must include Statements of Eligibility (Decision Making and Committee Rationale) upon their completion. The Eligibility Report must be maintained in the student's confidential folder.

Criteria for Determining Eligibility

In order to determine that a student is eligible for special education and related services, the multidisciplinary team must determine that the student meets the specific criteria for one or more disabilities. There are thirteen eligibility categories in the state of Georgia.

The following define each eligibility category and describe criteria according to specific classifications.

Categories of Eligibility

Autism

Autism is a developmental disability, generally evident before age three, that adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation. Other characteristics often associated with autism are unusual responses to sensory experiences, engagement in repetitive activities and stereotypical movements and resistance to environmental change or change in daily routines. Students with autism vary widely in their abilities and behavior. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional and behavioral disorder.

The term of autism may also include students who have been diagnosed with Pervasive Developmental Disorder, Asperger's Disorder, Rett's Disorder, or Childhood Disintegrative Disorder provided the student's educational performance is adversely affected and the student meets the eligibility and placement requirements. Autism may exist concurrently with other areas of disability.

The following evaluations and assessments shall be utilized to determine the presence of the characteristics of autism spectrum disorder.

1. Comprehensive psychological evaluation to include a formal assessment of intellectual functioning and an assessment of adaptive behavior.
2. Educational evaluation to include an assessment of educational performance and current functioning levels.
3. Communication evaluation to include assessment of verbal and non-verbal communication, prosody (linguistics including intonation, rhythm and focus in speech), and pragmatic language utilizing both formal and informal measures.
4. Behavioral evaluations to include assessment of social interaction and participation, peer and adult interactions, capacity to relate to others, stereotypical behaviors, resistance to change, atypical responses to sensory stimuli, persistent preoccupation with or attachment to objects and other behaviors often associated with autism spectrum disorder.
5. Developmental history to include developmental differences and delays and age of onset, which is typically before the age of three. A child may be diagnosed as a child

with autism spectrum disorder after age three if the characteristics of autism spectrum disorder are met.

Eligibility and Placement

Eligibility shall be based on assessment of the five characteristic areas associated with autism spectrum disorder. The assessments shall minimally document that each of the characteristic areas of (1) developmental rates and sequences, (2) social interaction and participation and (3) verbal and non-verbal communication are affected. The adverse effect on a child's educational performance shall be documented and based on the following criteria:

Developmental rates and sequences. A child exhibits delays, arrests, and/or inconsistencies in the acquisition of motor, sensory, social, cognitive, or communication skills. Areas of precocious or advanced skill development may also be present, while other skills may develop at typical or extremely depressed rates. The order of skill acquisition frequently differs from typical developmental patterns.

Social interaction and participation. A child displays difficulties and/or idiosyncratic differences in interacting with people and participating in events. Often a child is unable to establish and maintain reciprocal relationships with people. A child may seek consistency in environmental events to the point of exhibiting rigidity in routines.

Communication (verbal and/or nonverbal). A child displays a basic deficit in the capacity to use verbal language for social communication, both receptively and expressively. Characteristics may involve both deviance and delay. Verbal language may be absent or if present, may lack usual communicative form, or the child may have a nonverbal communication impairment. Some children with autism may have good verbal language but have significant problems in the effective social or pragmatic use of communication.

Sensory processing. A child may exhibit unusual, repetitive or unconventional responses to sensory stimuli of any kind. A child's responses may vary from low to high levels of sensitivity.

Repertoire of activities and interests. A child may engage in repetitive activities and/or may display marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The capacity to use objects in an appropriate or functional manner may be absent, arrested, or delayed. A child may have difficulties displaying a range of interests and/or imaginative play. A child may exhibit stereotypical body movements.

A child with autism spectrum disorder may be served by any appropriately certified teacher in any educational program as described in the child's individualized education program (IEP). The identification of autism spectrum disorder for educational programming does not dictate a specific placement; however, it is based on the assessed strengths, weaknesses and individual goals and objectives of the child.

Deafblind

Deafblind (DB) means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Eligibility and Placement

For a student to be determined eligible for placement in special programs for the deafblind, the student shall have current optometric or ophthalmological examinations, as well as an audiological evaluation, all administered by qualified professionals.

Students who are deafblind shall have an Audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation shall include, but is not limited to: an otoscopic inspection, unaided and aided pure tone and speech audiometry (as applicable), immittance testing, word recognition, hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), and an analysis of a frequency modulated (FM) system check (if utilized).

A comprehensive written report indicating the date of the audiological evaluation and a description of the results of the audiological testing and amplification evaluation. In addition, the report should include a description of classroom environmental modifications which will assist the individualized education program (IEP) team in making instructional decisions, the student's ability to understand spoken language with and without amplification, and an interpretation of the results as they apply to the student in his or her classroom setting.

Students who are deafblind may be served in other classes serving students with other disabilities; however, the class-size ratio for deafblind shall be maintained. Additional Requirements: Each student who has been diagnosed as having dual sensory impairments shall be reported to the Georgia Deafblind Census.

Deaf/Hard of Hearing

A child who is deaf or hard of hearing (D/HH) is one who exhibits a hearing loss that, whether permanent or fluctuating, interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement and, therefore, adversely affects a child's educational performance.

- A child who is deaf can be characterized by the absence of enough measurable hearing (usually a pure tone average of 66-90+ decibels American National Standards Institute without amplification) such that the primary sensory input for communication may be other than the auditory channel.

- A child who is hard of hearing can be characterized by the absence of enough measurable hearing (usually a pure tone average range of 30-65 decibels American National Standards Institute without amplification) that the ability to communicate is adversely affected; however, the child who is hard of hearing typically relies upon the auditory channel as the primary sensory input for communication.

Eligibility and Placement

The eligibility report shall include audiological, otological and educational evaluation reports. Audiological evaluations shall be provided with initial referral. Children who are deaf or hard of hearing shall have an audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation shall include, but is not limited to: an otoscopic inspection, unaided and aided pure tone and speech audiometry (as applicable), immittance testing, word recognition, hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), an analysis of a frequency modulated (FM) system check (if utilized).

A comprehensive written report shall be included in the audiological evaluation. This written report shall include, but is not limited to: the date of the audiological evaluation, description of the results of the audiological testing, an amplification evaluation including the child's ability to understand spoken language with and without amplification, as well an interpretation of the results as they apply to the child in his or her classroom setting.

An otological evaluation report from appropriately licensed or certified personnel is required at the time of initial placement in the program for the deaf/hard of hearing. The otological evaluation report is required as medical history pertinent to the absence of hearing. If such a report is not available upon initial placement, it shall be obtained within 90 days of placement. The initial or most recent otological evaluation result shall be summarized and that otological evaluation report shall be attached to the eligibility report.

A comprehensive educational assessment shall be used in the development of the child's individualized education program (IEP). The educational evaluation shall include assessment data from more than one measure and shall include, but is not limited to, information related to academic/achievement levels, receptive and expressive language abilities, receptive and expressive communication abilities, social and emotional adjustment and observational data relative to the child's overall classroom performance and functioning.

A psychological evaluation, using instruments appropriate for children who are deaf or hard of hearing, is recommended as part of the overall data when eligibility is being considered.

Children who exhibit a unilateral hearing loss may be considered for eligibility provided documentation exists that indicates academic or communicative deficits are the result of the hearing loss.

Additional Requirements

1. An evaluation of the communication needs of a child who is deaf or hard of hearing shall be considered in the program and class placement decisions. An evaluation of a child's communication needs shall include, but is not limited to: language and communication needs and abilities, opportunities for direct communication with peers and professional personnel in the child's preferred language and communication mode, severity of loss, educational abilities, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode.
2. Any classroom to be used for a child who is deaf or hard of hearing shall be soundtreated and present an appropriate acoustical environment for the child. All placements, including regular education placements and desk arrangements within classrooms shall be made so that environmental noise and interruptions are minimized.
3. Recommendation of the appropriate educational environment, including acoustical considerations, should be made by the IEP Team.
4. Each LEA shall have written procedures to ensure the proper functioning of assistive amplification devices used by children who are deaf or hard of hearing. These procedures shall include the designated qualified responsible personnel, daily and ongoing schedules for checking equipment, as well as follow-up procedures. *Please see Assistive Technology Section for Procedures.*

Emotional Behavior Disorder

An emotional and behavioral disorder (EBD) is an emotional disability characterized by the following:

1. An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. For preschool-age children, this would include other care providers.
2. An inability to learn which cannot be adequately explained by intellectual, sensory or health factors.
3. A consistent or chronic inappropriate type of behavior or feelings under normal conditions.
4. A displayed pervasive mood of unhappiness or depression.
5. A displayed tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems.

A child with EBD is a child who exhibits one or more of the above emotionally based characteristics of sufficient duration, frequency and intensity that interferes significantly with educational performance to the degree that provision of special educational service is necessary. EBD is an emotional disorder characterized by excesses, deficits or disturbances of behavior. The child's difficulty is emotionally based and cannot be adequately explained by intellectual, cultural, sensory general health factors, or other additional exclusionary factors.

Eligibility and Placement

A child may be considered for placement in a program for children with EBD based upon an eligibility report that shall include the following:

- Documentation of comprehensive prior extension of services available in the regular program to include counseling, modifications of the regular program or alternative placement available to all children, and data based progress monitoring of the results of interventions
- Psychological and educational evaluations
- Report of behavioral observations over a significant period of time;
- Appropriate social history to include information regarding the history of the child's current problem(s), the professional services and interventions that have been considered or provided from outside the school; and
- Adequate documentation and written analysis of the duration, frequency and intensity of one or more of the characteristics of emotional and behavioral disorders.

A child must not be determined to be a child with an Emotional and Behavioral Disorder if the primary factor for that determination is:

- Lack of appropriate instruction in reading, including the essential components of reading instruction;
- Lack of appropriate instruction in math;
- Lack of appropriate instruction in writing;
- Limited English proficiency;
- Visual, hearing or motor disability;
- Intellectual disabilities;
- Cultural factors;
- Environmental or economic disadvantage;
- Atypical education history (multiple school attendance, lack of attendance, etc.).

The term does not include children with social maladjustment unless it is determined that they are also children with EBD. A child whose values and/or behavior are in conflict with the school, home or community or who has been adjudicated through the courts or other involvement with correctional agencies is neither automatically eligible for nor excluded from EBD placement. Classroom behavior problems and social problems, e.g., delinquency and drug

abuse, or a diagnosis of conduct disorder, do not automatically fulfill the requirements for eligibility for placement.

Intellectual Disabilities

Mild Intellectual Disabilities (MID)

Moderate Intellectual Disabilities (MOID) Severe
Intellectual Disabilities (SID)

Profound Intellectual Disabilities (PID)

Intellectual disabilities refers to significantly subaverage general intellectual functioning which exists concurrently with deficits in adaptive behavior that adversely affect educational performance and is manifested during the developmental period.

Significantly subaverage general intellectual functioning is defined as approximately 70 IQ or below as measured by a qualified psychological examiner on individually administered, standardized measures of intelligence.

All IQ scores defining eligibility for students with intellectual disabilities shall be interpreted as a range of scores encompassed by not more than one standard error of measurement below and above the obtained score. The standard error of measurement for a test may be found in the technical data section of the test manual.

Any final determination of the level of intellectual functioning shall be based on multiple sources of information and shall include more than one formal measure of intelligence administered by a qualified psychological examiner. There may be students with IQ scores below 70 who do not need special education, while some students with IQ scores over 70 may need special education. Interpretation of results should take into account factors that may affect test performance such as socioeconomic status, native language, cultural background and associated disabilities in communication, sensory or motor areas.

Significantly subaverage intellectual functioning must be verified through a written summary of at least one structured observation that demonstrates the child's inability to progress in a typical age appropriate manner and with consideration for culturally relevant information, medical and education history.

Deficits in adaptive behavior are defined as significant limitations in an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

Individuals with intellectual disabilities typically have strengths that coexist with weaknesses in adaptive behavior. During the pre-school years the primary criteria for adaptive behavior evaluations are sensory motor skills; communication skills; self-help skills; and socialization. In addition to the previous criteria, during the school age years evaluation criteria include the use of basic academic skills in practical situations, the use of reasoning and judgment in coping effectively in a variety of environments, the acquisition of social skills and establishing and maintaining satisfactory personal relationships. In late adolescence and adulthood, additional criteria related to independent functioning and vocational activity are used.

Any final determination of impairment in adaptive behavior shall be based on at least two measures of adaptive behavior, one of which shall be a formal measure.

At least two sources must be used to provide the information for the adaptive behavior measures. The first source should be someone from the local school who knows the student such as a general education teacher, a special education teacher, or a counselor. The second source, if possible, should be someone who knows the student from outside the school environment such as a parent, guardian, family member or other person familiar with the student.

Interpretation of results should consider the student's cultural background, socioeconomic status and any associated disabilities that may limit impact the results of the adaptive behavior measures in comparing students to expected standards for a particular age group.

Deficits in intellectual functioning and adaptive behavior are all documented prior to age 18.

Eligibility and Placement

A student may be classified as having an intellectual disability (at one of the levels listed below) when a comprehensive evaluation indicates deficits in both intellectual functioning and adaptive behavior. Intellectual functioning and adaptive behavior shall be considered equally in any determination that a student is eligible for services in the area of intellectual disability. A comprehensive educational evaluation shall be administered to determine present levels of academic functioning. A written report shall be prepared for each student to provide an adequate description of the data collected during evaluation and to explain why the student is eligible for services in a program for students with intellectual disabilities. In situations where eligibility discrepancies exist between test score results from intellectual functioning, adaptive behavior and academic achievement, the eligibility report must contain a statement of specific factors considered which resulted in the decision of the eligibility team. A student may be classified as having an intellectual disability at one of the levels listed below.

Mild Intellectual Disability

(1) Intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55; and

(2) Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age level and cultural group, as determined by clinical judgment.

Moderate Intellectual Disability

(1) Intellectual functioning ranging from an upper limit of approximately 55 to a lower limit of approximately 40; and

(2) Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Severe Intellectual Disability

(1) Intellectual functioning ranging from an upper limit of approximately 40 to a lower limit of approximately 25; and

Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Profound Intellectual Disability

(1) Intellectual functioning below approximately 25; and

(2) Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

Orthopedic Impairment

Orthopedic impairment (01) refers to a child whose severe orthopedic impairments adversely affect their educational performance to the degree that the child requires special education.

This term may include:

1. Impairment caused by congenital anomalies, e.g., deformity or absence of some limb.

2. Impairment caused by disease (poliomyelitis, osteogenesis imperfecta, muscular dystrophy, bone tuberculosis, etc.)
3. Impairment from other causes, e.g., cerebral palsy, amputations, and fractures or burns that cause contractures.

Secondary disabilities may be present, including, but not limited to, visual impairment, hearing impairment, communication impairment and/or intellectual disability.

Eligibility and Placement

Evaluation for initial eligibility shall include the following:

1. A current medical evaluation from a licensed doctor of medicine. The evaluation report used for initial eligibility shall be current within one year. The evaluation shall indicate the diagnosis/prognosis of the child's orthopedic impairment, along with information as applicable regarding medications, surgeries, special health care procedures and special diet or activity restrictions.
2. A comprehensive educational assessment to indicate the adverse affects of the orthopedic impairment on the child's educational performance.
3. Assessments shall document deficits in: pre-academic or academic functioning, social/emotional development, adaptive behavior, motor development or communication abilities resulting from the orthopedic impairment. When assessment information indicates significant deficit(s) in cognitive/academic functioning, a psychological evaluation shall be given.

Children served in a program for orthopedic impairments should be functioning no lower than criteria outlined for mild intellectual disabilities programs. For those children with orthopedic impairments served in other special education programs due to the severity of their sensory or intellectual disability, support by the OI teacher regarding the implications of the child's orthopedic impairment may be appropriate.

Other Health Impairment

Other health impairment (OHI) means having limited strength, vitality or alertness including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that

1. Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficient hyperactivity disorder, diabetes, epilepsy, or heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome, and
2. Adversely affects a child's educational performance. In some cases, heightened awareness to environmental stimulus results in difficulties with starting, staying on and

completing tasks; making transitions between tasks ; interacting with others; following directions; producing work consistently; and organizing multi-step tasks.

Eligibility

1. Evaluation for initial eligibility shall include the following:

- a. The medical evaluation from a licensed doctor of medicine, or in the case of ADD and ADHD an evaluation by a licensed doctor of medicine or licensed clinical psychologist, should be considered by the child's Eligibility Team as part of the process of determining eligibility. The evaluation report shall indicate the diagnosis/prognosis of the child's health impairment, along with information as applicable regarding medications, special healthcare procedures and special diet or activity restrictions. The evaluation report used for initial eligibility shall be current within one year and must document the impact of the physical condition on the vitality, alertness or strength of the child. In cases of illness where the child's physical health and well-being are subject to deterioration or change, this report shall be updated as frequently as determined by the IEP Committee.

A medical diagnosis does not automatically include or exclude a child from determination of eligibility.

- b. A comprehensive developmental or educational assessment to indicate the effects of the health impairment on the child's educational performance. Assessments shall document deficits in pre-academic or academic functioning, adaptive behavior, social/emotional development, motor, or communication skills resulting from the health impairment. When assessment information indicates significant deficits in cognitive/academic functioning, a psychological evaluation shall be given.
- c. A child must not be determined to be a child with Other Health Impairment if the determinant factor for that determination is:
 - Lack of appropriate instruction in reading, including the essential components of reading instruction;
 - Lack of appropriate instruction in math;
 - Lack of appropriate instruction in writing;
 - Limited English proficiency;
 - Visual, hearing or motor disability;
 - Intellectual disabilities;
 - Emotional disturbances;
 - Cultural factors;
 - Environmental or economic disadvantage; or
 - Atypical educational history (attendance at multiple schools, lack of attendance).

Placement and Service Delivery

A child meeting eligibility criteria shall be served by any appropriately certified teacher in any educational program, as specified in the child's individualized education program (IEP).

According to State Board of Education Rule 160-1-3-.03 Communicable Diseases, the district shall allow a child infected with a communicable disease to remain in his or her educational setting unless he or she currently presents a significant risk of contagion as determined by the district after consultation with the child's physician, a knowledgeable public health official and/or a physician designated by the LEA (at the LEA's option).

Specific Learning Disability

Specific learning disability (SLD) is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disabilities, emotional or behavioral disorders, environmental, cultural or economic disadvantage.

The child with a specific learning disability has one or more serious academic deficiencies and does not achieve adequately according to age to meet grade level standards. These achievement deficiencies must be directly related to a pervasive processing deficit and to the child's response to scientific, research-based interventions.

The nature of the deficit(s) is such that classroom performance is not correctable without specialized techniques that are fundamentally different from those available in the general education classroom, basic remedial/tutorial approaches, or other compensatory programs. This is clearly documented by the child's response to instruction as demonstrated by a review of the progress monitoring available in general education and Student Support Team (SST) intervention plans as supported by work samples and classroom observations. The child's need for academic support alone is not sufficient for eligibility and does not override the other established requirements for determining eligibility.

Exclusionary Factors

A child must not be determined to be a child with a specific learning disability if the determinant factor for that determination is:

- Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension);
- Lack of appropriate instruction in math;
- Lack of appropriate instruction in writing;
- Limited English proficiency;
- Visual, hearing or motor disability;
- Intellectual disabilities;
- Emotional disturbances;
- Cultural factors;
- Environmental or economic disadvantage; or
- Atypical educational history (such as irregular school attendance or attendance at multiple schools)

Required Data Collection

In order to determine the existence of Specific Learning Disability, the group must summarize the multiple sources of evidence to conclude that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards and intellectual development. Ultimately, specific learning disability is determined through professional judgment using multiple supporting evidences that must include:

1. Data is collected and considered prior to conducting a formal evaluation for special education:
 - a. At least two current (within twelve months) assessments such as the results of the CRCT, norm-referenced achievement tests or benchmarks indicating performance that does not meet expectations for grade level standards;
 - b. Information from the teacher related to routine classroom instruction and monitoring of the child's performance. The report must document the child's academic performance and behavior in the areas of difficulty.
2. Supplementary instruction that has been or is being provided:
 - a. that lasts for a minimum of 12 weeks;
 - b. At least four data collections of progress monitoring occur during the twelve weeks;
 - c. the strategies used and the progress monitoring results are presented to the parents at regular intervals
3. interventions used and the data based progress monitoring results are presented to the parents at regular intervals throughout the interventions.
4. Any educationally relevant medical findings that would impact achievement.

After consent is received from the parents for a comprehensive evaluation for special education determination the following must occur:

- An observation by a required group member;
- Documentation that the determination is not primarily due to any of the exclusionary factors;
- Current analyzed classroom work samples indicating below level performance as compared to the classroom normative sample; and
- Documentation of a pattern of strengths and weaknesses in performance and/or achievement in relation to age and grade level standards must include:
 - A comprehensive assessment of intellectual development designed to assess specific measures of processing skills that may contribute to the area of academic weakness. This assessment must be current for the academic school year and
 - The current school year's Response to Intervention data based documentation required prior to referral indicating the lack of progress toward the attainment of grade level standards.
 - As appropriate, a language assessment as part of additional processing batteries may be included.

Eligibility Determination

The child who is eligible for services under the category of specific learning disability must exhibit the following characteristics: a primary deficit in basic psychological processes and secondary underachievement in one or more of the eight areas along with documentation of the lack of response to instructional intervention as supported by on-going progress monitoring.

Deficits in basic psychological processes typically include problems in attending, discrimination/perception, organization, short-term memory, long-term memory, conceptualization/reasoning, executive functioning, processing speed, and phonological deficits. Once a deficit in basic psychological processes is documented, there shall be evidence that the processing deficit has impaired the child's mastery of the academic tasks required in the regular curriculum. Though there may exist a pattern of strengths and weaknesses, evidence must be included documenting that the processing deficits are relevant to the child's academic underachievement as determined by appropriate assessments that are provided to the child in his/her native language. Though a child may be performing below age or state approved grade level standards, the results of progress monitoring must indicate that the child is not making the expected progress toward established benchmarks. This is indicated by comparing the child's rate of progress toward attainment of grade level standards.

Underachievement exists when the child exhibits a pattern of strengths and weakness in performance, achievement, or both, relative to age, state-approved grade level standards and intellectual development and when a child does not achieve adequately toward attainment of grade level standards in one or more of the following areas:

1. Oral expression- use of spoken language to communicate ideas;
2. Listening comprehension-ability to understand spoken language at a level commensurate with the child's age and ability levels;

3. Written expression - ability to communicate ideas effectively in writing with appropriate language;
4. Basic reading skills-ability to use sound/symbol associations to learn phonics in order to comprehend the text;
5. Reading comprehension-ability to understand the meaning of written language based in child's native language;
6. Reading Fluency Skills- the ability to read and process a text with appropriate rate and accuracy;
7. Mathematics calculation-ability to process numerical symbols to derive results, including, but not limited to, spatial awareness of symbol placement and choice of sequence algorithms for operations required; and
8. Mathematical problem solving -ability to understand logical relationships between mathematical concepts and operations, including, but not limited to, correct sequencing and spatial/symbolic representation.

Progress monitoring includes the data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting child progress during instruction. When reviewing progress monitoring data, those students that exhibit a positive response to the research validated instruction being provided by general education cannot be considered as having a specific learning disability even though they may show deficits on achievement tests in the specified areas. In addition, children whose achievement in classroom academics indicates performance that is commensurate with pervasive weaknesses that are not indicative of a pattern of strengths and weaknesses may not be considered as having a specific learning disability.

One group member responsible for determining specific learning disability must conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent for special education evaluation is obtained. The observation of the child is conducted in the learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. The observation must include information from the routine classroom instruction and monitoring of the child's performance.

The SLD Eligibility Group

The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals that must include:

- The child's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age;
- A highly qualified certified special education teacher; and
- A minimum of one other professional qualified to conduct individual diagnostic assessments in the areas of speech and language, academic achievement, intellectual development, or social-emotional development and interpret assessment and intervention data (such as school psychologist, reading teacher, or educational therapist). Determination of the required group member should be based on the data being reviewed and the child's individual needs.

Each group member must certify in writing whether the report reflects the member's conclusions. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

Speech-Language Impairment

Speech or language impairment (SLI) refers to a communication disorder, such as stuttering, impaired articulation, language or voice impairment that adversely affects a child's educational performance. A speech or language impairment may be congenital or acquired. It refers to impairments in the areas of articulation, fluency, voice or language. Individuals may demonstrate one or any combination of speech or language impairments. A speech or language impairment may be a primary disability or it may be secondary to other disabilities.

(1) **Speech Sound Production Impairment (e.g. articulation impairment)**- atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that interferes with intelligibility in conversational speech and obstructs learning, successful verbal communication in the educational setting. The term may include the atypical production of speech sounds resulting from phonology, motor or other issues. The term speech sound impairment does not include:

- Inconsistent or situational errors;
- Communication problems primarily from regional, dialectic, and/or cultural differences;
- Speech sound errors at or above age level according to established research-based developmental norms, speech that is intelligible and without documented evidence of adverse affect on educational performance;
- Physical structures (e.g., missing teeth, unrepaired cleft lip and/or palate) are the primary cause of the speech sound impairment; or
- Children who exhibit tongue thrust behavior without an associated speech sound impairment.

(2) **Language Impairment** - impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the child's ability to participate in the classroom environment. The impairment may involve,

in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics) that is adversely affecting the child's educational performance. The term language impairment does not include:

- Children who are in the normal stages of second language acquisition/learning and whose communication problems result from English being a secondary language unless it is also determined that they have a speech language impairment in their native/primary language.
- Children who have regional, dialectic, and/or cultural differences.
- Children who have auditory processing disorders not accompanied by language impairment.
- Children who have anxiety disorders (e.g. selective mutism) unless it is also determined that they have a speech language impairment. There must be a documented speech-language impairment that adversely affects the educational performance for these children to qualify for special education services.

(3) **Fluency Impairment** - interruption in the flow of speech characterized by an atypical rate, or rhythm, and/or repetitions in sounds, syllables, words and phrases that significantly reduces the speaker's ability to participate within the learning environment. Excessive tension, struggling behaviors and secondary characteristics may accompany fluency impairments. Secondary characteristics are defined as ritualistic behaviors or movements that accompany dysfluencies. Ritualistic behaviors may include avoidance of specific sounds in words. Fluency impairment includes disorders such as stuttering and cluttering. It does not include dysfluencies evident in only one setting or reported by one observer.

(4) **Voice/Resonance Impairment** — interruption in one or more processes of pitch, quality, intensity, or resonance resonance that significantly reduces the speaker's ability to communicate effectively. Voice/Resonance impairment includes aphonia or the abnormal production of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or gender. The term voice/resonance impairment does not refer to:

- Anxiety disorders (e.g. selective mutism)
- Differences that are the direct result of regional, dialectic, and/or cultural differences
- Differences related to medical issues not directly related to the vocal mechanism (e.g. laryngitis, allergies, asthma, laryngopharyngeal reflux (eg. acid reflux of the

throat, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse, neurological pathology)

- Vocal impairments that are found to be the direct result of or symptom of a medical condition unless the impairment impacts the child's performance in the educational environment and is amenable to improvement with therapeutic intervention.

Evaluation

All of the special education rules and regulations related to evaluation, eligibility and placement must be followed including:

1. Documentation of the child's response to prior evidenced-based interventions prior to referral for a comprehensive evaluation.
2. A comprehensive evaluation shall be performed by a certified or licensed SpeechLanguage Pathologist (SLP) for consideration of speech-language eligibility. Following receipt of a clear hearing and vision screening and medical clearance for voice (as appropriate) this evaluation consists of an initial screening of the child's speech sounds, language, fluency, voice, oral motor competency, academic, behavioral, and functional skills using either formal or informal assessment procedures to assist in determining if the child is a child with a disability. An indepth evaluation of each area suspected of being impaired, using at least one formal test and/or procedure.
3. A full and individual initial evaluation for each area suspected of being a disability must be provided and considered prior to the child's eligibility for speech-language services. This may include assessments in the areas of health (e.g. ENT, otolaryngologist, ophthalmologist, and optometrist), vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. The evaluation is sufficient to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been referred or classified.
5. Children with voice/resonance impairment must have a medical evaluation to rule out physical structure etiology by a medical specialist either prior to a comprehensive evaluation or as part of a comprehensive evaluation. The presence of a medical condition (e.g., vocal nodules, polyps) does not necessitate the provision of voice therapy as special education or related service nor does a prescription for voice therapy from a medical doctor. A written order

from a medical practitioner is a medical opinion regarding the medical evaluation or treatment that a patient should receive. When directed to a school, these medical orders should be considered by the team as a part of the eligibility process. The team, not a medical practitioner, determines the need for an evaluation for special education services based on documented adverse effect of the voice impairment on the child's educational performance.

6. A variety of assessment tools and strategies must be used to gather relevant functional, developmental and academic information about the child, including information provided by the parent. Information from the evaluation is used to determine whether the child is a child with a disability and the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

Eligibility

Determining eligibility for speech-language impaired special education services includes three components:

- 1) The Speech-Language Pathologist determines the presence or absence of speechlanguage impairment based on Georgia rules and regulations for special education.
- 2) Documentation of an adverse affect of the impairment on the child's educational performance.
- 3) The team determines that the child is a child with a disability and is eligible for special education and appropriate specialized instruction needed to access the student's curriculum.

Eligibility shall be determined based on the documented results of at least two or more measures or procedures, at least one of which must be formal, administered in the area of impairment and documentation of adverse affect.

A speech-language disorder does not exist if:

- Environmental, cultural, or economic disadvantage cannot be ruled out as primary factors causing the impairment; or
- A child exhibits inconsistent, situational, transitory or developmentally appropriate speech-language difficulties that children experience at various times and to various degrees.

- Because children who have communication difficulties do not necessarily have speech or language impairments, the speech-language program may not be the appropriate service delivery model to adequately meet the child's educational needs. For this reason, all children who are suspected of having communication problems shall be the subject of a Student Support Team (SST) to problem solve and implement strategies to determine and limit the adverse affect on the child's educational performance.

4) For nonverbal or verbally limited children and those with autism and/or significant intellectual, sensory, or physical disabilities, a multidisciplinary team of professionals shall provide a functional communication assessment of the child to determine eligibility for speech-language services. The multidisciplinary team shall consist of professionals appropriately related to the child's area of disability.

5) A child is eligible for placement in a speech-language program if, following a comprehensive evaluation; the child demonstrates impairment in one or more of the following areas: speech sound, fluency, voice or language that negatively impacts the child's ability to participate in the classroom environment. The present adverse effect of the speech-language impairment on the child's progress in the curriculum, including social and/or emotional growth, must be documented in writing and used to assist in determining eligibility.

Placement

Placement in the speech-language program shall be based on the results of the comprehensive assessment, and eligibility, along with all other pertinent information.

Children shall not be excluded from a speech-language program based solely on the severity of the disability. Cognitive referencing (i.e., comparing language scores to IQ scores) is not permissible as the only criteria for determining eligibility for speechlanguage impaired services.

Communication Paraprofessionals - A communication paraprofessional is an adjunct to the Speech Language Pathologist (SLP) and assists with certain duties and tasks within the speech-language program. The communication paraprofessional is under the supervision of a certified or licensed SLP. The communication paraprofessional can not carry their own caseload, nor do they increase the certified SLP's caseload outside of a self-contained classroom.

The primary responsibility for the delivery of services, as indicated on the IEP, remains with the certified or licensed SLP. Children who receive services from the

communication paraprofessional shall also receive services from the supervising SLP and/or licensed or certified SLP a percentage of the time designated in the IEP for speechlanguage services, but no less than one hour per month. Each LEA should develop and implement procedures for the training, use and supervision of communication paraprofessionals.

Traumatic Brain Injury

Traumatic Brain Injury (TBI) refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments which are immediate or delayed in one or more areas, e.g., cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, speech and information processing. These injuries may intensify pre-existing problems in these areas as well. Resulting impairments may be temporary or permanent in nature. The term does not apply to brain injuries that are congenital or degenerative in nature, brain injuries induced by birth trauma or those resulting from internal occurrences such as stroke, tumor or aneurysm.

Eligibility

Evaluation for eligibility shall include the following.

- A summary of the student's pre-injury functioning status. This information may be available through previous formal evaluations, developmental assessments, achievement tests, classroom observations and/or grade reports.
- Verification of the TBI through the following:
 - a. A medical evaluation report from a licensed doctor of medicine indicating that TBI has occurred recently or in the past, or
 - b. Documentation of TBI from another appropriate source, such as health department or social services reports, or parents' medical bills/records.
- A neuropsychological, psychological or psychoeducational evaluation that addresses the impact of the TBI on the following areas of functioning:
 - o Cognitive - this includes areas such as memory, attention, reasoning, abstract thinking, judgment, problem solving, speed of information processing, cognitive endurance, organization, receptive and expressive language and speed of language recall.

- o Social/Behavioral - this includes areas such as awareness of self and others, interaction with others, response to social rules, emotional responses to everyday situations and adaptive behavior.
- o Physical/Motor - this includes areas such as hearing and vision acuity, speech production, eye-hand coordination, mobility and physical endurance.
- o Deficits in one or more of the above areas that have resulted from the TBI and adversely affect the student's educational performance shall be documented.

Placement/Service Delivery

The identification of TBI for educational programming does not dictate a specific service or placement. The student with TBI shall be served by any appropriately certified teacher in any educational program, as specified in the student's individualized education program (IEP) Committee minutes.

Visual Impairment

A student with a visual impairment (VI) is one whose vision interferes with functioning in a regular school program or, for preschool-age children, in learning tasks. Examples are students whose visual impairments may result from congenital defects, eye diseases, or injuries to the eye. Visual impairment is determined on the basis of a current examination by an ophthalmologist or optometrist.

Functionally blind means a student who is legally blind and unable to use print as the reading medium. Consideration of instruction in Braille is essential to this student's education.

Legally blind means a student whose visual acuity is 20/200 or less in the better eye after correction or who has a limitation in the field of vision that subtends an angle of 20 degrees. Some students who are legally blind have useful vision and may read print.

Visually impaired refers to a student whose visual acuity falls within the range of 20/70 to 20/200 in the better eye after correction or who have a limitation in the field of vision that adversely impacts educational progress.

Progressive visual disorders: Children, whose current visual acuity is greater than 20/70, but who have a medically indicated expectation of visual deterioration may be considered for vision impaired eligibility based on documentation of the visual deterioration from the child's optometrist or ophthalmologist.

Eligibility and Placement

A current (within one year) eye examination report shall be completed and signed by the ophthalmologist or optometrist who examined the student.

- (a) A report from a neurologist in lieu of the optometrist/ophthalmologist report is acceptable for students who have blindness due to a cortical vision impairment.

A comprehensive education evaluation shall be administered to determine present levels of functioning. The adverse effect of the visual impairment on the student's educational performance shall be considered for eligibility.

A **clinical low vision evaluation** shall be completed by a low vision optometrist for children who are not totally blind;

- (a) if the student is under the age of 8 and/or has a severe cognitive and/or physical disability that would make the use of low vision aids unfeasible, a functional vision evaluation may be used instead of a low vision evaluation to establish eligibility.

1. The low vision evaluation should be completed by age 10 for children who do not have one during eligibility determination prior to age 8 unless other circumstances apply.
2. The low vision evaluation is often difficult to schedule within the 60 day timeline, therefore, if children meet all other eligibility requirements, the eligibility report shall document the date of the scheduled upcoming low vision evaluation and the team may proceed with the eligibility decision.
3. Once the low vision evaluation has occurred the eligibility information shall be updated, and as appropriate, the IEP.

The low vision evaluation must occur within 120 days of receipt of parental consent to evaluate to determine eligibility for visual impairment.

Additional Requirements

Students identified with visual impairments shall be evaluated to determine the need for Braille skills. The evaluation will also include the future needs for Braille instruction or the use of Braille. For students who are identified through evaluation that Braille instruction and use is indicated, the individualized education program (IEP) shall include the following:

- Results obtained from the evaluation conducted for the purpose of determining the need for Braille skills;
- How instruction in Braille will be implemented as the primary mode for learning through integration with other classroom activities;
- Date on which Braille instruction will commence;
- The length of the period of instruction and the frequency and duration of each instructional session; and
- The level of competency in Braille reading and writing to be achieved by the end of the period and the objective assessment measures to be used.

For those students for whom Braille instruction is not indicated, the minutes of the IEP shall include a statement that the absence of Braille instruction will not impair the student's ability to read and write effectively.

Significant Developmental Delay

The term significant developmental delay (SDD) refers to a delay in a child's development in adaptive behavior, cognition, communication, motor development or emotional development to the extent that, if not provided with special intervention, the delay may adversely affect a child's educational performance in age-appropriate activities. The term does not apply to children who are experiencing a slight or temporary lag in one or more areas of development, or a delay which is primarily due to environmental, cultural, or economic disadvantage or lack of experience in age appropriate activities. The SDD eligibility may be used for children from ages three through nine (the end of the school year in which the child turns nine).

Eligibility

Initial eligibility must be established, and an IEP in place, on or before the child's seventh birthday. SDD eligibility is determined by assessing a child in each of the five skill areas of adaptive development, cognition, communication, physical development (gross and fine motor), and social/emotional development. Any child who scores at least 2 standard deviations below the mean in one or more of the five areas or 1½ standard deviations below the mean in two or more areas shall meet eligibility for SDD.

For children who are kindergarten age or older, initial eligibility shall also include documented evidence that the impact on educational performance is not due to:

- Lack of appropriate instruction in reading or literacy readiness, including the essential components of reading instruction;

- Lack of appropriate instruction in math or math readiness skills;
- Limited English proficiency;
- Visual, hearing or motor disability;
- Emotional disturbances;
- Cultural factors; or
- Environmental or economic disadvantage.

The application of professional judgment is a critical element at every stage of eligibility determination: as test instruments are selected, during the evaluation process, in the analysis of evaluation results, as well as the analysis of error patterns on standardized, teacher made or other tests.

All five skill areas shall be assessed using at least one formal assessment. In those areas in which a significant delay is suspected, at least one additional formal assessment must be utilized to determine the extent of the delay. All formal assessments must be age appropriate, and all scores must be given in standard deviations.

For children eligible under SDD with hearing; visual; communication; or orthopedic impairments, a complete evaluation must be obtained to determine if the child also meets eligibility criteria for deaf/hard of hearing, visual impairments, speech and language impairments or orthopedic impairments. Students with sensory, physical or communication disabilities must receive services appropriate for their needs, whether or not specific eligibility is determined.

Placement and Service Delivery

Preschool-aged (3-5) children meeting eligibility criteria as SDD and needing special education services may receive those services in a variety of placement options, as determined by the child's IEP Team and participation by other agencies, such as, but not limited to:

Regular Early Childhood Setting;

- Head Start Programs
- Georgia Pre-K Classes
- Community Daycares
- Private Preschools

Separate Early Childhood Special Education Setting;

- Day School
- Residential Facility;
- Service Provider Location; or
- Home

School-aged children with SDD shall be served by any appropriately certified teacher in any education program designed to meet the needs of the child, as specified by the child's IEP team.

NOTE: There are occasional situations that are so compellingly appropriate for Special Education consideration that it would be unacceptable to delay needed services by having to go through Response to Intervention (R77)/Student Support Team (SST) processes. The committee must review the information presented by the parents and school to determine if the intensity of the rare, unique situation warrants referral for immediate comprehensive special education evaluation and eligibility consideration.

If it does, this section of the report is explained.

State Board Rule: 160-4-7-.13 – Private Schools

Procedures: Special Education Referrals for Children Placed in Private Schools by their Parents and Home School Children

If a parent or private school staff suspects a child of having a disability, the Cirrus Academy Charter School will conduct an evaluation within established legal guidelines. The child must pass hearing and vision screening. The Charter School system can conduct a hearing/vision screening at the home school (with consent), or parents may obtain hearing/vision screening from the child's physician or the health department. The parent will also be asked to provide information about the child on the *Confidential Parent Questionnaire* and to sign the *Consent for Evaluation* along with providing some feedback on checklists.

Parents and private schools are asked to provide documentation of interventions tried prior to referral. The feedback will help the evaluator identify the student's deficits in the area(s) of suspected disability.

Once a request for an evaluation is received, the referral packet is mailed to the parent. When all items of the packet are returned, including interventions attempted and *Consent for Evaluation* is signed, the referral is logged for evaluation and the appropriate evaluators are assigned.

The Cirrus Academy Charter School will evaluate private school/home school students within the Georgia Department of Education sixty (60) day timeline requirement. Once testing is complete, the psychologist works with the Special Education Administrator to schedule an Eligibility/IEP meeting. If the student is eligible for special education services, the IEP team will develop an IEP (if the student is within the attendance area for CACS) and offer these services if the parent enrolls the student into a Cirrus Academy Charter School. If the parent chooses to enroll the child, the IEP team will project the implementation date of the IEP forward to a date when the child will be enrolled.

If the parent chooses to continue the student's placement in a private school, then the meeting minutes will reflect this decision. When students are placed in private or home school, the school district may consider some services. The Cirrus Academy Charter School has agreed to use its private/home school allocation to provide Speech-Language services to those students found eligible for Speech/Language services, for as long as the funding for the allocation is available.

For children **ages 3-21**, Cirrus Academy Charter School is required to expend an amount that is the same proportion of its total Part B of IDEA flow through funding as the number of private school children with disabilities, ages 3-21, residing in its jurisdiction is to the total number of children with disabilities, ages 3-21, in its jurisdiction; and

For children **ages 3-5**, Cirrus Academy Charter School is required to expend an amount that is the same proportion of its IDEA preschool funding as the number of private school children with disabilities, ages 3-5, residing in its jurisdiction is to the total number of children with disabilities, ages 3-5, in its jurisdiction.

The Cirrus Academy Charter School controls and administers the funds used to provide special education and related services and holds title to and administers materials, equipment, and property purchased with those funds. The system ensures that the equipment and supplies placed in a private school are used only for special education purposes and can be removed from the private school without remodeling the private school facility.

Equipment and supplies may be removed from a private school by Cirrus Academy Charter School if they are no longer needed for special education purposes or the removal is necessary to avoid their unauthorized use for other than special education purposes.

If a private school/home school student is found to be eligible for Speech/Language services, an **Individual Service Plan** (ISP) will be developed to provide Speech/Language services. Services will be provided on the campus of a Cirrus Academy Charter School within the school year school. Special Education transportation is not provided. The Individual Service Plan (ISP) will be reviewed annually.

An **Individual Education Plan** (IEP) will be offered if the student intends to enroll in Cirrus Academy Charter School; and if the student does not enroll, a new Service Plan will be written as long as the student remains eligible. When the Individual and subsequent Individual Service Plans are developed, Cirrus Academy Charter School will ensure that a representative of the private school attends the meeting. If the representative cannot attend, CACS shall use other measures to ensure participation, including individual or conference telephone calls.

Equitable services will be provided. Services provided to private school children with disabilities will be provided by personnel who meet the same standards as personnel providing services in the public schools, except the personnel is not required to meet the highly qualified definition, however, parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.

Children who live in the attendance area who are **home-schooled** are also considered parentally-placed private school students. It is the responsibility of the Cirrus Academy Charter School to locate, identify, and evaluate all private schools children with disabilities enrolled by their parents in private (including religious, elementary and secondary schools) located in the attendance area. The Cirrus Academy Charter School consults with appropriate representatives of private school children with disabilities to carry out Child Find activities. These activities are similar to those undertaken for the public school

children and completed in a time period comparable to that for children attending public schools.

Procedures for students who attend private school in Georgia but are not Macon Residents

If the student does not live in Macon but attends a private school in Georgia, the Cirrus Academy Charter School will evaluate the child and the Eligibility Team will determine eligibility. It is the responsibility of the parent to notify the eligibility status to the system of residence. The system of residence is responsible for offering services, not Cirrus Academy Charter School. If the student attending a private school in Macon is found eligible for Speech/Language services (the special education service agreed to be offered to private school students eligible for this service) and if there is space available, then a Service Plan can be developed for Cirrus Academy Charter School speech services only.

Private School Residency Responsibilities to Cirrus Academy Charter School 3 and 4-Year-Old Residents attending Preschools/PreKindergarten Connected to Primary/Elementary Schools Outside Macon

Initial Evaluation

Eligibility

IEP/Free Appropriate Public Education Offered Individual Service Plan

Private School Residency Responsibilities for Students Aged 5-21 who are attending Schools Outside Of The Attendance Area of Residence Private School District

Student Support Team Documentation

Initial Evaluation & Reevaluations

Eligibility

IEP/Free and Appropriate Public Education Offered Service

Plan

NOTE: In order for school systems to share eligibility data and reports, they must first secure permission to release/obtain records from the parents.

The district of residence always has some responsibility to conduct Child Find for any of its residents. When a child is enrolled in a private school in another district, then both districts have an obligation, and they work together so as to not delay access to the Child Find activities.

Placement of Children by Parent in Private Schools

(from the Georgia Department of Education Special Education Rules Implementation Manual, April 4, 2011)

Cirrus Academy Charter School is not required to pay for the cost of education, including special education and related services for the child **parentally placed** at a private school, if FAPE (Free and Appropriate Education) was made available for the child. Special education and related services provided to parentally-placed private school children with disabilities, including materials and equipment must be secular, neutral, and nonideological.

According to State Board of Education rules, each local education agency/school system makes the final decisions with respect to the services to be provided to eligible parentally-placed private school children with disabilities prior to the start of the school year. In Cirrus Academy Charter School Speech-Language services will be offered to eligible private school students.

Private school placement may occur in three circumstances:

1. First, if the Cirrus Academy Charter School determines that it cannot provide free appropriate public education (FAPE), the system will identify and pay for a private school to provide services. This is at no cost to the parent.
2. Second, a parent may remove the child from public school at any time and enroll the child in private school. Under certain circumstances the parent may request reimbursement from the school district to pay for the private placement. The parents must tell the IEP team they disagree with the proposed IEP and placement and want the Cirrus Academy Charter School to reimburse them. The parents may also notify the school system in writing, at least 10 days prior to removing the child from public school, that they disagree with the IEP and placement and want the school system to reimburse them for the private school tuition. If the Cirrus Academy Charter School asks to evaluate the child during the 10 day period and the parents refuse, then reimbursement may be denied. If the parents want to be reimbursed for all the costs of private school and the district does not agree to it, the parties must go before a due process hearing officer to determine whether the public school provided FAPE.
3. Third, the parent may choose to use a private school instead of public school at the parent's expense, in which case, FAPE is not an issue.

When the student is in private school by parent choice, the student and the parent lose their individual rights to special education services, however, to the extent consistent with their number and location in the state, provisions are made for the participation of private school children with disabilities in programs provided under Part B of the Individuals with Disabilities Education Act (IDEA) by providing children with special education and related services in accordance with this section. No parentally-placed

private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

Children with Disabilities in Private Schools Placed or Referred by Cirrus Academy Charter School

Cirrus Academy Charter School ensures that a child with disability who is placed in or referred to a private school or facility by the school system as a means of providing special education and related services is provided special education and related services in conformance with an IEP:

- At no cost to the parents;
- Is provided an education that meets the standards that apply to education provided by the Georgia Department of Education (Georgia Department of Education (GaDOE)) and by Thomasville City; and
- Has all of the rights of a child with a disability who is served by Cirrus Academy Charter School.

The Georgia Department of Education shall monitor compliance of these children through procedures such as written reports, on-site visits and parent surveys; disseminate copies of State standards to each private school and facility to which the Cirrus Academy Charter School has referred or placed a child with a disability; and provide an opportunity for those private schools and facilities to participate in the development and revision of State standards that apply to them.

Placement of Children by Parents when FAPE is at Issue

If the Cirrus Academy Charter School made a free appropriate public education (FAPE) available to a child and the child's parents elect to place the child in a private school or facility, Cirrus Academy Charter School is not required to pay for the cost of the education, including special education and related services, for the child at the private school or facility. Disagreements regarding the availability of a program appropriate for the child or concerning the question of financial responsibility are subject to the procedural safeguards provided in State Board of Education Rule 160-4-7- .09.

Reimbursement for Private School Placement

If the parents of a child with a disability, who previously received special education and related services in a local educational agency/school system enroll the child in a private preschool, elementary school or secondary school without the consent of or referral by the Cirrus Academy Charter School, a court or an administrative law judge (ALJ) may

require the school system to reimburse the parents for the cost of that enrollment if the court or ALJ finds that the school system had not made a FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate.

A parental placement may be found to be appropriate by an ALJ or a court even if it does not meet the state standards that apply to education provided by the State or local education agency. The cost of reimbursement described above may be reduced or denied if:

- At the most recent IEP Team meeting that the parents attended prior to the removal of the child from the local education agency, the parents did not inform the IEP Team that they were rejecting the placement proposed by the school system to provide a FAPE to their child and did not state their concerns or their intent to enroll the child in a private school at public expense; or
- At least ten (10) business days prior to the removal of the child from the local education agency, the parents did not give written notice to the school system that they were rejecting the placement proposed by the school system to provide a FAPE to the child and did not state their concerns or their intent to enroll the child in a private school at public expense;
- If, prior to the parent's removal of the child from the school system, the system informed the parents through the notice requirements of its intent to evaluate the child, including a statement of the purpose and scope of the evaluation that was appropriate and reasonable, but the parents did not make the child available for evaluation; or upon a judicial finding of unreasonableness with respect to actions taken by the parents.

Exception to Limitation on Reimbursement:

The cost of reimbursement must not be reduced or denied for a parent's failure to provide the notice to the local education agency described above, if:

- The school prevented the parents from providing the notice;
- The parents had not been provided a copy of the parent's rights under IDEA and, therefore, had not been notified of the requirement to provide the notice described in above; or
- The provision of notice would likely result in physical harm to the child.

The cost of reimbursement may, in the discretion of the court or administrative law judge, not be reduced or denied for a parent's failure to provide the notice to the school system described above, if:

- The parents are not literate or cannot write in English; or
- The provision of notice would likely result in serious emotional harm to the child.

Area of General Supervision II: Services and Supports

The Cirrus Academy Charter School ensures that appropriate procedures are in place so that students with disabilities receive a free and appropriate public education in the least restrictive environment to access the general curriculum.

State Board Rule: 160-4-7-.07 — Least Restrictive Environment

REQUIREMENTS

Cirrus Academy Charter School will ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children who are not disabled.

Special classes, separate schooling or other removal of children with disabilities from the regular class environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

DETERMINING EDUCATIONAL PLACEMENTS

When determining the educational placement of a child with a disability, including a preschool child with a disability, Cirrus Academy Charter School ensures that the placement decision is made by a group of persons, including the parents, who are knowledgeable about the child, the meaning of the evaluation data, and the placement options; and is made in conformity with the LRE provisions contained the this rule.

The child's placement is determined at least annually. The child's placement is based on the child's IEP and is as close as possible to the child's home. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. Additionally, a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

In Cirrus Academy Charter School, once a child's eligibility is completed and Individualized Education Plan is developed for the student within thirty days. The IEP team must consider the student's strengths, needs, goals, supports, and services to determine the most appropriate placement for the student. Members of the IEP team will include persons knowledgeable of the student, including the parent, regular education teacher(s), special education teacher(s), and a local education agency representative. Based on the student's specific needs, other members of the team may include, but is not limited to, the school psychologist and any related services, i.e., speech-language pathologist, occupational therapist, physical therapist, teacher of the hearing impaired, teacher of the vision impaired, and teacher or the orthopedically impaired.

Students individualized education plans are reviewed annually at a formal IEP meeting. The IEP team considers the student's present level of academic and functional performance to determine the most appropriate educational goals, supports, and services for the student.

Students in Cirrus Academy Charter School have school choice. To the most extent appropriate, students are educated in the school they would attend if nondisabled. When determining the least restrictive environment, the IEP team must consider any potential harmful effect on the child or on the quality of services that he or she needs to receive specialized instruction. The IEP team will consider the needs, accommodations, and supplemental aids and supports of the child with a disability to ensure that he or she is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

CONTINUUM OF ALTERNATIVE PLACEMENTS

Each LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum must include alternative placements listed in the definition of special education (instruction in the regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions). The LEA must make provision for supplemental services (such as resource room, itinerant instruction) to be provided in conjunction with regular class placement.

Preschool placements include a regular education early childhood program in the public school or community (such as Head Start, Bright from the Start Pre-Kindergarten, public or private daycare), and preschool programs with special education services delivered as:

- Additional supportive services. The child remains in a regular early childhood program with supplementary aids and services provided to the teacher and/or child to implement the IEP. The services provided may be from personnel such as paraprofessionals, interpreters, or others.

- Direct services. The child remains in a regular early childhood program with direct services from special education personnel utilizing a consultative, collaborative or coteaching model.
- The child is in the regular education early childhood program but special education and related services are provided outside a regular education early childhood program.

Placements for children not attending a regular early childhood program include:

- A separate special education program housed in the public school or in a community-based setting, in a separate school or residential school or facility;
- A program provided at home as a natural environment;
- A program provided through service providers in their offices; or
- Any combination of the above and/or other settings based on the child's IEP. • School age placements.

School placements include:

- General education classroom with age appropriate non-disabled peers, if required by the IEP:
- Additional supportive services. The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP. These services provided may be from personnel such as paraprofessionals, interpreters, or others.
- Direct services. The child remains in the regular classroom with direct services from special education personnel on a consultative, collaborative, or co-teaching basis.
- Instruction outside the general classroom for individuals or small groups.
- Separate day school or program.
- Home-Based instruction may be used as a short-term placement option on occasions when the parent and LEA agree at an IEP meeting with the following considerations: A free and appropriate public education(FAPE) is provided and includes access to the general curriculum and an opportunity to make progress toward the goals and objectives included in the IEP; home-based services must be reviewed no less than quarterly by the IEP team; and all IEPs that require homebased placements will include a reintegration plan for returning to the school setting.
- Residential placement in-state or out-of-state.
- Hospital/homebound instruction program (HHB) is used for students with disabilities who are placed in a special education program and have a medically

diagnosed condition that will significantly interfere with their education and requires them to be restricted to their home or a hospital for a period of time.

Determining Placement

Cirrus Academy Charter School provides a continuum of alternative placements to meet the needs of students with disabilities who require special education and related services. These alternative placements are available to the extent necessary in order to implement the IEP. This continuum of placements includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. In addition, supplementary services, such as a separate classroom or itinerant instruction are provided in conjunction with regular class placement.

In determining the educational placement of a student with a disability, including a preschool student with a disability, Cirrus Academy Charter School ensures that the placement decision is made in conformity with the LRE provisions of IDEA. The placement decision is made by the IEP team which consists of persons who are familiar with the student. This includes, but is not limited to the parent(s), regular classroom teacher, special education teacher, school psychologist, and speech-language pathologist.

Cirrus Academy Charter School's continuum of services for young children includes:

- preschool special education teacher and therapists (SLP, OT, PT, etc.) to provide services in community settings (public and private daycares, Head Start, etc.), if determined to be the most appropriate placement by the IEP team.
- inclusion pre-k classrooms with special education support staff
- home or natural environment for young children
- instruction provided in their offices or classrooms

School placements within Cirrus Academy Charter School include:

- consultative, collaborative or co-teaching model
- special education and related services provided outside the regular education classroom
- separate special education program housed in the public school or in a community-based setting (GNETS-Pathways)
- Separate day school or program
- Home-Based instruction
- Residential placement in-state or out-of-state • Hospital/homebound instruction program (HHB).

In selecting the least restrictive environment, consideration is given to any potential harmful effect on the student or on the quality of services the student needs. Each IEP

includes an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities, and a justification for removal from regular education. The IEP team will consider accommodations, supports, and supplemental services and not remove the student from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. Each student requiring special education and related services is educated in the school that he or she would attend if he or she did not require special education and related services, unless the IEP requires another placement.

Transfer Students

Once any student with a disability enrolls in Cirrus Academy Charter School, an IEP meeting is held to review any educational information, including psychological evaluations, eligibility reports, current IEP, discharge summary(ies), and other pertinent information community agencies (i.e., Department of Family and Children Services, Department of Juvenile Justice), to make the most appropriate educational placement decision for the student.

Private Special Education Programs

A student with a disability who is placed in a private school or facility or other private special education program by Cirrus Academy Charter School will not be denied access to an education in the least restrictive environment. The exception is for those students in adult prisons.

Cirrus Academy Charter School is responsible for the education of a child with a disability who is enrolled in a separate facility shall ensure that the child receives appropriate physical education services.

Homebound or Hospital Instruction

Hospital/homebound instruction program (HHB) for students with disabilities is used for those who are placed in a special education program and have a medically diagnosed condition that will significantly interfere with their education and requires them to be restricted to their home or a hospital for a period of time. Cirrus Academy Charter School offers, at no charge to the parents, academic instruction to eligible students who are confined at home or in a health care facility for periods of time that would prevent normal school attendance. In Cirrus Academy Charter School, if a student with a disability requires hospital/homebound services, the case manager should contact the school counselor.

Parental Involvement

The district must take steps to ensure that one or both of the parents are present at each IEP meeting or are afforded the opportunity to participate at each IEP meeting with respect to decisions related to identification, evaluation, educational placement and the provision of FAPE. If neither parent can participate in a meeting at which a decision is made related to changing the IEP of their student, Cirrus Academy Charter School will use

other methods to ensure parent participation, including individual or conference telephone calls, and home visits.

If the district is unable to obtain parent participation in a placement decision, the IEP team within Cirrus Academy Charter School may make a placement decision; however, the school system will attempt to ensure parent involvement by arranging a meeting at a mutually agreed upon time and place. Records of phone calls made or attempted, and results of those calls, copies of correspondence sent to parents and any responses received, and documentation of visits to parents' homes or places of employment and results of those visits are examples of methods that will be used by our staff.

Cirrus Academy Charter School presumes that divorced parents have equal rights under state and federal law to participate in all aspects of their child's education, unless either or both parents do not have authority under applicable state law governing matters such as guardianship, separation or divorce.

Cirrus Academy Charter School makes reasonable efforts to ensure that parents understand, and are able to participate in any group discussions concerning the educational placement of their student. Such efforts would include arranging for an interpreter for parents with deafness or whose native language is other than English.

Nonacademic and Extracurricular Activities

Extracurricular services and activities, including meals, recess periods, and other services and activities, each LEA shall ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The LEA must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Each LEA must ensure the provision of supplementary aides and services determined appropriate by the IEP team in order to allow children with disabilities an equitable opportunity for participation in nonacademic and extracurricular activities.

Cirrus Academy Charter School ensures that in providing for nonacademic and extracurricular activities and services, each student with a disability participates with nondisabled students to the maximum extent appropriate to the needs of the student. Cirrus Academy Charter School must ensure that each child with a disability has the supplemental aids and services determined by the IEP team to be appropriate and necessary to participate in non academic settings. The provision of these activities and services may include counseling services, athletics, transportation, health services, recreational activities, and special-interest groups or clubs sponsored by the School.

Cirrus Academy Charter School makes referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.

Students with disabilities have available to them the variety of educational programs and services that are available to nondisabled students in our District. These programs and services include but are not limited to art, music, consumer education and vocational education.

Technical Assistance and Training Activities

Each LEA must carry out activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing LRE and are provided with technical assistance and training necessary to assist them in this effort. In Cirrus Academy Charter School, regular and special education certified teachers and administrators are trained annually.

Supervision and monitoring are completing via IEP checks. The Director of Special Education attends IEP meetings to assist the team with considering information to determine the most appropriate placement for the student. The Director of Special

Education conducts IEP compliance checks. IEPs are reviewed for overall compliance, including service options considered and rationales of placement outside of the general classroom.

State Board Rule: 160-4-7-.10 Discipline

According to Georgia school laws, Local Education Agencies (LEAs) are given the responsibility to develop legally based disciplinary procedures.

Students in Cirrus Academy Charter School are expected to follow the rules of the Code of Conduct included in the Student Handbook. These handbooks are given at the beginning of each year or when a student enrolls in the school. Parents and students return a signed form to the school acknowledging that they have read, discussed, and understand these rules. Students with disabilities are expected to follow the rules, just like all of the students in the school, unless a child's Individualized Education Program (IEP) specifically states otherwise.

Under the Individuals with Disabilities Education Act (IDEA), students who receive special education services are entitled to additional due process in the area of discipline. Disciplinary information contained in this Section pertains to all students with disabilities in any category of eligibility. The LEA will ensure that the parents and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to discipline and suspension/expulsion upon the child's entry into the special education program or at the student's annual review.

In most cases, disciplining students who have IEPs is no different than disciplining other students. However, the Individual with Disabilities Act (IDEA) affords eligible students specific protections. One protection includes the right to continuation of services indicated by the IEP if the student is removed (i.e., expelled) from school for more than 10 cumulative days within a school year. This protection is extended due to the requirement for a free appropriate public education (FAPE). In addition to the right to continue special education services, students with disabilities (those with IEPs) may receive a consequence different from that of other students if the IEP team decides that the student's misbehavior was substantially related to or caused by the student's disability. The forum in which the team meets to determine this is a Manifestation Determination Hearing and must occur within ten days of the alleged violation of the code of conduct.

During the manifestation determination hearing, the team will examine the student's IEP and Behavior Intervention Plan (BIP), discuss the characteristics of the student's medical condition and/or disability as set forth in the IEP, and review details of the misconduct by reviewing all evidence presented at the disciplinary hearing. The IEP team decides, by consensus, if the school correctly implemented the student's IEP and BIP, if applicable. Additionally, the team decides, by consensus, if the student's behavior which violated the school's code of conduct, was substantially related to the student's disability. If the IEP Team determines that either the school failed to correctly implement the student's IEP or that the student's misbehavior was substantially related to the student's disability, the behavior will be deemed a manifestation of the student's disability, and the student will not be deemed to have violated the code of conduct and may not be punished. However, if the IEP Team decides, by consensus, that the IEP and BIP, if applicable, were properly implemented, and that the student's behavior was not substantially related to

the student's disability, then the behavior will not be deemed as a manifestation of the student's disability,

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and the student is treated the same as a student without an IEP during the disciplinary process. In other words, the student may be suspended beyond the 10 days; hence, the student would receive the same consequences any other student would be given. The only difference would be that the school must continue to provide the student who is eligible for protection under IDEA the special education services set forth in the student's IEP during the suspension or expulsion period, as such is required to provide FAPE as guaranteed by federal law.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates the code of conduct. With the appropriate parental notification, school personnel may remove a child with a disability who violates the student code of conduct from his current placement to an interim alternative educational setting, another setting, or suspension for not more than ten (10) days in the same year for separate incidents of misconduct.

After a child with a disability has been removed from his current placement for ten (10) school days in the same year, during any subsequent days of removal, the LEA must provide services to the student and schedule an IEP team meeting to discuss changes in the student's educational placement. Decisions regarding interim or alternative educational placement and services of a child with a disability must be determined based on the consensus of the IEP team.

A child who is removed from his or her placement for more than ten days must:

- Continue to receive educational services to enable to the child to participate in the general curriculum, although in another setting, and to progress toward meeting goals outlined in the student's IEP.
- Receive a functional behavioral assessment and behavior intervention services and, if applicable, modifications as set forth in the BIP and IEP that are designed to address the student's behavior(s) that violated the Code of Conduct to prevent reoccurrence.

The LEA is only required to provide services to a child with a disability during periods of removal from the current placement for more than 10 school days or less in that school year, if services are provided to a child without disabilities who have been similarly removed.

After a child with a disability has been removed from the current placement for 10 school days within the same year, if not more than 10 consecutive days and not a change in placement because of disciplinary removals, school personnel, in consultation with at least

one of the child's teachers, determine the extent to which services are needed, in order to provide a free appropriate public education, so as to enable the child to continue to participate in the general curriculum, although in another setting, to progress toward meeting the goals in student's IEP.

If the removal is for more than ten school days or is a change in placement because of disciplinary removals, the child's IEP team determines the appropriate services needed in order to provide FAPE, so as to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in student's IEP. Services may be provided in an interim alternative educational setting.

In Cirrus Academy Charter School, the IEP Team is comprised of: the Special Education Director, a regular education staff member, a special education staff member, and the student's parents. If the student is removed from school for more than ten days, a special education teacher will be designated to provide continued services, as set forth in the student's IEP, to that student. In some instances, a student might receive instructional materials that allow for educational classes to be presented remotely during the day, and an assigned special education teacher will provide specialized instruction to the student in the afternoon.

General Information

The Individual with Disabilities Education Act (IDEA) states that a short-term removal occurs when a child is removed from his regular setting for less than 10 consecutive school days for disciplinary purposes. A long-term removal is when a child is removed for over 10 consecutive school days. A "pattern of exclusion" change in placement is where a school engages in a series of short-term removals, each of which is less than 10 consecutive school days in length.

Change in Placement:

In-School Suspension (ISS)

- ISS is considered a "removal" from the student's current placement, but days served in ISS are not counted toward the ten (10) day limitation. Students protected under IDEA must continue to have access to the school's general curriculum and have the opportunity to progress toward the goals in the IEP in order to receive a free appropriate public education (FAPE).

Out of School Suspension (OSS)

- Cannot be for more than 10 days without the provision of services by the school as set forth in the IEP and BIP, if applicable.
- A series of short-term removals from school that constitute a pattern of forced absences of the student and inability to receive services as stated in the student's IEP and BIP, if applicable.

Removal from School

Bus Suspension will count as a removal days from school if one of the following is met:

- transportation is a related service in the IEP
- if the student has no alternate way to get to school.

If the student is suspended pending a manifestation determination hearing, all days that the student does not come to school will count towards the total ten (10) days limit for Out of School suspension days.

Procedures for In-School Suspension

In-School Suspension (ISS) is removal, however, it does not count towards the ten (10) day limitation.

- Review student's status for Special Education in Infinite Campus
- Review student's IEP, including Behavior Intervention Plan
- Immediately notify the Special Education Lead Teacher and/or the case manager
- If the student has accumulated 5 or more days in the ISS/Time Out, the IEP team will convene to review the IEP to discuss options to remediate behaviors.
- Case manager will be responsible for assuring that student receives the work from subject area teachers and the appropriate accommodations while in ISS/Time Out.
- The School Administrator over discipline and the Lead Teacher will maintain a log in ISS /Time Out room that documents that this procedure has been followed.

Failure to provide these services could result in having these days count as OSS days even if the student remained at school in ISS and received services under the student's IEP.

Procedures for Out of School Suspension

- Check student's record in Infinite Campus to determine if the student has an IEP.

- Review student's IEP and Behavior Intervention Plan.
- Immediately notify the Lead Teacher and Case Manager of the student's disciplinary incident and the punishment imposed.
- An IEP team meeting will be held at the student's fifth day of suspension to review the IEP, BIP, and determine if it is necessary to revise these plans, and whether a functional behavioral assessment is warranted.
- A manifestation meeting, as required by IDEA, will be held within the student's tenth day of suspension. The IEP team will review the IEP, BIP, and determine if it is necessary to update these plans and whether a functional behavioral assessment is warranted.
- School personnel will consult with the Director of Special Education and Student Support Services to develop a strategy for dealing with further disciplinary action.
- If the student is suspended pending an IEP meeting, all days that the student is not allowed to come to school will count as suspension days.

Students Removed for More Than 10 Days

Long term disciplinary removal for students with disabilities refers to a student's removal from instruction for over 10 consecutive school days in a given school year and constitutes a change in placement. Administrators should be cognizant of the fact that courts and federal agencies consider removal of a student for more than 10 days in a school year as a "significant change of placement" that can only be made by following the placement procedures set forth under the IDEA.

Procedures for Suspensions 10+ days

- School administration will notify the Special Education Office and the Lead Teacher.
- If scheduled, the school administration will inform the Director of Special Education of the meeting date and time to convene the IEP to conduct a manifestation determination. The manifestation will be held simultaneously with the disciplinary hearing.
- If the IEP Team determines the behavior **IS** a manifestation of the student's disability, **further out of school suspension is not appropriate.**

- The IEP Team will make any necessary changes in placement, services, FBA, BIP, classroom modifications, and any positive behavior strategies that are designed to address the behavior violation.
- If the IEP Team determines the behavior **IS NOT** a manifestation of the student's disability, **further out of school suspension is allowable. The following action is taken:**

The Disciplinary Hearing Officer will determine whether the student violated the Code of Conduct and impose the appropriate punishment if the student is found to have violated the Code of Conduct.

- IEP Team will determine the services that will be provided during suspension period. The IEP Team will recommend appropriate services to be provided and the school will assist the special education department in providing services that will enable the student to continue to progress in the general curriculum and advance toward achieving IEP goals (i.e. facility, teacher, lesson plans).
- IEP Team may determine that IEP revisions may be appropriate, including a proposal for an educational change in placement.
- IEP Team plans Functional Behavior Assessment (FBA) for this incident, if appropriate, or if a Behavior Intervention Plan (BIP) is already in place, reviews and revises the BIP, as appropriate.

For first-time disciplinary actions resulting in suspension in excess of 10 days, an FBA must be conducted, and the IEP Team will reconvene to develop a BIP, if necessary.

Monitoring Out of School Suspension

Monitoring Out of School Suspension (OSS) for students with disabilities is an IMPORTANT shared responsibility. In Cirrus Academy Charter School the following procedures will be implemented in regards to discipline for students with disabilities.

- At the beginning of each school year, and as often as necessary, the Department of Special Education (Director) will remind staff to
 - check special education status in Infinite Campus when suspending students
 - maintain ongoing communication with the Director of Special Education about the discipline of students with disabilities.

- The Lead Teacher at each school will ensure that administrators are aware of all students with disabilities (provide IEPs) and that the teacher(s) has(ve) a copy of each Behavior Intervention Plan.
- Special Education Teachers (case manager) will review student's Behavior Intervention Plan with general education teachers and Administrators responsible for discipline.
- Students' case managers will ensure that the most current BIP is provided to the teachers and Administrator(s) responsible for discipline.
- Principal, Assistant Principal, and Lead Teacher will monitor the number of days a student receives OSS.

- The teacher responsible for the student's IEP (case manager) will monitor the discipline of students on their caseloads. The case manager will be informed of suspensions of special education students, and will report days of suspension to the Lead Teacher who will report these days to the District Office of Special Education at the end of every month.
- An IEP team meeting will be held at the student's fifth day of suspension to review the IEP, BIP, and determine if it is necessary to update these plans and whether a functional behavioral assessment is warranted.
- A manifestation meeting, as required by IDEA, will be held as soon as possible within the student's ten days of suspension, generally, simultaneously with a disciplinary hearing. The IEP team will review the IEP, BIP, and determine if it is necessary to update these plans and whether a functional behavioral assessment is warranted.

Manifestation Determination 34 C.F.R. § 300.530

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the child's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the IEP.

The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent and relevant members of the child's IEP Team determine that the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or the conduct in question was the direct result of the LEA's failure to implement the IEP.

If the LEA, the parent and the relevant members of the child's IEP Team determines the conduct in question was a direct result of the failure of the LEA to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.

Determination that Behavior was a Manifestation

If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavior assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavior intervention plan already has been developed, review the behavioral intervention plan, and modify it, if necessary, to address the behavior, and return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavior intervention plan.

There are exceptions to the aforementioned statement. Under the following special circumstances, school personnel may remove a child to an interim alternative placement for not more than 45 days without regard to whether the behavior is a manifestation of his/her disability if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the State or the LEA;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to a school function under the jurisdiction of the State or the LEA; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or the LEA.

The interim alternative educational setting is determined by the IEP Team.

Manifestation Procedures

In Cirrus Academy Charter School, once a student has been suspended for 10 days, the school designee will contact the Office of Special Education.

1. School Personnel will give parents their Procedural Safeguards.
2. A Manifestation Determination hearing will be scheduled to be held at the same time as the disciplinary hearing.
3. The Special Education Administrative Assistant will send a formal, written Notice of Manifestation Determination hearing to the parents and student.
4. A Manifestation Determination hearing will be held within 10 school days at the time of the disciplinary hearing.

5. The LEA, the parent, and relevant members of the child's IEP Team will review all relevant information in the child's file to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP.
6. If the IEP team determines that a change of placement is warranted, a Consent for Placement is to be signed by the parent.

Members of the Manifestation Team may include

- Director of Special Education
- Parent /Guardian
- Student
- Student Support Services
- School Administrator(s)
- Case manager
- Lead Teacher
- Special Education Teacher
- Regular Education Teacher

Documentation to Review

- Student's IEP
- Behavior Intervention Plan
- Functional Behavior Plan (if available)
- Most Recent Psycho educational Evaluation
- Most recent Eligibility Report
- Attendance
- Grades
- Behavior Referrals
- Teacher Observations
- Any anecdotal notes

The IEP team will determine that the child's conduct is a manifestation of the child's disability if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or the conduct in question was the direct result of the LEA's failure to implement the IEP.

If the team, which includes the LEA, the parent, and the relevant members of the child's IEP Team, determines the conduct in question was a direct result of the failure to implement the IEP, Cirrus Academy Charter School will take immediate steps to remedy those deficiencies. Steps include, but are not limited to:

- expeditiously implementing the student's IEP as written, unless the team determines that it will be updated

- considering the need for compensatory services

If the team determines that the child's behavior is a manifestation of the child's disability, Cirrus Academy Charter School will consider the need for a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the child. The student's case manager is responsible for ensuring completion of the FBA and scheduling a meeting to develop the (BIP). However, if the behavioral intervention plan already has been developed, the team will review the behavioral intervention plan, and modify it, as necessary, to address the behavior, and return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

Cirrus Academy Charter School will consider removal of the student for up to 45 days if the behavior includes any of the following while at school, on school premises, or at a school function under the jurisdiction of the State or LEA:

1. possession of a weapon on school premises
2. possession or use of illegal drugs, or solicitation or sale of a controlled substance
3. infliction of serious bodily injury upon another person

Should any of the aforementioned occur, after following school system procedures, a school administrator (Principal or Assistant Principal) will notify the Director of Special Education. Cirrus Academy Charter School will adhere to the following definitions as outlined in the State Rules and Regulations for these special circumstances.

For the purposes of removal, the following definitions will apply:

- Controlled substance—a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. § 812 (c)).
- Illegal drug—a controlled substance ; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- Serious Bodily Injury—has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
- Weapon—has the meaning given the term "dangerous weapon."

*** Please refer to the appended definitions for thorough explanations of the United States Codes.*

Change of Placement

When a student is removed from school for more than 10 days, this is considered to be a "change of placement." The school system is responsible for the student's educational progress; therefore IEP services must be continued. In Cirrus Academy Charter School, when a student is removed from school for more than ten days, the school administration and the student's case manager will notify parents and provide Procedural Safeguards to the parents. The Office of Special Education will be notified and a manifestation meeting will be scheduled. A Consent for Placement form will be signed anytime this type of circumstance occurs.

Serving Students Removed for 10 or More Days Interim Alternative School

Cirrus Academy Charter School has an Interim Alternative Educational Setting for students, grades 6-12, to receive academic and behavior support in the event that a child with or without a disability is removed for ten or more days. The IEP or 504 manifestation team will determine whether social skills instruction for students is appropriate.

Additional Considerations

School personnel who serve as members of the student's IEP team may take into account all circumstances when deciding if a change in placement is the right action to take for a student with a disability. IEP Team members may consider various forms of information including, but not limited to:

- student's disciplinary history
- ability to understand the consequences
- expression of remorse
- the supports that were provided to the student prior to the behavioral violation.

Appeal

The parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. To request a hearing, the parent must file a due process hearing. A judge or hearing officer hears the facts and makes a determination regarding an appeal under the disagreement.

The administrative law judge (ALJ) or hearing officer hears the facts and makes a determination regarding an appeal under the disagreement. The ALJ or hearing officer has the authority to return the child to the placement from which he/she was removed if the ALJ

determines that the removal was a violation of this Rule or that child's behavior was a manifestation of the child's disability. The ALJ may order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the ALJ or hearing officer determines that maintaining the current placement of the child substantially will result in injury to the child or others.

Appeal procedures may be repeated if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

Whenever a hearing is requested, those involved in the dispute, parents or LEA, must have an expedited impartial due process hearing. Exceptions to this statement include:

- The State is responsible for the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The ALJ or hearing officer must make a determination within ten school days after the hearing.
- The parent and LEA agree in writing to waive the resolution meeting or agree to use the mediation process.
 - A resolution must occur within seven days of receiving notice of the due process hearing request/complaint
 - The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 day of the receipt of the due process hearing request/complaint.
 - The decisions on expedited due process hearing are appealable consistent with the Dispute Resolution Rule (Please refer to this section of the manual).

Placement during Appeals

When an appeal has been made by the parent or LEA, the child must remain in the interim alternative placement setting pending the decision of the ALJ or hearing officer or until the end of the 45 school day time period, whichever comes first, unless the parent and LEA agree otherwise.

Protections for Children Not Yet Eligible for Special Education and Related Services

A child who has not been determined eligible for special education and related services who has engaged in behavior that violated a code of student conduct, may assert any of these protections if the LEA had knowledge that the child was a student with a disability before the behavior occurred.

- The parent must have expressed concern in writing to supervisory or administrative personnel or a teacher of the child, that the child is in need of special education and related services.
- The parent of the child requested an evaluation of the child for eligibility determination.
- The teacher of the child or other personnel of the LEA expressed specific concerns about the pattern of behavior demonstrated by the child directly to the Director of Special Education or the LEA or to other supervisory personnel of the LEA.

An LEA would not be deemed to have knowledge that a child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and determined not to be a child with a disability (the child did not meet eligibility criteria).

If an LEA does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against a child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is deemed to be a child with a disability, taking into consideration information from the evaluation conducted and information provided by the parents, the agency must provide special education and related services.

Please refer to the Evaluation/Re-evaluation Section of this manual for more information about the evaluation process.

Referral to and Action by Law Enforcement and Judicial Authorities

Nothing in Discipline Rule, 160-4-7-.10, prohibits the LEA from reporting a crime committed by a child with disabilities to appropriate authorities. Nothing in the Discipline Rule prevents State law enforcement or judicial authorities from exercising their responsibilities with regard to application of Federal and State law to crimes committed by a child with a disability.

The LEA reporting the crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

The LEA reporting the crime may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational rights and Privacy Act (*please see the Confidentiality Section of this manual for more about this Act*). Records requests will be fulfilled by Cirrus Academy Charter School using the following guidelines:

- Any outside agency, including the Department of Juvenile Justice, sends request for records to the child's school and the Special Education Department.
- The child's service school sends attendance, discipline, and academic records.
- The Special Education Office fulfills Special Education Records Requests, including, current Individualized Education Plan, Eligibility Report, and most recent psycho-educational evaluation.

Definitions of Special Circumstances under United States Codes Controlled Substances

Schedules I, II, III, IV, V in Section 202 (c) of the Controlled Substances Act (21. U.S.C. 812 § (c)).

Schedule I.

- A. The drug or other substance has a high potential for abuse.
- B. The drug or other substance has no currently accepted medical use in treatment in the United States.
- C. There is a lack of accepted safety for use of the drug or other substance under medical supervision.

Schedule II.

- A. The drug or other substance has a high potential for abuse.
- B. The drug or other substance has a currently accepted medical use in treatment in the United States or a currently accepted medical use with severe restrictions.
- C. Abuse of the drug or other substances may lead to severe psychological or physical dependence.

Schedule III.

- A. The drug or other substance has a potential for abuse less than the drugs or other substances in schedules I and II.
- B. The drug or other substance has a currently accepted medical use in treatment in the United States.
- C. Abuse of the drug or other substance may lead to moderate or low physical dependence or high psychological dependence.

Schedule IV.

- A. The drug or other substance has a low potential for abuse relative to the drugs or other substances in schedule III.
- B. The drug or other substance has a currently accepted medical use in treatment in the United States.
- C. Abuse of the drug or other substance may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in schedule III.

Schedule V.

- A. The drug or other substance has a low potential for abuse relative to the drugs or other substances in schedule IV.
- B. The drug or other substance has a currently accepted medical use in treatment in the United States.
- C. Abuse of the drug or other substance may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in schedule IV.

Bodily Injury

Paragraph (3) of subsection (h) of Section 1365 of Title 18, United States Code.

The term "serious bodily injury" means bodily injury which involves: A. a substantial risk of death;

- B. extreme physical pain;
- C. protracted and obvious disfigurement; or
- D. protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Dangerous Weapon

Paragraph 2 of the first subsection (g) of Section 930 of Title 18, United States Code [34 C.F.R. §300.530 (i) (1)].

The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily

injury, except that such term does not include a pocket knife with a blade of less than 2^{1/2} inches in length.

INDIVIDUAL EDUCATION PROGRAM TEAM AND IMPLEMENTATION OF THE IEP

State Board Rule: 160-4-7-.06 — Individual Education Program (IEP)

Procedures for IEP Development/Components

Individual Education Program Overview

An **Individualized Education Program (IEP)** must be developed for every disabled student who is or will be receiving special education services. This IEP becomes the important document that insures the special education student is provided appropriate educational services based on his/her special needs. The IEP is not a binding contract, for which the school system is responsible if the student does not achieve the growth projected in the goals and objectives; however, it assures that the school system will provide the special education and related services as outlined in the IEP. Additionally, any changes in special education and/or related services for a student are documented in the IEP.

The parents/guardians are notified of the proposed date, time and location of each IEP meeting in order to give them sufficient time to make arrangements to attend or to contact the school to reschedule the meeting. The parents are sent **written notice** on the Meeting Notification Form found in *Infinite Campus* regarding the meeting date and time. The school system must give the parents every opportunity for a convenient, mutually agreed upon meeting time as well as the option to reschedule so that the parents may attend.

An **Individual Education Program (IEP)** is required for each student who is served in the Special Education Program and is reviewed at least annually. The IEP is developed to meet the special needs of the student as identified by the assessments, observations, and other data collected during the referral/eligibility process. The IEP is developed after the student is determined eligible for services.

The **IEP Team Meeting** provides an opportunity for all stakeholders involved in the education of the student to meet to determine eligibility as well as discuss appropriate options to meet the individual educational needs of that student. Required members of the IEP Team include the:

- General Education Teacher;
- Special Education Teacher;
- Representative from the school system (called the Local Educational Agency);
- An individual who can interpret the instructional implications of evaluation results; and
- Parents (unless they indicate the meeting should proceed without their presence).

Other people may be invited to the team meeting at the request of the school and/or parents (such as related services providers, counselors, the school psychologist, etc.) The student, as appropriate is invited to his/her IEP meeting at any time; however, students at age 14 and above attend their IEP meetings.

In Cirrus Academy Charter School, if the Eligibility Committee recommends that the student **does not meet eligibility** for a special education program, regular education options are discussed, and the student is referred back to the Student Support Team for follow-up and continuing interventions, as needed. The SST file is sent back to the SST chair at the child's school.

If the Eligibility Committee recommends that a student be placed in any special education program, a **Parental Consent for Placement form** will be signed before services are initiated. If the parent is not present, the student's case manager will send the parent a copy of the eligibility report, the IEP, psychological report, parental rights and Consent for Placement form by mail for review and signature, following up with a telephone call to insure understanding.

If the parent did not attend the IEP meeting where eligibility and placement were decided, the date for initiation of services must be at least 10 days from the date of the IEP meeting in order to allow proper notice and opportunity for the parent(s) to respond (assuming the parent agrees to the placement and signs the Consent for Placement form).

Annual Review: Overview

The IEP must be reviewed annually. Procedures for initiating the Annual Review as follows:

- A. The student's Case Manager will send a **Notice of IEP Meeting** to the parents ten days prior to the projected review date. The projected review date must occur before the end date of the current IEP, so case managers are encouraged to begin working with parents to arrange a mutually-agreed upon date well before the ending date. A copy of the notification (for documentation purposes) is saved in *Infinite Campus*, along with all required attendees are invited are listed on the meeting notice, along with other stakeholders invited by the parent or the school. The parents will be given the names in writing of all members invited to the Annual Review.
- B. At the **Annual Review** meeting, the current IEP, including mastery/progress toward goals/objectives is reviewed by the committee and a new IEP is developed based on the student's Present Level of Performance. A copy of the new IEP is sent home with the parents if they are in attendance, or mailed if they are not present. Update any changes from the IEP meeting and a copy of

the new IEP will be saved through *Infinite Campus* for "read only" access for school personnel given the rights to that student's IEP.

NOTE: *The Parental Consent for Special Education and Related Services is required to be signed only once, at the time of the initial placement, even though the program or location of program may change.*

Placement of Transfer Students

Every transferring student from a Georgia school to the Cirrus Academy Charter School will be checked through the SLDS system in order to determine if he/she received special education services from the transferring school. If so, records will be requested from that school by Cirrus Academy staff. Records will also be requested from students outside of Georgia. Once received, the records will be reviewed by the Department of Special Education in order to determine the presence of all required information and documentation.

Copies of the record will be sent to the Lead Teacher to disseminate to the student's assigned case manager. Notice will be sent to the student's Case Manager to review the records, along with information about any needed documentation. While waiting on a new IEP meeting, the student will be placed in the appropriate program(s) based on records from the transferring school.

Within ten (10) days of the transfer or receipt of records, the Case Manager will set up a time to meet with the student's Cirrus Academy Charter School IEP team and a new Cirrus Academy Charter School IEP will be developed, following the review of the transferring IEP and eligibility information. The Cirrus Academy Charter School's **Consent for Placement** form will be signed at the IEP meeting and parents will be provided with a copy of *Parent's Rights in Special Education*.

If transfer records are received directly by the school, the records will be sent to the Department of Special Education for review.

Components of the Individual Education Program (IEP)

The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting. The IEP must include:

1. A statement of the child's present levels of academic achievement and functional performance, including:
 - a. How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - b. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
2. A statement of measurable annual goals, including academic and functional goals designed to:

- a. Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and b. Meet each of the child's other educational needs that result from the child's disability;
 - i. For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
3. A description of:
 - a. How the child's progress toward meeting the annual goals will be measured; and
 - b. When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
4. A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
 - a. To advance appropriately toward attaining the annual goals;
 - b. To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
 - c. To be educated and participate with other children with disabilities and nondisabled children in academic, nonacademic and extracurricular activities;
5. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the nonacademic and extracurricular activities;
6. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments; and
 - a. If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:

i. The child cannot participate in the regular assessment; and ii. The particular alternate assessment selected is appropriate for the child; and

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- iii. The parents of the child must be informed that the child is being assessed against alternate or modified achievement standards and any consequences of such assessments.
 - b. IEP teams must select for each assessment only those accommodations that do not invalidate the score according to state standards.
- 7. The projected date for the beginning of the services and supports and the anticipated frequency, location, and duration of those services and program modifications.
- 8. **TRANSITION SERVICES:** Beginning not later than entry into ninth grade or by age 16, whichever comes first, if determined appropriate by the IEP Team and updated annually, the IEP must include information about Transition Services:
 - a. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - b. The transition services (including courses of study) needed to assist the student in reaching those goals.

Transition Services Participants

Cirrus Academy Charter School invites the student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP Team meeting, the school system will take other steps to ensure that the student's preferences and interests are considered.

To the extent appropriate, with the consent of the parents or the adult student who has reached the age of 18, in implementing the transition requirements, the school system will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. (The determination of the knowledge or special expertise of this person must be made by the party (parents or school system) who invited the individual to be a member of the IEP Team.)

Beginning not later than one year before the student reaches age 18, the IEP must include a statement that the student has been informed of the student's rights under Part B of the IDEA, if any, which will transfer to the student on reaching his or her age 18. *This section is known as the **Transfer of Rights**.*

THE IEP TEAM is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. The Cirrus Academy Charter School ensures that each IEP Team meeting includes the following participants:

- The parent(s) of the child
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
- Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child
- A representative(s) of the local education agency who —
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - Is knowledgeable about the general education curriculum; and
 - Is knowledgeable about the availability of resources of the school system
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team
- At the discretion of the parent or the local educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

Excusal of IEP Team Member

A member of the IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability and the school system agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

A member of the IEP Team may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

- The parent, in writing, and the school system consent to the excusal; and
- The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

Transition for Children Birth through Two — Part C

In the case of a child, birth through age 2, who was previously served under **Babies Can't Wait**, an invitation to the initial IEP Team meeting must, at the request of the

parent, be sent to the Babies Can't Wait service coordinator or other representatives of Babies Can't Wait to assist with the smooth transition of services.

Parent Participation in IEP: Notification and Invitation

The Cirrus Academy Charter School ensures that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including notifying parents of the meeting early enough to ensure that they will have an opportunity to attend, and scheduling the meeting at a mutually agreed upon time and place.

The invitation to the IEP Team meeting indicates the purpose, time, and location of the meeting, participants who will be in attendance, and informs the parents of their right to invite other individuals who, in their opinion, have knowledge or special expertise regarding their child, including related services personnel. The invitation shall also inform the parents of a child previously served in *Babies Can't Wait* of their right to request that an invitation to the initial IEP Team meeting be sent to the service coordinator or other representative of *Babies Can't Wait* to assist with the smooth transition of services.

For a student with a disability, beginning not later than entry into ninth grade or by age 16, whichever comes first, or younger if determined appropriate by the IEP Team, the invitation must also indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student. The school system will invite the student and identify any other agency that will be invited to send a representative.

If neither parent can attend an IEP Team meeting, the school system will use other methods to ensure parent participation, including individual or conference telephone calls or means. A meeting may be conducted without the parents in attendance if the school is unable to convince the parents that they should attend. In this case, the school will keep a record of its attempts to arrange a mutually agreed on time and place such as detailed records of telephone calls made or attempted and the results of those calls; copies of correspondence sent to the parents and any responses received; and detailed records and results of visits made to the home or place of employment and the results of those visits.

Cirrus Academy Charter School will take whatever action is necessary to ensure that the parents understand the proceedings of the IEP Team meeting, including arranging for an interpreter for a parent who is deaf or whose native language is other than English.

A copy of the IEP is provided to the parents at no cost. Special education staff, including administrators, teachers, and case managers, are available to review explanations of proceedings to parents. Additionally, Cirrus Academy Charter School ensures that the parents of each child with a disability are members of any group that makes decisions on the child's educational placement.

When the IEP Must be in Effect

At the beginning of each school year, the IEP will be in effect for each child with a disability served by Cirrus Academy Charter School.

Initial IEP Services

Cirrus Academy Charter School ensures that:

- A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; and
- As soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP.

Accessibility of Child's IEP to Teachers and Others

Each student with a disability's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for the implementation of the student's IEP. Each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP; and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

- Special education teachers and related service providers have access to IEPs on *Infinite Campus*.
- Regular education teachers can review IEPs with the student's case manager.
- Each regular education teacher is provided with a copy of the student's classroom and testing accommodations, and supports, including behavior intervention plan, behavior contract, if any, etc.

Inter and Intra-State Transfer of Students with IEPs

IEPS for Children who Transfer to Cirrus Academy Charter School from Another Georgia System

If a child with a disability transfers to Cirrus Academy Charter School in the same school year from another school within Georgia, the Cirrus Academy Charter School, in consultation with the parents, will provide a Free and Appropriate Public Education (FAPE) to the child (including services comparable to those described in the child's IEP from the previous school system), until Cirrus Academy either:

- adopts the child's IEP from the previous school system; or
- develops, adopts, and implements a new IEP that meets all IEP requirements set forth in State Board of Education rules.

IEPs for Children who Transfer from Another State

If a child with a disability who had an IEP that was in effect in another State transfers to Cirrus Academy Charter School within the same school year, Cirrus Academy Charter School, in consultation with the parent, will provide the child with Free and Appropriate Public Education (including services comparable to those described in the child's IEP from the previous school system, until the Cirrus Academy:

- Conducts an evaluation if determined to be necessary, and
- Develops, adopts, and implements a new IEP, if appropriate.

All paperwork for transferring students with disabilities will be requested from the previous school by Cirrus Academy Charter School. School administrators, counselors, special education teachers, general education teachers, and the school psychologist, as appropriate, will be notified when paperwork has been received. School staff will send copies of the records to the special education teacher. When received, the special education teacher will review the documents and schedule an IEP meeting with the IEP team. Within ten (10) days of the transfer or receipt of records, the Case Manager will set up a time to meet with the student's Cirrus Academy Charter School's IEP team.

A Cirrus Academy Charter School IEP will be developed, following the review of the transferring IEP and eligibility information. The student's IEP will be put in Infinite Campus. At the IEP Meeting

- a. The Cirrus Academy Charter School's **Consent for Special Education and Related Services** form will be signed.
- b. Parents will be provided with a copy of *Parent's Rights in Special Education*.
- c. Authorization to Release Information

After the meeting, the case manager will send the final copy of the IEP, Notice of IEP Meeting, Consent for Special Education and Related Services, and Authorization to Release to the parent. Original paperwork will be sent to the Department of Special Education for State reporting purposes and filing.

FERPA and Transmittal of Records

To facilitate the transition for a child who transfers to Cirrus Academy Charter School:

- a. The Cirrus Academy Charter School works diligently to promptly obtain the child's records, including the IEP, eligibility report, psychological evaluation report, supporting documents, and any other records relating to the provision of special education or related services to the child, from the previous school system in which the child was enrolled, pursuant to the Family Educational Rights and Privacy Act (which does not require prior parental consent to disclose education records to officials of another school where the student seeks or intends to enroll); and

- b. It is expected that the previous school system in which the child was enrolled will take reasonable steps to promptly respond to the request from Cirrus Academy Charter School.

Development of the IEP

In developing each child's IEP, the IEP Team considers:

1. The strengths of the child
2. The concerns of the parents for enhancing the education of their child
3. The results of the initial or most recent evaluation of the child
4. The results, as appropriate, of the child's Statewide or district-wide assessments
5. The academic, developmental, and functional needs of the child.
6. Consideration of special factors. The IEP team must:
 - a. In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies, to address that behavior in the IEP or behavioral intervention plan;
 - b. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - c. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media, that instruction or the use of Braille is not appropriate for the child;
 - d. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - e. Consider whether the child needs assistive technology devices and services.

Cirrus Academy Charter School ensures that **Extended School Year** services (ESY) are available, if determined necessary, to provide a free and appropriate public education. Extended School Year services are provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of free and appropriate public education (FAPE) to the child. Cirrus Academy Charter School does not limit Extended School Year services to a specific disability category or unilaterally limit the type, amount or duration of those services.

The IEP Team determines if Extended School Year services are needed as part of the child's free and appropriate public education. In doing so, the team considers the individual needs of the child. If the IEP Team determines that Extended School Year services shall be provided, it shall:

- Indicate which goals are being extended or modified to deliver the child's free and appropriate public education (FAPE); and
- State the specific services needed, the amount of time for each service, the beginning and ending dates for the services and the service provider and location.

The Cirrus Academy Charter School provides Extended School Year services as required by the child's IEP and all necessary transportation at no cost to the parent unless the parent agrees to provide transportation.

Participants of IEP Meeting: Requirements with respect to a regular education teacher. A regular education teacher of a child with a disability, as a required member of the IEP team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of:

- Appropriate positive behavioral interventions and supports and other strategies for the child; and
- Supplementary aids and services, accommodations, program modifications, and support for school personnel.

IEP Changes or Amendments

Changes or amendments to the IEP may be made either by the entire IEP Team at an IEP Team meeting or by agreement between the parents and the LEA. In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent(s) of a child with a disability and the school system may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

If changes are made to the child's IEP, Cirrus Academy Charter School ensures that the child's IEP Team is informed of those changes. The amendment will be put into *Infinite Campus* which all appropriate school personnel have access. The parents will receive a copy of the amendment. Classroom teachers will receive copies of any changes of the Behavior Intervention Plan, Accommodations, and Supplementary Aids and Services.

Review and Revision of IEPs

The Cirrus Academy Charter School ensures that the IEP team reviews the child's IEP at least annually, to determine whether the annual goals for the child are being achieved, and revises the IEP, as appropriate, to address:

- Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;

- The results of any reevaluations conducted.
- Information about the child provided to, or by, the parents; • The child's anticipated needs; or • Other matters.

In Cirrus Academy Charter School, it is appropriate to consolidate reevaluation meetings for the child and other IEP Team meetings for the child (i.e., annual review).

Consideration of Special Factors

In conducting a review of the child's IEP, the IEP team must consider the special factors described above. A regular education teacher of the child, as a member of the IEP Team, must participate in the review and revision of the IEP of the child.

There are several reasons for failure to meet transition objectives:

- If a participating agency, other than the school system fails to provide the transition services described in the IEP, Cirrus Academy Charter School will reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

Nothing in this part relieves any participating agency, including the State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

Children with Disabilities in Adult Prisons

The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons (Department of Corrections):

- Participation of children with disabilities in State and district-wide assessments;
- The requirements related to transition planning and transition services do not apply to children whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

The IEP Team of a child with a disability who is convicted as an adult and incarcerated in an adult prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

The IEP requirements in this Rule and the Least Restrictive Environment (LRE) requirements do not apply with respect to the modifications described in this section.

Procedures for Notification of Meetings (IEP, Re-Evaluation, Eligibility, etc.) IEP Meeting Notice

The parent must be notified of the proposed date, time and location of an IEP meeting to give sufficient time to make arrangements to attend or contact the school to reschedule the meeting. The notice should include the purpose of the meeting (including transition planning, if appropriate); the proposed date, time and location of the meeting; as well as the names (whenever possible) and positions of the people that the school will invite or have invited to attend.

The parent may request to reschedule the IEP meeting or to participate by telephone via a conference call if attending in person is not possible.

There are two circumstances in which a required member of the IEP Team may be excused:

- When an IEP Team member's area of curriculum or related services is NOT being changed or discussed at the meeting, the parent and the system may agree to excuse the team member from all or part of the meeting if the parent consents in writing to this excusal; or
- When the IEP Team member's area of curriculum or related services is not being discussed at the meeting, the parent and the system may excuse an IEP Team member from all or part of a meeting if the parent consents in writing to the excusal and the person submits relevant written input to the IEP Team prior to the meeting. Notification must be given 10 calendar days prior to the meeting.

The School must make reasonable attempts to involve the parent. One attempt must be a written notice. Documented attempts may include, but are not limited to:

- Telephone conversations
- E-mail
- Notice sent in mail
- Notice sent with student
- Certified Mail
- Home visit
- Student Support Specialist/Social worker

Should the IEP team determine that reasonable attempts were made to involve the parent, and the School has documentation of said attempts, then the IEP team may proceed with the meeting without the parent.

If a response is given stating that parent will attend, you may proceed with the meeting with or without the parents in attendance. If the parent requests to reschedule, you should not proceed without them, unless you have consulted with CACS's legal counsel about the situation.

Participants to be included are:

- Parents of the child or surrogate parent if the child is a ward of the state;
- At least one regular education teacher of the child (if the child is, or may be participating in the regular education environment);
- At least one special education teacher or provider of the child;
- Other representative(s) of the local education agency who —
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - Is knowledgeable about the general education curriculum; and
 - Is knowledgeable about the availability of resources of the school system
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team
- At the discretion of the parent or the local educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

Others who may also attend

- Related Service Providers, if appropriate (SLP, OT, PT)
- Student, if transition is being discussed or if the child is 16 or older or in 8th grade
- Any other appropriate personnel or person invited by the parent.

Developing the IEP

When beginning the IEP meeting: • Review the purpose of the meeting;

- Introduce all team members;
- Review the agenda for the meeting, if developed;
- Review Parental Rights;
- Discuss reason for referral, if appropriate.

In a successful IEP meeting:

- Decisions are documented;
- There is a clear understanding of who is responsible for designated tasks, i.e., Action Plan;
- All team members are active participants; • Team members are open, honest, and positive.

Team Members/Case Manager

At the beginning of the year or once a child is referred, the case manager and other team members are established. All staff that will work with the child or assess the child should be

set up as team members and included on the Notice of IEP Meeting, including parents and the student (if over 14).

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Performance is the basis for the development of the entire IEP including the Transition Plan, the Goals/Objectives, and the Classroom and State Assessment Accommodations. The Present Levels should include academic, developmental, and functional performance. It should be specific and individualized and related to measurable findings and observations.

The Present Levels of Performance must include the most recent state assessment and system level assessment results (within the last two years). This is not a listing of state scores or grades, only. Pertinent formal or informal testing data should be included along with an explanation of the information which better defines the current levels of the student. This information will help in linking goals and objectives that may need to be developed for the student.

The Present Levels of Performance include statements identifying the student's academic, developmental, and/or functional strengths and weaknesses. In addition, each identified area of significant deficit should be addressed in the annual goals, short-term objectives, if appropriate, accommodations/modifications, and special education and related services. The Present Levels of Performance must include parental input whether the parent is present at the meeting or not. The parental input may be from a previous discussion with the parent during the school year. Additional parental input may also be included in the minutes of the IEP. It is best practice for the IEP to document how the parent's concerns have been or will be addressed.

A discussion of the impact of the disability on involvement and progress in the general education curriculum or for preschool in appropriate activities is included.

Considerations of Special Factors are addressed with statements written where needed. The need for a **Behavior Intervention Plan** is documented in this area. If the student needs or is using an **assistive technology** device or **alternative format** for instructional materials, this is where the need is documented.

Transition Planning must begin at end of 8th grade or by age 16, whichever is first. In Cirrus Academy Charter School, the Transition Plan will be in place prior to the student's ninth grade year.

An assessment of the skills and interests related to education, employment, training, and independent living skills (as appropriate) should be conducted in conjunction with the

development of the transition components. The initial transition assessment may be prior to the eighth grade and could occur when a reevaluation consideration is conducted. It should also be ongoing and fluid.

Assessment tools that clearly describe a child's strengths and weaknesses and document a child's interests and perceptions about their skills should be utilized. Surveys and interviews work well for this type of assessment. Also, there are six characteristics that should be considered when conducting a transition assessment. The assessment should be

1. child centered
2. continuous
3. occurring in many places
4. involving a variety of people
5. have understandable data
6. be sensitive to cultural diversity

Desired Measurable Post-Secondary Outcome/Completion Goals should be measurable post-secondary outcome/completion goals of what the child wants to achieve *after* graduation. They should be "major life accomplishments" or "completion goals." These should be in the areas of Education/Training, Employment and Independent Living (as appropriate). These goals should be written in easy to understand language. These outcome/completion goals can change and become more refined as the child has more experience and gets closer to graduation. They should occur after the child graduates from school.

Transfer of Rights will be discussed and dated if student is 17 years old and older. Once the student turns 18 years old, it must be documented and dated that the student has been informed that the rights have been transferred.

Measurable Transition IEP Goals are based on age appropriate transition assessment and include transition activities and services appropriate to attain the Post-Secondary Outcome/Completion Goals. This section should include *measurable* transition IEP goals that directly relate to the how, when, where, and what is needed to complete each postsecondary outcome/completion goal. The goals should be relevant to "how to get to" the desired post-secondary outcomes. They must be meaningful.

This section is divided into Education/Training, Development of Employment, Community Participation, Adult Living Skills and Post School Options, Related Services and Daily Living Skills (as appropriate). There will be at least one measurable transition IEP goal for Education/Training and Employment. Measurable transition goals for Independent Living are addressed as appropriate.

Transition Activities and Services address the transition activities and services that are needed to attain these measurable goals. Transition Activities and Services are planned to meet the "what is needed to achieve these goals" criterion. Many activities and services are documented, planned, and implemented for each goal. In Cirrus Academy Charter School, there will be a minimum of two activities for each goal.

Persons and Agency Involved includes the people who will help the child achieve the goals. Documentation is provided that these persons were invited to the Transition IEP meeting and that the parents and student (if over 18) were notified of their possible attendance.

Date of Completion and Achieved Outcome is left blank and then completed at the next annual review.

Measurable Annual Goals & Short Term Objectives

In the last reauthorization of the *Individuals with Disabilities Education Act* (IDEA) and the latest Georgia State Regulations, short term objectives are not required for all students in special education. Only those **students who participate in the Georgia Alternate Assessment (GAA) are required to have short term objectives.**

However, there is nothing that prohibits a system from requiring short term objectives or benchmarks for all special education students. IEPs developed for Pre-Kindergarten students and IEPs written for students who participate in an adaptive curriculum (tested through GAA) require goals *and* objectives. Other IEPs that may be written with goals and objectives are those IEPs for students in special circumstances and objectives included because of teacher's professional judgment. All other IEPs for students who participate in standardized tests can be written with measurable annual goals only.

These goals must:

- be skill building—What *skills does the student need to develop in order to access, participate and make progress in the general curriculum and school activities?*
- contain a target behavior, condition and criteria—Clear and measurable present levels make writing clear and measurable goals easier.
- have a data collection strategy that supports the measurability of the goal.

Measurable annual goals are written to address an individual student's deficits to enable that student to *make progress* in grade level standards. All students are expected to be working toward grade level standards, so it is not necessary to list those standards in the IEP.

Student Supports, Accommodations, Supplemental Aids and Services and Supports

All new teachers of special education students are provided access to the IEP, including classroom and state assessment accommodations, through Infinite Campus.

State Testing

Allowable accommodations for state testing may only be allowed when agreed upon by the IEP Team. The state testing accommodations are accommodations that are also used throughout the year and not only for state testing. The allowable assessment accommodations may be found in the annually updated Georgia Assessment Manual. Decision-making guides for selection of appropriate assessment accommodations can be found in the Georgia Accommodation Manual.

Rules should be followed carefully when choosing a conditional accommodation for a student and should be chosen rarely. If this choice is made by the IEP Team, the

Director of Special Education and Testing Coordinator must be contacted. Tests administered with conditional modifications will not count towards *College and Career Ready Performance Index* (CCRPI) measurements.

Only students with significant cognitive disabilities may be allowed to participate in the Georgia Alternate Assessment (GM), and this decision is documented in the IEP.

Services in General Education, in Special Education, & Related Services

Services in General Education include Consultation, Supportive Instruction, Collaborative, and Co-teaching. Services in Special Education setting include resource and self-contained (both considered small group instruction) and now defined as a "separate class."

Related Services include Occupational Therapy, Physical Therapy, Special Transportation, Adapted PE, Interpreter, and Orientation and Mobility, Counseling, School Health/Nursing Services, School Social Work, Audiology, Diagnostic Services, and Psychological Services.

Options Considered

All service options considered are discussed and documented in the IEP. Once the options are decided upon, a WHY statement should be included which describes the extent to which the student will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities, if this is the case.

Extended School Year Services (ESY)

The IEP team will decide whether the child needs Extended School Year (ESY) services or will document either a date by which the team will reconvene to determine the need or will write a rationale statement of why the student does or does not need the service. If the team decides to reconvene, you must meet on or before that date.

Functional Behavioral Assessment

The purpose of a Functional Behavioral Assessment is to determine the relationship between the environment and the occurrence of behavior. In other words, the assessment seeks to determine what elicits the behavior and what goal the behavior is achieving (hence, its function). Signed **Consent for Evaluation** is required prior to conducting FBA.

- The IEP Team begins by listing student's behaviors that have resulted in missed instructional time and possibly disciplinary action.
- The team will prioritize the behaviors and choose the top one to three behaviors to focus on for the functional assessment.

- The team must describe the behavior in such a way that there is no doubt what the behavior looks like and when it is occurring. The behavior must be described so that it is observable, measurable, and clear to an observer.
- The team should recall and summarize everything that has been done in the past in order to prevent or minimize the problem behavior (Changing seat, modifying assignments, teaching anger management strategies).
- The team should consider characteristics that are unique to a student (physical, emotional, cognitive, social, and academic).
- The team should determine why a behavior is occurring:
 - How often does the target behavior occur and how long does it last? ○ Where does the behavior typically occur? Where does it never occur? ○ Who is present for the occurrence/nonoccurrence of the behavior? ○ What is going on during the occurrence/nonoccurrence of the behavior? ○ When is the behavior most likely/least likely to occur?
 - How does the student react to the usual consequences that follow the behavior?

In order to answer these questions, the team utilizes: observation, interviews, behavior rating scales, discipline records, special education records, notes from parents, teachers, and student, etc. The IEP Team should collect enough information to effectively answer the above questions.

A functional assessment of an individual's behavior is based on the assumption that all behaviors serve some purpose for that person. In identifying the function of a behavior, the team must identify events, which occur before a behavior (antecedent) and the events that follow a behavior (consequences).

According to the **Implementation Manual for the Special Education State Rules**, if an IEP team has adequate information to develop a Behavior Intervention Plan (BIP), a Functional Behavior Assessment (FBA) may not be required. Although not required, in Cirrus Academy Charter School, best practice is to conduct a Functional Behavioral Assessment prior to the development of a Behavior Intervention Plan.

The IEP Team must develop intervention plans (**Behavior Intervention Plan**) based on the information provided through this Functional Behavioral Assessment. The following techniques are considered when designing behavior intervention plans:

1. manipulate the antecedent and/or consequences of the behavior;
2. teach more acceptable behavior replacement behaviors that serve the same function as the inappropriate behavior;
3. implement changes in curriculum and instructional strategies; and 4. modify the physical environment.

To be meaningful, plans need to be reviewed at least annually and revised as appropriate. However, the plan may be reviewed and reevaluated whenever any IEP Team member feels that a review is necessary.

A Behavior Intervention Plan is not just punishment. It is designed to help a student learn to stop herself/himself from repeating inappropriate behavior.

Extended School Year Services

Local school districts are required to consider the need for Extended School Year Services (ESY) for each student with a disability. ESY may be necessary to provide a particular student a free appropriate public education as required by the *Individuals with Disabilities Education Act (IDEA)*. As with all other programming needs, the need for ESY is documented via data gathered about the student's performance in relation to the IEP goals and objectives throughout the year.

Extended School Year (ESY) must be addressed at least annually in all Individual Education Program (IEP) meetings. The rationale for any decision must be indicated on the IEP. Extended School Year services may include a variety of program delivery models. The following factors are considered when reviewing whether a student is eligible for Extended School Year services:

- Nature of child's disability
- The severity of the disability
- The age of the student
- The areas of learning crucial to the child's attainment of self-sufficiency and independence
- The contents of any applicable transition plan
- Areas of student's curriculum which need continuous attention;
- Progress on skills as identified in the IEP goals and objectives which address, as appropriate, the student's needs in the areas of academics, communication, social, behavior, motor, vocational, and mobility
- The rate of progress for the student or the rate of regression which may limit the student's ability to achieve IEP goals and objectives
- The relative importance of the IEP goals at issue
- Whether related services are needed to enable the student to progress toward IEP goals
- Whether there were any delays or interruptions in services during the school year • Other pertinent information such as emerging skills.

Recommended sources of information when considering whether a student with disability requires Extended School Year services:

Assessment information maintained on the student, including pretest and posttest data;

- Current IEP and pertinent curricula information;
- Progress reports maintained by teachers, therapists and others having direct contact with the student before and after breaks in educational programming.
- Educational, medical or psychological records of the student from public and private sources;
- Prognosis or opinions of educators, medical personnel, parents, and others who work with the student;
- Achievement of goals on successive IEPs;
- Reports by parents of negative changes in adaptive behaviors over extended break periods;
- Progress reports of teachers contrasting present and previous levels of achievement;
- Medical and other agency reports indicating degenerative type difficulties that become exacerbated during breaks in educational programming.

Documentation of Extended School Year Services

If a student is determined eligible for Extended School Year services by the IEP team, the team must:

- Indicate which goals and objectives from the current school year are being extended or modified. Such extension is needed to develop a free, appropriate public education (FAPE).
- The specific services needed
- The amount of time for each service
- The beginning and ending dates for the services
- The service provider and location

Extended School Year services will be provided when recommended in the student's IEP, and all necessary transportation is offered at no cost to the parent. Special Education and Related Services necessary to meet an individual student's needs shall be provided by qualified personnel.

Case Manager Responsibilities

It is the responsibility of each student's Case Manager to become very familiar with each of his/her student's IEPs. The Case Manager:

- Ensures that a student's IEP is reviewed at least once annually, and amended during the school year if warranted.
- Keeps track of student progress and ensure that Progress Reports are sent to parents with all Report Cards.
- Ensures that all classroom and testing accommodations are carried out.

- Makes sure that IEPs are fully and accurately implemented; the hours of service stated in the IEP match the student's actual schedule.
- Ensures that all of the student's teachers have access to the IEP • Monitors both the academic and behavioral progress of students.
- Contacts parents at the beginning of the school year.
- Participates in Eligibility /IEP meetings for new referrals; sending out Parent Notification of Meeting, developing the IEP, insuring that the parents receive copies, parental rights at least annually, etc.
- Prepares paperwork in a timely, efficient, and accurate manner.
- Finalizes all IEPs within three to five days from the meeting.
- Sends appropriate paperwork to the Department of Special Education
- Carries out other duties essential to provide Student assigned to the Case manager a free appropriate public education

IEP Amendments

After the annual IEP meeting, there may be a need to change, or amend, the IEP. This can be done either by reconvening the IEP Team to amend it or by mutual agreement between the parent and system to make changes to the written document without a meeting. The parent always retains the right to request a meeting for any and all changes or amendments to the IEP. Regardless of the method of changing the IEP, the parent must be provided a copy of the changes in a timely manner and an explanation of those changes.

How can an IEP be amended without having a face-to-face meeting?

Following communication with the parents, if both the school and parents agree that a meeting is not necessary to amend the IEP, an amendment can be made. The parents and staff working with the student must be provided a copy of the amended IEP. The amendment is developed using Infinite Campus. If the services change, be sure to use the Amendment with the Services Grid.

Can a change in time or placement on the IEP be made without a meeting— as part of an amendment? Are there any changes that can be made to an IEP that require a meeting, and cannot be made through the use of an amendment?

The answer to both of these questions is yes, if the School and parents agree. The Individuals with Disabilities Education Act (IDEA) does not specify any specific circumstances in which these changes may be made. Professional judgment should be used to determine when it is necessary to convene a meeting. Amendments are intended to relieve the paperwork burden when minor changes need to be made in the IEP to which both the School and parents agree.

Is it permissible to have only one signature, representing one person at the "meeting," on the IEP Addendum form?

Yes. When a case manager contacts the parent by phone to discuss a change to the IEP and both parties agree to the change, the case manager may write up the agreed upon changes

as an IEP Addendum and document the method of contact (i.e.—phone call or impromptu conversation) on the Parent Notification of Meeting Response Section. If either party requests that a meeting should be called, then a meeting should be arranged to discuss and document the changes. Best practice is to have a second school official in the room when the phone conversation or impromptu conversation is taking place; however, it is permissible to have only one signature if both parties agree to the change.

Dismissals

For dismissals from special education services, there must be a review of data indicating that the child is not a child with a disability. This must be shared with the parents. To meet the requirements of prior written notice, the parents must be informed of changes, what data was considered, and what options were considered. Completing or updating the Reevaluation Determination form will document this need. Therefore, dismissals must be initiated with a *Reevaluation Determination* meeting.

PROFESSIONAL LEARNING

Implementation of the IEP with fidelity is at the heart of serving students with disabilities. At the beginning of each school year, professional learning on IEPs will be provided to all special education staff by the Special Education Director. Throughout the year, the Lead Special Education teachers at each school will contact the Special Education Director if additional training is needed. When/if new staff is hired during the year, professional learning will be provided.

MONITORING

Thorough implementation of the IEP includes the essential steps of scheduling/holding annual reviews and redeterminations, progress monitoring of student goals, and timely completion/turn-in of all required paperwork. Each case manager is charged with ensuring full implementation with fidelity. It is the responsibility of the CACS Special Education Director to ensure the fidelity of the process through monitoring the GOIEP Dashboard for timeliness and completion and checking random selection of progress monitoring notebooks each semester. Technical Assistance/Corrective Action will be provided as needed by the Special Education Lead teachers, Special Education Director, and school administrators.

State Board Rule: 160-4-7-.14 -- Personnel, Facilities, and Caseloads Maintenance of Credentials for Professional Employees

Maintenance of current credentials is the ongoing responsibility of any professional employed by or under contract with the Cirrus Academy Charter School.

Maintenance of records of current credentials is the ongoing responsibility of the Cirrus Academy Charter School. Cirrus Academy Charter School will recruit, hire, train and retain an adequate supply of highly qualified (certified or licensed) personnel, including special education, related services (therapists) and Leadership personnel, to meet the needs of children with disabilities.

Related service personnel who deliver services in their discipline or profession must maintain current, State approved or recognized certification, licensing, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services. Related service personnel must have not had certification or licensure requirements waived on an emergency, temporary or provisional basis.

The required standard credential for all personnel providing educational interpreting for children who are deaf or hard of hearing in Cirrus Academy Charter School, regardless of job title, shall hold a current Georgia Quality Assurance Screening (G-QAS) rating of Level III or higher in both interpreting and transliterating , as approved and maintained by the Georgia Department of Labor/Vocational Rehabilitation Program (DOL/VR), and/or documentation of advanced interpreting skills and qualifications through current national certification from the Registry of Interpreters for the Deaf (RID), and/or documentation of advanced interpreting skills and qualifications through current national certification from the National Association of the Deaf (NAD) Levels III, IV or V, and/or documentation of advance interpreting skills and qualifications through a current Educational Interpreter Performance Assessments (EIPA) rating of Level 3.5 or higher. The EIPA rating cannot be more than five years old.

Maintenance of current credentials shall be the ongoing responsibility of any educational interpreter employed by the Cirrus Academy Charter School for purposes of educational interpreting for children who are deaf or hard of hearing. Maintenance of records of current credentials shall be the ongoing responsibility of the Cirrus Academy Charter School and current credentials of educational interpreters are filed with other personnel records (e .g., teacher certification credentials).

The Department of Human Resources maintains all credentialing documentation.

Classroom Size and Appropriateness

The Cirrus Academy Charter School provides classrooms of suitable size in distraction-free areas, as required by the type of program or services to be established, with appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual children to be served. The school follows this Georgia Department of Education policy as a safeguard to prevent placing children with disabilities in classrooms that are too small, have visual or auditory distractions or do not have items necessary to provide appropriate instruction.

Maximum Class Size and Caseload by Eligibility Category

Cirrus Academy Charter School follows the Georgia State Board of Education Rules that mandates thirty-eight square feet to be provided for each child in the class with a variance of 10 percent depending upon the total number of personnel in the class at any time, the type of children and class, the kind and amount of furniture and equipment required, and the necessity for storage capabilities. Special circumstances shall be reviewed by the Director in charge of Facilities and the Facilities Department of the Georgia Department of Education.

Maximum class sizes and caseloads for personnel providing services for children, ages 3 through 5, in Community, Full Day, and Part Day classes, with a paraprofessional: **Preschool**

Special Education Maximum Class Size/Caseload

Full Day 8; with Para 16

Part Day 12; with Para 32

Community Setting N/A 32

Special Education Maximum Class Size: See Appendix Class Sizes and Caseloads

NOTES:

Each paraprofessional is the equivalent to 1/3 teacher and affects individual class size proportionately. Various teacher/paraprofessional models shall be averaged independently. If students from different exceptionalities programs are within the same segment, the maximum class size shall be determined by the program with the smallest class size.

Middle school and high school students served in a departmental model shall have an individual maximum class size of seven without a paraprofessional and ten with a paraprofessional, provided the number of students of any one exceptionality within the class does not exceed the individual maximum class size for that exceptionality.

EXCEPTION TO INDIVIDUAL MAXIMUM CLASS SIZE

The individual maximum class size with a paraprofessional may be increased as noted for two segments per day per teacher for the school year. Maximum teacher/pupil ratio without a paraprofessional may not be increased.

State Board Rule: 160-4-7-.15 -- Georgia Network for Educational and Therapeutic Support (GNETS)

The Psychoeducational Network is known as the **Georgia Network for Educational and Therapeutic Support (GNETS)**. The GNETS programs support the local school system's continuum of services by providing comprehensive special education and therapeutic support for the children served. The purpose of the GNETS is to prevent children from requiring residential or other more restrictive placements by offering cost-effective comprehensive services in local areas.

The Georgia Network for Educational and Therapeutic Support (GNETS) program provides comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). Families have the opportunity to be engaged in all aspects of service planning. Child specialists (educators, psychologists, social workers, psychiatrists, behavior support specialists, or etc.) from a variety of professions collaborate on behalf of the children served. All programs may serve children ages 3 through 21 years by the program staff in classes, with direct therapeutic services, evaluation and assessment or other services as appropriate.

The **Pathways Psychoeducational Program**, which is utilized by Cirrus Academy Charter School, is designed for students with severe emotional/ behavioral disorders for whom a more restrictive setting is required than is available in the child's current educational setting. This program is the most restrictive environment for EBD students within the public school system.

Documentation of On-Going Effectiveness and Improvement

All GNETS programs must have an on-going system for documenting effectiveness and program improvement based on Georgia Department of Education (Georgia Department of Education (GaDOE)) requirements and guidance from stakeholders. Data is kept on each Cirrus Academy Charter School student to validate program effectiveness through measurement of annual goals/short-term objectives and statewide assessment results.

Positive Behavioral Interventions and Supports

The GNETS program is required to utilize evidence-based positive behavioral interventions, supports and other strategies designed to increase children's resilience and social, emotional competence.

Academic Curriculum

The academic curriculum for all children participating in the GNETS program is Georgia's general education curriculum.

Eligibility and Placement

Students receiving services through a GNETS Program are referred by the Cirrus Academy Charter School through the Individual Education Program (IEP) process. An IEP team may consider in-class services by a GNETS program for a child with an emotional and behavioral disorder based upon documentation of the severity of the duration, frequency and intensity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). This documentation includes prior extension of less restrictive services and data which indicate such services have not enabled the child to benefit educationally.

An IEP team, which includes GNETS personnel, may consider services by a GNETS program based upon documentation of the severity of the duration, frequency, and intensity of one or more characteristics of the disability category of emotional and behavioral disorders (EBD). Other eligible students with disabilities may receive GNETS services when the frequency, intensity, and duration of their behaviors is such that this service is deemed by those students' IEP teams to be appropriate to meet the students' needs. Students who are served directly in GNETS classes are those requiring the intensive therapeutic interventions and educational support that GNETS programs are designed to provide.

Documentation must include evidence that appropriate research-based interventions were provided for a significant length of time and data that indicate such interventions have not enabled the child to benefit educationally. Additional evaluations prior to placement may also be necessary.

Placement in a GNETS program is determined by the student's IEP team. GNETS directors and special education directors should collaborate both to ensure that GNETS program staff are included in IEP meetings when GNETS services are being considered and to develop a process to consider all available data and information in order to facilitate a student's entrance and exit from a GNETS program.

Procedures for Placement Consideration:

- The special education teacher contacts the county's behavior specialist/ Special Education Director to identify any interventions that may help the student be successful at the home school. The recommended interventions are implemented with integrity.
- The special education teacher contacts the Special Education Director to discuss the student and obtain approval to proceed with referral. If appropriate, other interventions are recommended and tried at the home school. An IEP committee

- meeting is held to review the present level of academic and functional performance & discuss all options including a GNETS referral.
- The Special Education Director contacts Pathways Coordinator to discuss the student.
 - The Pathways consideration for placement packet is completed and sent to the Pathways Coordinator.
 - The Pathways Coordinator sends a GNETS staff person to the home school to observe the student and review the due process file and other records, such as discipline, attendance records and anecdotal notes.
 - An FBA must be updated or completed. A current IEP with Behavior Intervention Plan which is being implemented along with behavioral/emotional goals must be included. It is best practice for the student to be receiving services for at least half the school day.
 - Transfer students meet at home school to discuss student's needs
 - Parents/guardians are informed by the home school that a placement at Pathways is being considered. The Pathways Program Information for Parents/Guardians is provided to parents/guardians.
 - o The case manager should let parent(s) know that they are invited to contact the Pathways Program Coordinator to schedule a visit if they wish.
 - If needed, the Pathways Coordinator directs the home school to hold a reevaluation determination meeting to initiate additional testing.
 - The referring school schedules an IEP meeting and invites the Pathways Coordinator or her representative to the meeting.
 - After testing is reviewed and options have been considered and discussed, if placement in the Pathways program is determined to be the least restrictive environment for the student, the case manager will inform the Special Education Administrative Assistant who will work with Pathways personnel to arrange transportation (if warranted).
 - The home school is responsible for submitting the file within the required time period, completing the necessary corrections, and delivering the referral packet to the Office of Special Education.

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- The Office of Special Education will deliver the educational information to the Pathways Coordinator.

Other Information

- GNETS students' IEPs should be developed on the LEA IEP forms.
- The LEA is responsible for the provision of FAPE to all students, including those served by a GNETS Program; and participation in the development and revision of the IEP is required. Federal regulations and Georgia Special Education Rules require the IEP team to consider the full continuum of placement options. All required team members must attend the scheduled IEP meetings.

Exit Procedures:

- The GNETS coordinator contacts the home district Special Education Director to discuss student's possible transition to his/her home school.
- The local Special Education Director contacts the student's home school to discuss possible transition.
- Observations by home school personnel (case manager/administrator) are conducted prior to IEP meeting.
- Home school personnel reviews data and educational information prior to the IEP meeting.
- An IEP meeting will be scheduled with all the required personnel to discuss educational services and placement.

Once the IEP team determines that the home school is the least restrictive environment for the student, GNETS personnel should work with the home school to develop a transition plan that will help the student be successful.

Exit Criteria

Georgia's Special Education Rule 160-4-7-.15 requires that exit criteria be developed upon entry into the GNETS program as part of the IEP process. Exit criteria are based upon the behaviors that necessitated GNETS services and the data that supported the placement. If a student later exhibits behaviors with severity of duration, frequency, and intensity that were not present upon entry into GNETS, exit criteria may be revised to include those behaviors. Exit criteria should include the following:

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- Target behavior described in measurable and observable terms
- Data on target behavior at initial placement
- Criteria for target behavior for consideration of exit from GNETS program
- Method of data collection/evaluation

Progress toward meeting the exit criteria should be regularly monitored, and instruction should be adjusted if progress is not being made. As a student progresses toward meeting exit criteria, GNETS personnel should collaborate with the LEA representative to assist in planning for a smooth transition back to the LEA.

Other Information:

Exit Criteria is established based on the severe behaviors that necessitated placement, and/or continued placement, in a GNETS program.

GNETS students should not be held to higher standards than SWD in the LEA (see below) such as passing grades, general discipline referrals, or attendance (unless school phobia was documented in referral process) as these behaviors would not necessitate a GNETS placement.

Exit criteria are individualized and rarely would look the same for more than one student.

Passing grades, general discipline referrals & attendance would not be criteria for exiting the GNETS program.

Exit criteria should be written in the same way that IEP goals are written - with conditions for specific, observable, and measurable target behaviors including criteria for performance and specific length of time.

Exit criteria must be reviewed at least annually and may be modified to reflect needs.

May a student who has met exit criteria but still has some behavioral problems be prevented from returning to his LEA? If a student is no longer exhibiting the severity of the duration, frequency, and intensity of the behavior that warranted GNETS services, a return to the LEA should be considered by the IEP team. Students coming from GNETS classes should not be held to a higher behavioral standard than their peers in the LEA. If a student still has some behavioral problems, the IEP, the Behavior Intervention Plan, and a well formulated transition plan should be developed to provide the necessary supports for students.

Area of General Supervision III: Student Progress

Free Appropriate Public Education (FAPE)

160-4-7-.02 FREE APPROPRIATE PUBLIC EDUCATION (FAPE).

GENERAL.

A free appropriate public education (FAPE) must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in State R. 160-47-.18 Discipline.

If a student is receiving services upon reaching age 22, the LEA shall have a written procedure that identifies a process for completing services to which the adult student has been previously entitled. LEAs shall state in writing that the goal is to secure the successful transition of students to their desired post-school outcomes and will collaborate to complete that transition by age 22. If a student is still attending school at age 22, the LEA shall state whether services will cease on the student's 22nd birthday, or will continue until the end of the semester or until the end of the current school year. If an adult student remains after their 22nd birthday, the LEA shall notify the adult student and the parent(s) that although services will continue, no individual entitlement to FAPE or other rights under IDEA are afforded the adult student.

FAPE for children beginning at age 3. Each LEA must ensure that:

1. The obligation to make FAPE available to each eligible child residing in the LEA begins no later than the child's third birthday; and
2. An IEP or an IFSP is in effect for the child by that date.
3. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP or IFSP will begin.

Children advancing from grade to grade.

1. Each LEA must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

2. The determination that a child described above is eligible under this part, must be made on an individual basis by the group responsible within the child's LEA for making eligibility determinations.

LIMITATION - exception to FAPE for certain ages.

(a) General. The obligation to make FAPE available to all children with disabilities does not apply with respect to the following:

1. Adult students aged 18 through 21, who, in the last educational placement, prior to their incarceration in an adult correctional facility:

(i) Were not actually identified as being a child with a disability;

(ii) Did not have an IEP in effect; and

(iii) Graduates from high school with a regular high school diploma. This constitutes a change in placement, requiring written prior notice.

2. The exception does not apply to adult students with disabilities, aged 18 through 21, who:

(i) Had been identified as a child with a disability and had received services in accordance with an IEP but who left school prior to their incarceration in an adult correctional facility or local jail;

(ii) Did not have an IEP in their last educational setting, but who had actually been identified as a child with a disability; or

(iii) Have graduated from high school but have not been awarded a regular high school diploma.

(iv) The term regular high school diploma does not include an alternative degree that is not aligned with the State's academic standards such as a special education diploma, certificate of attendance or a general educational development credential (GED).

(b) Documents relating to exceptions. The LEA must assure that the information it has provided is current and accurate.

FAPE--METHODS AND PAYMENTS.

(a) Georgia may use whatever State, local, Federal, and private sources of support that are available in the State to meet the requirements of this Rule. For example, if it is necessary to place a child with a disability in a residential facility, Georgia could use joint agreements between the agencies involved for sharing the cost of that placement.

(b) Nothing relieves an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a child with a disability.

(c) The LEA must ensure that there is no delay in implementing a child's IEP, including any case in which the payment source for providing or paying for special education and related services to the child is being determined.

(d) Children with disabilities who are covered by public benefits or insurance.

1. A LEA may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted by the public benefits or insurance, except -

(i) With regard to services required to provide FAPE, the LEA may not require the parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE;

(ii) The LEA may not require the parents to incur any out-of-pocket expenses such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided, but may pay the cost the parents would otherwise be required to pay; and

(iii) The LEA may not use a child's benefits under a public benefits or insurance program if that use would -

(I) Decrease available lifetime coverage or any other insured benefit;

(II) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and are required for the child outside of the time the child is in school;

(III) Increase premiums or lead to the discontinuation of benefits or insurance; or

(IV) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenses; and

2. The LEA shall obtain parental consent prior to accessing a child's or parent's public benefits or insurance for the first time and after providing notification to the child's parents consistent with paragraph (3)(d)3. of this rule and 34 C.F.R. § 300.154(d)(2)(v). The parental consent to access a child's or parent's public benefits or insurance shall:

(i) Meet the requirements of 34 C.F.R. § 99.30 and 34 C.F.R. § 300.622 by specifying the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular

child), the purpose of the disclosure (e.g., billing for services provided under IDEA), and the agency to which the disclosure may be made (e.g. the Georgia Department of Community Health); and

(ii) Specify that the parent understands and agrees that the LEA may access child's or parent's public benefits or insurance to pay for services provided under IDEA.

3. Prior to accessing a child's or parent's public benefits or insurance for the first time, and annually thereafter, the LEA shall provide written notification to the child's parents consistent with 34 C.F.R. § 300.503(c) that includes:

(i) A statement of parental consent provisions in 34 C.F.R. § 300.154(d)(2)(iv)(A)-(B);

(ii) A statement of the "no cost" provisions in 34 C.F.R. § 300.154(d)(2)(i)-(iii);

(iii) A statement that the parents have the right under 34 C.F.R. part 99 and 34 C.F.R. part 300 to withdraw their consent to disclosure of their child's personally identifiable information to the agency responsible for the administration of Georgia's public benefits or insurance program at any time; and

(iv) A statement that the withdrawal of consent or refusal to provide consent under 34 C.F.R. part 99 and 34 C.F.R. part 300 to disclose personally identifiable information to the agency responsible for the administration of Georgia's public benefits or insurance program does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents.

Children with disabilities who are covered by private insurance.

1. With regard to services required to provide FAPE to an eligible child, a LEA may access the parents private insurance proceeds only if the parents provide consent.

2. Each time the LEA proposes to access the parents' private insurance proceeds, the LEA must —

(i) Obtain parental consent; and

(ii) Inform the parents that their refusal to permit the LEA to access their private insurance does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents.

RESIDENTIAL PLACEMENT. If placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the child.

ACCESSIBLE INSTRUCTIONAL MATERIALS.

(a) LEAs will provide print instructional materials in specialized, accessible formats (i.e. Braille, audio, digital, large-print, etc.) to children who are blind or other print disabled in a timely manner. LEAs will take all reasonable steps to ensure that children with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities.

1. Print instructional materials include textbooks and related core materials that are required by the LEA for use by children in the classroom.

2. Specialized formats refer to Braille, audio, or digital text which is exclusively for use by children who are blind or other persons with print disabilities. Large print formats are also included when the materials are distributed exclusively for use by children who are blind or other persons with disabilities. [17 U.S.C.

§ 121(d)(4)]

(i) Specialized formats do not include altering the content (e.g. breadth, depth, or complexity) of the print instructional material in the production of accessible instructional materials.

3. Children who are blind or print disabled include:

(i) Children whose visual acuity, as determined by a competent authority, is 20/200 or less in the better eye with correcting glasses, or whose widest diameter of visual field subtends an angular distance no greater than 20 degrees.

(ii) Children whose visual disability, with correction and regardless of optical measurement, is certified by competent authority as preventing the reading of standard printed material.

(iii) Children certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations.

(iv) Children certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner.

4. The following groups of individuals are eligible to certify children who are blind or other print disabled for specialized format instructional materials:

(i) In cases of blindness, visual disability, or physical limitations "competent authority" is defined to include doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents).

(ii) In the case of a reading disability from organic dysfunction, competent authority is defined as doctors of medicine who may consult with colleagues in associated disciplines.

(b) In order to insure the timely provision of high quality, accessible instructional materials to children who are blind and other print disabled, the LEA must adopt the National Instructional Materials Accessibility Standard (NIMAS).

1. The NIMAS refers to a standard for source files created by textbook publishers for the purpose of producing accessible instructional materials. NIMAS files are not child ready files and will be used by authorized users and entities to produce accessible materials for children who are blind and visually impaired.

2. Children who are certified as blind or other print disabled are eligible to receive accessible instructional materials produced with NIMAS files.

(c) The LEA may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production and delivery of accessible materials to children who are blind or other print disabled.

1. The NIMAC refers to the central repository which is responsible for processing, storing, and distributing NIMAS files of textbooks and core instructional materials.

2. LEAs must provide written assurances to the GaDOE regarding their intention to coordinate with the NIMAC.

3. LEAs coordinating with the NIMAC will require textbook publishers to deliver the contents of the print instructional materials to the NIMAC in a NIMAS format file on or before delivery of the print instructional materials. The files will be used in the production of accessible instructional materials.

4. LEAs coordinating with the NIMAC may also purchase instructional materials from the textbook publishers that are produced in or may be rendered in a specialized format.

(d) If the LEA chooses not to coordinate with the NIMAC, assurances must be made to the GaDOE that the LEA will provide accessible instructional materials to children who are blind or other print disabled in a timely manner. LEAs will take all reasonable steps to ensure that students with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities.

1. LEAs that do not coordinate with the NIMAC will be responsible for purchasing, producing or otherwise providing high-quality, accessible instructional materials in specialized formats in a timely manner for children who are blind or print disabled. LEAs will take all reasonable steps to ensure that students with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities.

(e) The LEA is also responsible for providing accessible materials to children who require instructional materials in accessible formats, but who do not qualify for the materials under the definition of blind and other print disabled or who need materials that can not be produced from NIMAS.

(f) Some children who require accessible instructional materials will need assistive technology to access the materials (e.g. text reader to read digital file, screen magnification program to read digital file).

ASSISTIVE TECHNOLOGY.

(a) Children with disabilities who require assistive technology in order to receive a free appropriate public education (FAPE) are eligible for assistive technology devices or services, or both, as a part of the child's special education, related services, or supplemental aids and services.

(b) Each IEP Team will consider whether or not a child requires assistive technology devices and services in order to receive a free appropriate public education (FAPE). Minimal compliance will be indicating the appropriate response in the Consideration of Special Factors section of the IEP. Assistive technology can also be addressed when considering other factors such as communication needs and instruction in the use of Braille.

(c) An assistive technology evaluation may be required if appropriate assistive technology solutions are not known to the child's IEP Team through the consideration process. This evaluation shall be conducted by a multidisciplinary team of professionals knowledgeable about assistive technology devices in the technology areas being assessed. The child and family should also be included in this evaluation process. The

evaluation should result in recommendations for assistive technology devices and services, if required.

(d) If the child's IEP Team determines that assistive technology devices or services are required for the child to receive a FAPE, a statement to that effect must be included in the child's IEP.

1. If assistive technology is required for the child to participate in districtwide or Statewide testing, the need for technology should be documented in the appropriate section of the IEP and provided to the child.

2. If assistive technology devices or services, or both, are required for a child who is blind or other print disabled to access alternative format instructional materials, the assistive technology should be documented in the IEP and provided to the child.

(e) If the IEP Team determines that the child with a disability requires schoolpurchased assistive technology at home or in other settings to receive a FAPE, the assistive technology must be provided to the child at no cost to the parent. The need for assistive technology in the non-school settings should be documented in the child's IEP.

EXTENDED SCHOOL YEAR SERVICES.

(a) Each LEA must ensure that extended school year services are available as necessary to provide a FAPE.

1. Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child.

2. In implementing the requirements of this section, the LEA may not -

(i) Limit extended school year services to particular categories of disability;

or

(ii) Unilaterally limit the type, amount, or duration of those services.

(b) Definition. As used in this Rule, the term extended school year services means special education and related services that -

1. Are provided to a child with a disability:

- (i) Beyond the normal school year of the LEA;
- (ii) In accordance with the child's IEP;
- (iii) At no cost to the parents of the child; and
- (iv) Meet the standards of the State.

NONACADEMIC SERVICES.

(a) Each LEA must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities equal opportunity for participation in those services and activities.

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the LEA and assistance in making outside employment available.

PHYSICAL EDUCATION. The LEA must ensure that its public schools comply with the following:

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the LEA enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(b) Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless -

1. The child is enrolled full time in a separate facility; or
2. The child needs specially designed physical education, as prescribed in the child's IEP.

(c) Special physical education. If specially designed physical education is prescribed in a child's IEP, the LEA responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

(d) Education in separate facilities. The LEA responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this Rule.

FULL EDUCATIONAL OPPORTUNITY GOAL (FEOG). Each LEA must have in effect policies and procedures to demonstrate that the LEA has established a goal of providing full educational opportunity to all children with disabilities, aged birth through 21, and a detailed timetable for accomplishing that goal.

CHARTER SCHOOLS

(a) Children with disabilities who attend public charter schools and their parents retain all rights to a FAPE as described in this Rule.

(b) Charter schools that are public schools of an LEA. Each LEA must ensure that charter schools that are public schools of the LEA must -

1. Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

2. Provide funds to those charter schools at the same time and on the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities.

(c) Public charter schools that are LEAs. If the public charter school is an LEA, that charter school is responsible for ensuring that all of these requirements are met.

PROGRAM OPTIONS. Each LEA shall takes steps to ensure that children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the LEA, including art, music, and Career, Technical and Agricultural Education.]

ROUTINE CHECKING OF HEARING AIDS/OTHER COMPONENTS.

(a) Hearing aids. Each LEA must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

(b) External components of surgically implanted medical devices. Each LEA must ensure that the external components of surgically implanted medical devices are functioning properly. The LEA is not responsible for the post-surgical maintenance, {Doc: 01806333.DOCX} 168

programming or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

PROHIBITION ON MANDATORY MEDICATION.

(a) Each LEA must prohibit personnel from requiring parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for a child as a condition of attending school, receiving an evaluation or receiving services.

(b) Nothing under paragraph (14)(a) above shall be construed to create a prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a child's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services as it relates to child find.

IV. Area of General Supervision IV: Parent Engagement

State Board Rule: 160-4-7-.09

Procedural Safeguards and Parent Rights

GENERAL

(a) The term "Procedural Safeguards Notice" also refers to the document commonly identified as "Parent Rights" which, must be given to parents only one time per school year, except that a copy shall also be given to parents in the following circumstances

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the first state complaint in a school year;
3. Upon receipt of the first request for a due process hearing in a school year;
4. Upon notification by Cirrus Academy staff to the parent of the decision to remove the child from his or her current placement and the removal constitutes a

change of placement under the discipline provisions of IDEA and state rules because of a violation of a code of student conduct;

5. Prior to accessing a child's or parent's public benefits or insurance for the first time; and

6. Upon request by the parent.

7. The parent may elect to receive the Procedural Safeguard/Parent Rights notice by electronic mail, if Cirrus Academy makes that option available. (b) The State and CACS may place a copy of the Procedural Safeguards/Parent

Rights on its web site.

(c) The content of the notice must include a full explanation of all the procedural safeguards available relating to:

1. Independent educational evaluations;

2. Prior written notice;

3. Parental consent;

4. Access to education records;

5. Opportunity to present and resolve complaints through the State complaint procedures and a due process hearing including:

(i) The time period in which to file a complaint or due process hearing;

(ii) The opportunity for the agency to resolve the complaint; and

(iii) The difference between the due process hearing and the state complaint process, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;

6. The availability of mediation;

7. The child's placement during the pendency of any due process hearing;

8. Procedures for children who are subject to placement in an interim alternative educational setting;

9. Requirements for unilateral placement by parents of children in private school at public expense;

10. Due process hearings, including requirements for disclosure of evaluation results and recommendations;

11. Appeals of due process hearings, including the time period in which to file those actions;

12. Attorneys' fees; and

13. Notice provided in a language understandable to the parents

(d) CACS shall establish and maintain procedures to provide an opportunity for the parents of a child with a disability to:

1. Inspect and review all education records relating to the identification, evaluation, educational placement and provision of FAPE to the child.

2. Participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education (FAPE) to such child.

3. Obtain an independent educational evaluation of the child.

(e) CACS shall establish and maintain procedures to provide to ensure that parents:

1. Receive notice before the school initiates or changes (or refuses to initiate or change) the identification, evaluation, educational placement of the child, or the provision of FAPE to the child.

2. Receive notice of places to contact for assistance in understanding the procedural safeguards/parents' rights.

3. Receive procedural safeguards notice and a full explanation of the procedural safeguards.

PARENTAL OPPORTUNITY TO EXAMINE RECORDS

CACS shall establish and maintain procedures which permit the parents of a child with a disability an opportunity to inspect and review any education records relating to their children that are collected, maintained or used in the identification, evaluation, educational placement and provision of a FAPE. These rights include the right to a response from CACS to reasonable requests for explanations and interpretations of the records, the right to request CACS to provide copies of the records and the right to have a representative of the parent to inspect and review the records. All rights of parents to examine education records shall transfer to the child at age 18, consistent with Rule 160-4-7-.09 Confidentiality of Personally Identifiable Information. CACS may presume that the parent has these rights unless CACS has been advised that the parent

does not have the authority due to State law governing, guardianship, separation and divorce.

PARENTAL PARTICIPATION IN MEETINGS

(a) The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of a FAPE to the child.

1.A meeting does not include informal or unscheduled conversations involving LEA personnel and does not include conversations on issues such as teaching methodology, lesson plans or coordination of service provision.

2.A meeting also does not include preparatory activities that LEA personnel engage in to develop a proposal or to respond to the parent's proposal that will be discussed at a later meeting.

3.Each LEA shall ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.

(i) If the parents cannot participate in a meeting in which a decision is to be made relating to the educational placement of their child, the LEA shall use other methods to ensure their participation, including individual or conference telephone calls or video conferencing.

(ii) A placement decision may be made by a group without the involvement of the parent(s) if the LEA is unable to obtain their participation in the decision. In this case, the LEA must have a record of its attempts to ensure their involvement, including information that is consistent with State Rule 160-4-7-.06 Individualized Education Program.

4. The LEA shall make reasonable efforts to ensure that the parents understand and are able to participate in any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness or whose native language is other than English.

(b) Each LEA must provide notice consistent with State Rule 160-4-7-.06(11)(a) and (b) Individualized Education Program to ensure that parents of children with disabilities have the opportunity to participate in meetings described in (3)(a) above.

INDEPENDENT EDUCATIONAL EVALUATION

As used in this section, independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by CACS responsible for the

education of the child with a disability in question. As used in this section, public expense means that CACS pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parents.

(a) The parent(s) has/have the right to an independent educational evaluation at public expense if the parent(s) disagree(s) with an evaluation conducted/obtained by CACS, subject to the conditions in paragraphs (a)(1) — (3) of this section.

1. If a parent requests an independent educational evaluation at public expense, CACS must, without unnecessary delay either, initiate an impartial due process hearing to show that its evaluation is appropriate, or ensure that an independent educational evaluation is provided at public expense, unless CACS demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria.

2. If the final decision is that CACS's evaluation is appropriate, the parent(s) still has/have the right to an independent educational evaluation but not at public expense.

3. If a parent requests an independent educational evaluation, CACS may ask for the parent's reason why he or she objects to the public evaluation. However, the explanation by the parent may not be required and CACS may not unreasonably delay either providing the independent educational evaluation at public expense or initiating an impartial due process hearing to defend CACS's evaluation.

4. CACS must provide to the parents, upon request, information about where an independent educational evaluation may be obtained and CACS's criteria applicable for independent educational evaluations.

(b) If the parent obtains an independent educational evaluation at public or private expense, the results of the evaluation:

1. Shall be considered by CACS, if it meets state and CACS's criteria, in any decision made with respect to the provision of a FAPE to the child; and

2. May be presented by either party as evidence at an impartial due process hearing under these Rules regarding that child.

(c) If the administrative law judge or hearing officer conducting the impartial due process hearing requests an independent educational evaluation as part of a hearing, the cost of the evaluation shall be at public expense.

(d) Whenever the state or CACS pays for an independent educational evaluation, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the state or CACS uses when it initiates an evaluation. Except for the criteria

described in this Rule, CACS may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

(e) A parent is entitled to only one independent education evaluation at public expense each time CACS conducts an evaluation with which the parent disagrees.

NOTICE TO PARENTS/GUARDIAN/SURROGATE.

(a) The parents shall be provided notice written in language understandable to the general public a reasonable time before CACS proposes to initiate or change the identification, evaluation or educational placement of a child or the provision of a FAPE to the child. Written notice shall also be provided if CACS refuses to take such action. After rights have been transferred to a child who has reached the age of majority, any written notice covered under this Rule shall be provided to both the child and to the parent(s) of the child.

(b) CACS shall provide a full explanation of all procedural safeguards/parents' rights available to the parent(s). The communication to the parent(s) shall include a description of the action proposed or refused by CACS, an explanation of why the CACS proposes or refuses to take the action, and a description of any options CACS considered and the reasons why those options were rejected. Communication to the parent(s) shall include a description of each evaluation procedure, assessment, record or report CACS used as a basis for the proposed or refused action. Also included shall be a description of any other factors which are relevant to CACS's proposal or refusal, a statement that the parent(s) of a child with a disability has protection under the procedural safeguards/parents' rights, a statement of the means by which a copy of the procedural safeguards/parents' rights may be obtained, and information providing sources to contact for assistance in understanding the procedural safeguards/parents' rights.

(c) In most cases, the above Notice requirements can be addressed by providing the parent(s) with a copy of documents such as the consent to evaluate, consent for placement, consent for accessing a child's or parent's public benefits or insurance, evaluation report, eligibility report, invitation to a meeting, the full individualized education program (IEP) (with minutes, if taken), and/or other relevant documents, as appropriate. However, there may be circumstances when a parent makes a request but these items have not yet been generated for the child. In such a case, CACS must respond to the request through an alternative manner, such as through a letter to the parent(s), which provides all of the required elements identified in paragraph (5)(b) above.

(d) Graduation from high school with a regular education diploma constitutes a change in placement and requires written prior notice, in accordance with information above.

(e) Language Understandable to the General Public.

1. CACS shall ensure that the notice required in this rule shall be written in language understandable to the general public.

2. Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

3. If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

(i) The LEA must ensure the parent understands the content of the notice;
and

(ii) That there is written evidence that the requirements have been met.

CONSENT

(a) At a minimum, informed parental consent shall be obtained before:

1. Conducting an initial evaluation to determine if the child qualifies as a child with a disability;

2. Conducting any re-evaluation of a child with a disability;

3. Providing initial special education and related services to a child with a disability;

(i) Consent to provide special education and related services is the consent for any special education and related services described in the IEP to provide FAPE.

(ii) Annual decisions about what services are to be provided are made through the IEP process and are not part of this consent requirement.

4. Disclosing personally identifiable information under conditions described in Sate Rule 160-4-7-.08 Confidentiality of Personally Identifiable Information; and

5. Accessing a child's or parent's public benefits or insurance for the first time as described in State Rule 160-4-7-.02 Free Appropriate Public Education (FAPE).

(b) Except for an initial evaluation, initial placement, and re-evaluation, consent is not required as a condition of any benefit to the parent(s) or child.

(c) Consent for initial evaluation shall not be construed as consent for initial provision of special education and related services.

(d) CACS must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability. [34 C.F.R. § 300.300(a)(1)(iii)]

(e) For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent, CACS is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

1. Despite reasonable efforts to do so, CACS cannot discover the whereabouts of the parent of the child;

2. The rights of the parents of the child have been terminated in accordance with state law;

3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

(f) If the parent of a child in public school or seeking to enroll in public school does not provide consent for initial evaluation or the parent fails to respond to a request to provide consent, CACS may, but is not required to pursue, the initial evaluation by utilizing the procedural safeguards of mediation or due process hearings.

1. CACS does not violate its obligations under Child Find if it declines to pursue the evaluation.

(g) CACS is responsible for making FAPE available to a child with a disability and must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child.

(h) If the parents of a child fail to respond or refuse to consent to services, CACS may not utilize the procedural safeguards of mediation or a due process hearing in order to obtain agreement that service may be provided.

1. If the parents of the child do not provide consent for the initial provision of special education and related services, or the parents fail to respond to a request to provide consent for the initial provision of special education and related services, CACS will not be considered in violation of the requirement to make FAPE available to the child for which CACS sought consent.

2. CACS is not required to convene an IEP Team meeting or develop an IEP for the child for whom CACS requests consent.

(i) CACS must obtain informed parental consent prior to conducting a re-evaluation of a child with a disability.

1. If the parent refuses to consent to the re-evaluation, CACS may, but is not required to, pursue the re-evaluation by using the consent override procedures by accessing the mediation or due process hearing procedures.

2. CACS does not violate its obligation if it declines to pursue the re-evaluation.

(j) CACS need not obtain informed parental consent if it can demonstrate that:

1. It made reasonable efforts to obtain such consent;
2. The child's parents failed to respond.

(k) Parental consent is not required before:

1. Reviewing existing data as a part of an evaluation or re-evaluation; or
2. Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children.

(l) CACS may not use a parent's refusal to consent to one service or activity under subparagraph (d) — (f) of paragraph 6 of this Rule to deny the parent or child any other service, benefit, or activity of CACS.

(m) If the parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, CACS may not use the consent override procedures described in this rule;

1. CACS is not required to consider the child as eligible for services.

2. To meet the reasonable efforts requirement in the consent section of this rule, CACS must document its attempts to obtain parental consent.

(n) A parent may revoke consent for the receipt of special education and related services once the child is initially provided special education and related services.

1. Revocation of consent to provide special education and related services is for all special education and related services; not individual services.

2. The intent to withdraw the child from special education and related services must be made in writing by the parent to CACS.

3. CACS may not continue to provide special education and related services to the child, but must, prior to removing the child from special education and related services, provide the parent prior written notice that meets the requirements of paragraph (5) of this rule.

4. CACS may not use the procedures of mediation or due process hearings to override the withdrawal of consent.

5. CACS will not be in violation of the responsibility to provide a free and appropriate public education (FAPE) to a child with a disability because of the failure to provide further special education and related services.

6. CACS is not required to convene an IEP meeting for a child whose consent to receive special education and related services has been revoked.

7. Subsequent referrals for special education and related services shall be considered an initial evaluation and subject to the sixty day evaluation time period.

8. CACS is not required to amend the records of the child to remove any references to the provision of special education and related services prior to the receipt of the revocation of consent.

PARENTAL TRAINING AND AWARENESS

(a) Parents may be provided assistance:

1. To understand the special needs of their child and information about child development; and
2. To acquire the necessary skills to support the implementation of their child's IEP if determined by the IEP Team as a related service.

State Board Rule: 160-4-7-.11:

Surrogate Parents

APPOINTMENT. In order to provide every child eligible for a public education with the protection of procedural due process, a surrogate parent shall be appointed by CACS when:

- (a) No parent can be identified;
- (b) CACS, after reasonable efforts, cannot locate the parents;
- (c) The child is a ward of the State under the laws of Georgia; or
- (d) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).

SCHOOL DUTIES.

(a) CACS shall have procedures to determine that a child needs a surrogate parent and the assignment of an individual to act as a surrogate for the child.

(b) CACS responsible for educating children with disabilities shall maintain a list of eligible persons to serve as surrogate parents.

WARDS OF THE STATE. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in the criteria set forth, below.

CRITERIA FOR SELECTION OF SURROGATE PARENTS.

(a) CACS must ensure that a person selected as a surrogate parent -

(i) Is not an employee of the GaDOE, CACS or any other agency that is involved in the education or care of the child;

(ii) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and

(iii) Has knowledge and skills that ensure adequate representation of the child.

NON-EMPLOYEE REQUIREMENT; COMPENSATION. A person otherwise qualified to be a surrogate parent under the criteria set forth in this section is not an employee of CACS solely because he or she is paid by CACS to serve as a surrogate parent.

UNACCOMPANIED HOMELESS YOUTH. In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to the criteria in this section, until a surrogate parent can be appointed that meets all of the requirements of the criteria set forth in this section.

SURROGATE PARENT RESPONSIBILITIES. The surrogate parent may represent the child in all matters relating to -

- (a) The identification, evaluation, and educational placement of the child; and
- (b) The provision of FAPE to the child.

LIABILITY. Any individual appointed to act as a surrogate parent for a child with a disability under IDEA 2004 shall not be liable for any civil damages for any action or actions done while performing duty as a surrogate parent, except for acts or omissions to act constituting gross, willful, or wanton negligence.

**State Board Rule 160-4-7-.12:
DISPUTE RESOLUTION**

(1) COMPLAINT PROCESS. An organization or individual, including an organization or individual from another state, may file a signed, written complaint regarding allegations of substance. The complaint shall include a statement that CACS has violated requirements of the IDEA and the facts on which the statement is based, the signature and contact information for the complainant, and, if alleging violations with respect to a specific child, the name and address of the residence of the child, the name of the school the child is attending, in the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending, a description of the nature of the problem, including facts relating to the problem, and a proposed resolution to the problem to the extent known and available to the party at the time the complaint is filed.

(a) The complaint must allege a violation that occurred not more than one year prior to the date the complaint is received.

(b) The party filing the complaint must forward a copy of the complaint to CACS at the same time the party files the complaint with the GaDOE.

(c) The complaint shall be reviewed and investigated as necessary and appropriate action taken within 60 calendar days of its receipt by the GaDOE.

(d) If a written complaint is received that is also the subject of an impartial due process hearing or contains multiple issues, some of which are a part of an impartial due process hearing, the portions of the complaint that are not a part of that hearing shall be resolved, following the time limits and procedures described in this rule. The portions of the complaint which are also the subject of an impartial due process hearing shall be set aside pending the conclusion of the hearing.

(e) If a written complaint is received which contains issues previously decided in an impartial due process hearing involving the same parties, the hearing decision is binding on that issue, and the complainant shall be so informed by the GaDOE. However, a complaint alleging CACS's failure to implement an impartial due process hearing decision shall be resolved, following the time limit and procedures described in this rule.

(f) Through activities of the GaDOE and CACS, the state complaint procedures will be widely disseminated to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

(g) The complaint procedure is as follows:

1. Complaints from any organization or individual shall be signed and addressed in writing to:

Director, Division for Special Education Services
Georgia Department of Education
1870 Twin Towers East
Atlanta, Georgia 30334-5010

2. The party filing the complaint must forward a copy of the complaint to CACS at the same time the party files the complaint with the State. The complaint should be forwarded to the Superintendent or the Special Education Director of CACS.

3. The complaint shall include a statement that the State or CACS has violated a requirement of Part B of IDEA and the facts on which the statement is based, the signature and contact information for the complainant, and, if alleging violations with respect to a specific child, the name and address of the residence of the child, the name of the school the child is attending, in the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending, a description of the nature of the problem of the child, including facts relating to the problem, and a proposed resolution to the problem to the extent known and available to the party at the time the complaint is filed.

4. The Divisions for Special Education Services and Supports shall address the issue with CACS in writing and request a response within 10 business days from the public agency directly involved.

(i) CACS shall respond directly in writing and shall describe any explanation and/or actions relevant to the allegations.

(ii) Copies of all correspondence shall be sent to the parties involved that include the complainant, the GaDOE and CACS. In some cases, where the parent of the child is not the complainant, the parent shall also receive copies of all correspondence and the complainant may only receive copies of information that include personally

identifiable information if the parent has provided consent to release such information.

5. The parent who files the complaint and CACS shall have the opportunity to voluntarily engage in mediation to resolve the issues within the complaint.

6. Upon receipt of the first State complaint from a parent in a school year, CACS involved shall provide the parent with a copy of procedural safeguards available to the parents of a child with a disability.

7. The Divisions for Special Education Supports and Services shall review CACS's response and a decision may then be made that no further action is required. If, however, the issue is not fully resolved, complaint investigators from the Divisions For Special Education Supports And Services shall be assigned to carry out an independent investigation, including an on-site visit, if necessary, to clarify the issue.

8. The on-site complaint team shall gather information to determine whether there has been a violation of state rules and/or Part B of the IDEA. The on-site review may include examination of records, interviews and classroom visits.

9. The Divisions For Special Education Supports And Services shall give the complainant the opportunity to submit additional information, either orally or in writing, regarding the allegations in the complaint.

10. The Divisions For Special Education Supports And Services shall review all relevant information and make an independent determination as to whether CACS is violating a requirement of Part B of the IDEA.

11. The Divisions For Special Education Supports And Services shall issue a written decision to CACS and the complainant that addresses each allegation in the complaint and includes findings of fact and conclusions and the reasons for the final decision.

(i) The Divisions For Special Education Supports And Services shall include in the decision the steps necessary to resolve the complaint, including technical assistance activities, negotiations, and corrective actions to achieve compliance. This letter of notification shall include specific requirements and timelines that shall be met in order to continue to receive IDEA federal funds or state special education funds.

(ii) If the complaint findings indicate a failure to provide appropriate services, the complaint resolution process will address how CACS is to remediate the denial of those services, including, as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the needs of the child and to the future provision of services for all students with disabilities.

(iii) GaDOE must not make any final determination that CACS is not eligible for assistance under part B of the Act without first giving CACS reasonable notice and an opportunity for a hearing under 34 C.F.R. § 76.401(d). GaDOE's hearing process can be found in State Rule 160-5-2-.02 Withholding of Funds from Local Units of Administration.

12. An extension of the 60 calendar-day time limit for resolution may be made by the GaDOE only when exceptional circumstances exist with respect to a particular complaint or if the parent or other complainant and the LEA involved agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution.

(h) Complaints - Private Schools. Complaints that Private School has failed to meet the requirements regarding children who are parentally-placed in private schools must be filed under the complaint procedures outlined above. Complaints regarding child find are to be filed with the LEA in which the private school is located and a copy forwarded to the GaDOE.

(2) MEDIATION PROCESS. CACS shall ensure that procedures are established and implemented to allow parties to disputes involving any matter relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education (FAPE) to resolve such disputes through a mediation process.

(a) The mediation process shall be available on request of either party to resolve disputes.

(b) Mediation shall be available and offered upon each receipt of a complaint or a due process hearing request.

(c) The procedures shall ensure that the mediation process:

1. Is voluntary on the part of the parties;

2. Is not used to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under Part B of IDEA; and

3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

(d) CACS may establish procedures to offer to parents and schools that choose not to use the mediation process, an opportunity to meet at a time and location convenient to the parents with a disinterested party who is under contract with an appropriate alternative dispute resolution entity, a parent training and information center or a

community parent resource center in the State established under section 671 or 672 of IDEA, who would explain the benefits of and encourage the use of the mediation process to the parents.

(e) The GaDOE shall maintain a list of individuals who are qualified mediators and knowledgeable in laws and regulations relating to the provision of special education and related services. Mediators shall be selected on a random, rotational or other impartial basis.

1. An individual who serves as a mediator may not be an employee of the GaDOE or CACS; and

2. Mediators must not have a personal or professional interest that conflicts with the person's objectivity.

(i) A person who otherwise qualifies as a mediator is not an employee of CACS or State agency solely because he or she is paid by the GaDOE to serve as a mediator (f)

The State shall bear the cost of the mediation process.

(g) Each session in the mediation process shall be scheduled in a timely manner and shall be held in a location that is convenient to the parties to the dispute.

(h) If the parties resolve a dispute through the mediation process, they shall execute a legally binding agreement that sets forth the resolution and states that:

1. Discussions that occur during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings; and

2. Is signed by both the parent and a representative of CACS with the authority to bind CACS.

3. The written signed mediation agreement is enforceable in any state court of competent jurisdiction, in a district court of the United States or through the State Complaint Process.

(3) IMPARTIAL DUE PROCESS HEARINGS. The impartial due process hearing is designed to provide a parent or CACS an avenue for resolving differences with regard to the identification, evaluation, placement or provision of a (FAPE) to a child with a disability.

6. Must possess knowledge of, and the ability to understand, the provisions of the IDEA, Federal and State regulations pertaining to the IDEA. and legal interpretations of the IDEA by Federal and State courts;

7. Must possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and

8. Must possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.

9. GaDOE or its representatives must keep a list of the persons who serve as administrative law judges or hearing officers. The list must include a statement of the qualifications of each of those persons.

(j) Subject matter of due process hearings. The party requesting the due process hearing may not raise issues at the due process hearing that were not raised in the due process hearing request, unless the other party agrees otherwise.

(k) Timeline for requesting a hearing. A parent or agency must request an impartial hearing on their due process hearing request within two years of the date the parent or agency knew or should have known about the alleged action that forms the basis of the due process request.

1. Exceptions to the timeline. The timeline does not apply to a parent if the parent was prevented from filing a due process hearing request due to specific misrepresentations by the LEA that it had resolved the problem forming the basis of the due process hearing request; or the LEA's withholding of information from the parent that was required to be provided to the parent.

(l) Any party to a due process hearing has the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;

2. Present evidence and confront, cross-examine, and compel the attendance of witnesses;

3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;

4. Obtain a written, or, at the option of the parents, electronic, verbatim record of the hearing;

5. Obtain written, or, at the option of the parents, electronic findings of fact and decisions.

6. Disclosure by each party to the other party at least five business days prior to a hearing all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.

(i) An administrative law judge or hearing officer may bar any party that fails to comply with this disclosure rule from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

7. The calculation of business days under this section for the purposes of disclosure shall be calculated in accordance with the Georgia Civil Practice Act, O.C.G.A. § 9-11-6; O.C.G.A. 1-3-1(d)(3).

8. Obtain a list of all potential witnesses at least five business days before the hearing. If the witness list, due to its length or other factors, does not reasonably disclose the potential witnesses in the hearing, any party or the administrative law judge on his/her own motion may require a party to amend his/her witness list to include only the names of such persons who may actually testify and the general thrust of their testimony.

(m) The parties may agree to settle the matters in dispute at any time whereupon the ALJ, upon written request, shall enter an order dismissing the matter.

1. A party may file a motion for voluntary dismissal at any time, up until five days before the scheduled date of the hearing. No motion for voluntary dismissal shall be considered if filed after that time.

2. Any motion for voluntary dismissal filed pursuant to this subsection shall include a statement of the reason(s) for requesting dismissal.

3. Within five (5) days after service of the motion for voluntary dismissal pursuant to this subsection, the opposing party may file a response to the motion for voluntary dismissal.

4. If the ALJ determines that the motion has been made for good cause, the case shall be dismissed without prejudice and the party shall be authorized to re-file the complaint within the time authorized under the applicable statute(s) of limitations.

5. If the All determines that there is a lack of good cause, and the party fails to appear at any scheduled hearing, or to otherwise prosecute their case, the party's claims will be deemed abandoned and dismissed with prejudice.

(n) The party seeking relief shall bear the burden of persuasion with the evidence at the administrative hearing. The administrative law judge or hearing officer shall retain the discretion to modify and apply this general principle to conform with the requirements of law and justice in individual cases under unique or unusual circumstances as determined by the administrative law judge or hearing officer.

(o) Parents involved in hearings must be given the right to:

1. Have the child who is the subject of the hearing present;
2. Open the hearing to the public; and
3. Have the record of the hearing and the findings of fact and decisions provided at no cost to parents.

(p) An administrative law judge or hearing officer's determination of whether a child received FAPE must be based on substantive grounds.

1. In matters alleging a procedural violation, an administrative law judge or hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies:

- (i) Impeded the child's right to a FAPE;
- (ii) Significantly impeded the parent's opportunity to participate in the decisionmaking process regarding the provision of a FAPE to the parent's child; or
- (iii) Caused a deprivation of educational benefit.

(I) Nothing in this paragraph shall be construed to preclude an administrative law judge or hearing officer from ordering CACS to comply with procedural requirements.

(q) Nothing in this Rule shall be construed to preclude a parent from filing a separate due process hearing request on an issue separate from a due process hearing request already filed.

(r) The GaDOE, after deleting any personally identifiable information, must transmit the findings and decisions to the State advisory panel and make those findings and decisions available to the public.

(s) A decision made in a due process hearing is final, except that any party involved in the hearing may appeal the decision under the provisions in paragraph (t) below.

(t) The GaDOE must ensure that not later than 45 days after the expiration of the 30-day resolution period or the adjusted resolution time periods that:

1. A final decision is reached in the hearing; and
2. A copy of the decision is mailed to each of the parties.
3. An administrative law judge or hearing officer may grant specific extensions of time beyond the periods set out in this rule at the request of either party. The hearing officer or administrative law judge must notify the parties in its written order granting the extension of the new date by which the decision shall be provided.
4. Each hearing must be conducted at a time and place that is reasonably convenient to the parents and child involved.

(u) Civil Action. Any party aggrieved by the findings and decision made by an administrative law judge or hearing officer has the right to bring a civil action with respect to the due process hearing request notice requesting a due process hearing. The action may be brought in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy.

1. The party bringing the action shall have 90 days from the date of the decision of the administrative law judge or hearing officer to file a civil action.
2. In any civil action, the court:
 - (i) Receives the records of the administrative proceedings directly from the administrative law judge or hearing officer;
 - (ii) Hears additional evidence at the request of a party; and
 - (iii) Basing its decision on the preponderance of the evidence, grants the relief that the court determines to be appropriate.

(v) The district courts of the United States have jurisdiction of actions brought under section 615 of the IDEA without regard to the amount in controversy.

(w) Rule of construction. Nothing in this part restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990, title V of the Rehabilitation Act of 1973, or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under section 615 of the IDEA, the procedures under IDEA must be exhausted to the same extent as would be required had the action been brought under the IDEA.

(x) Attorneys' fees. In any action or proceeding brought under the due process hearing provisions of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to the prevailing party who is the parent of a child with a disability; or

(y) To a prevailing party who is the GaDOE or CACS against the attorney of a parent who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or

(z) To a prevailing GaDOE or CACS against the attorney of a parent, or against the parent, if the parent's request for a due process hearing or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

(aa) Funds under Part B of the IDEA may not be used to pay attorneys' fees or costs of a party related to any action or proceeding under the due process hearing provisions of the IDEA. This does not preclude a public agency from using funds under Part B of the IDEA for conducting an action or proceeding under section 615 of the IDEA.

(bb) If a court awards reasonable attorneys' fees, they must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded under this paragraph.

(cc) Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under the due process hearing provisions of IDEA for services performed subsequent to the time of a written offer of settlement to a parent if:

1. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, at any time more than 10 days before the proceeding begins;
2. The offer is not accepted within 10 days; and
3. The court or administrative hearing officer finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement.

(i) An award of attorneys' fees and related costs may be made to a parent who is the prevailing party and who was substantially justified in rejecting the settlement offer.

(dd) Attorneys' fees may not be awarded relating to any meeting of the IEP Team unless the meeting is convened as a result of an administrative proceeding or judicial action, or at the discretion of the State, for mediation.

(ee) A meeting conducted pursuant to the resolution process shall not be considered a meeting convened as a result of an administrative hearing or judicial action, or an administrative hearing or judicial action, for purposes of this section.

(ff) The court may reduce the amount of the attorneys' fees awarded, if the court finds that:

1. The parent, or the parent's attorney, during the course of the action or proceeding, unreasonably protracted the final resolution of the controversy;

2. The amount of attorney's fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience;

3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or

4. The attorney representing the parent did not provide to CACS the appropriate information in the due process hearing request notice.

(gg) The provisions of paragraph (dd) of this section do not apply if the court finds that the State or CACS unreasonably protracted the final resolution of the action or proceeding or there was a violation of section 615 of IDEA.

(hh) Child's status during proceedings. Except as noted in State Rule 160-4-7-.10 Discipline, during the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing, unless the State or CACS and the parents of the child agree otherwise, the child involved in the complaint must remain in his or her current educational placement.

(ii) If the due process hearing request involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings.

(jj) If the due process hearing request involves an application for initial services under this part from a child who is transitioning from Part C (Babies Can't Wait) to Part B and is no longer eligible for Part C services because the child has turned three, CACS is not required to provide the Part C services that the child had been receiving. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, CACS must

provide those special education and related services that are not in dispute between the parent and CACS.

(kk) If the administrative law judge or hearing officer in a due process hearing conducted by the State agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between CACS and the parents.

SECTION 504 OF THE REHABILITATION ACT OF 1973

LEGAL DEFINITIONS

Section 504 provides: "No otherwise qualified individual with a disability . . . shall solely by the reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." 29 U.S.C.S. § 794

Under Section 504 and ADA, a person is considered to have a disability if that person:

- 1) has a physical or mental impairment which substantially limits one or more of such person's major life activities;
- 2) has a record of such impairment; or 3)

is regarded as having such an impairment

Physical or mental impairment is defined as:

(A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or

(B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The Section 504 regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

It is important to remember that the presence of a mental or physical impairment in and of itself does not qualify an individual for 504 eligibility and accommodations. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504.

34 CFR §104.33 Free appropriate public education.

(a) General. A recipient that operates a public elementary or secondary education program or activity shall provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap.

(b) Appropriate education. (1) For the purpose of this subpart, the provision of an appropriate education is the provision of regular or special education and related aids and services that (i) are designed to meet individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met and (ii) are based upon adherence to procedures that satisfy the requirements of §§104.34, 104.35, and 104.36.

(2) Implementation of an Individualized Education Program developed in accordance with the Education of the Handicapped Act is one means of meeting the standard established in paragraph (b)(1)(i) of this section.

(3) A recipient may place a handicapped person or refer such a person for aid, benefits, or services other than those that it operates or provides as its means of carrying out the requirements of this subpart. If so, the recipient remains responsible for ensuring that the requirements of this subpart are met with respect to any handicapped person so placed or referred.

(c) Free education—(1) General. For the purpose of this section, the provision of a free education is the provision of educational and related services without cost to the handicapped person or to his or her parents or guardian, except for those fees that are imposed on non-handicapped persons or their parents or guardian. It may consist either of the provision of free services or, if a recipient places a handicapped person or refers such person for aid, benefits, or services not operated or provided by the recipient as its means of carrying out the requirements of this subpart, of payment for the costs of the aid, benefits, or services. Funds available from any public or private agency may be used to meet the requirements of this subpart. Nothing in this section shall be construed to relieve an insurer or similar third party from an otherwise valid obligation to provide or pay for services provided to a handicapped person.

(2) Transportation. If a recipient places a handicapped person or refers such person for aid, benefits, or services not operated or provided by the recipient as its means

of carrying out the requirements of this subpart, the recipient shall ensure that adequate transportation to and from the aid, benefits, or services is provided at no greater cost than would be incurred by the person or his or her parents or guardian if the person were placed in the aid, benefits, or services operated by the recipient.

(3) Residential placement. If a public or private residential placement is necessary to provide a free appropriate public education to a handicapped person because of his or her handicap, the placement, including non-medical care and room and board, shall be provided at no cost to the person or his or her parents or guardian.

(4) Placement of handicapped persons by parents. If a recipient has made available, in conformance with the requirements of this section and §104.34, a free appropriate public education to a handicapped person and the person's parents or guardian choose to place the person in a private school, the recipient is not required to pay for the person's education in the private school. Disagreements between a parent or guardian and a recipient regarding whether the recipient has made a free appropriate public education available or otherwise regarding the question of financial responsibility are subject to the due process procedures of §104.36.

(d) Compliance. A recipient may not exclude any qualified handicapped person from a public elementary or secondary education after the effective date of this part. A recipient that is not, on the effective date of this regulation, in full compliance with the other requirements of the preceding paragraphs of this section shall meet such requirements at the earliest practicable time and in no event later than September 1, 1978.

34 CFR § 104.34 Educational setting.

(a) Academic setting. A recipient to which this subpart applies shall educate, or shall provide for the education of, each qualified handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. A recipient shall place a handicapped person in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Whenever a recipient places a person in a setting other than the regular educational environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the person's home.

(b) Nonacademic settings. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §104.37(a)(2), a recipient shall ensure that handicapped persons participate with nonhandicapped persons in such activities and services to the maximum extent appropriate to the needs of the handicapped person in question.

(c) Comparable facilities. If a recipient, in compliance with paragraph (a) of this section, operates a facility that is identifiable as being for handicapped persons, the recipient shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the recipient.

34 CFR § 104.35 Evaluation and placement.

(a) Preplacement evaluation. A recipient that operates a public elementary or secondary education program or activity shall conduct an evaluation in accordance with the requirements of paragraph (b) of this section of any person who, because of handicap, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in regular or special education and any subsequent significant change in placement.

(b) Evaluation procedures. A recipient to which this subpart applies shall establish standards and procedures for the evaluation and placement of persons who, because of handicap, need or are believed to need special education or related services which ensure that:

(1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

(2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

(3) Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

(c) Placement procedures. In interpreting evaluation data and in making placement decisions, a recipient shall (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered, (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and (4) ensure that the placement decision is made in conformity with §104.34.

(d) Reevaluation. A recipient to which this section applies shall establish procedures, in accordance with paragraph (b) of this section, for periodic reevaluation of students

who have been provided special education and related services. A reevaluation procedure consistent with the Education for the Handicapped Act is one means of meeting this requirement.

REFERRAL PROCEDURES

When a parent or teacher suspects a student has a disability that substantially limits a major life activity a Section 504 referral form is completed and submitted to the Student Support team to consider eligibility.

COMMITTEE MEMBERS

Prior to convening a meeting to consider eligibility the parents, the student's teacher(s), school level 504 coordinator and if appropriate the school psychologist, school counselor or other personnel who has knowledge of the student are invited to the meeting. A letter is sent to parents to invite them to the meeting and to obtain consent for evaluation.

504 ELIGIBILITY DETERMINATION MEETING

The eligibility determination meeting and worksheet is completed at the meeting. The amount of information required is determined by the multi-disciplinary committee gathered to evaluate the student. The committee members must determine if they have sufficient information to make a knowledgeable decision as to whether or not the student has a disability which requires a Section 504 plan. Section 504 requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background and adaptive behavior. In evaluation for a student suspected of having a disability, it is unacceptable to rely on presumptions and stereotypes regarding persons with disabilities or classes of such persons.

There are no impairments which automatically mean a student has a disability under Section 504. An impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504.

A medical diagnosis alone cannot suffice as an evaluation for the purpose of providing FAPE. A physician's medical diagnosis may be considered among other sources as mentioned in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity.

Mitigation measures cannot be considered when determining whether a student has a disability under Section 504.

Mitigating measures are devices or practices that a person uses to correct for or reduce the effects of that person's mental or physical impairments. A student's medication may alleviate many symptoms of ADHD, but this may not affect the determination of whether the student has a disability. It may be considered, however, in determine what the student needs in the way of accommodations.

Congress provided a non-exhaustive list of "mitigating measures." Mitigating measures include medication, medical supplies, equipment or appliances, low-vision devices (however ordinary eyeglasses or contact lenses are not considered mitigating measures), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies use of assistive technology, reasonable accommodations or auxiliary aids or services and learned behavioral or adaptive neurological modifications.

DEVELOPING A SECTION 504 PLAN

The 504 Team is the mechanism for determining the educationally reasonable and research based accommodations to be included in the 504 Individual Accommodations Plan (IAP) for the students who are determined eligible. Only those accommodations that are used within the classroom can be used during standardized testing. In the case of a disabled student with an IEP, the IEP Team will determined whether accommodations are required. The accommodations selected must be the same as, or similar to, those listed on the IEP for classroom use, and must be documented on the IEP for each test. The provision of testing accommodations to students with a Section 504 Individual Accommodation Plan follows the same basic requirements. Test accommodations on state or district-wide tests may be provided only if the same, or similar, accommodations are part of the Section 504 Individual Accommodations Plan and are in use in the classroom.

The phrase "and are in use in the classroom" provides an important limitation. One implication is that a student who has an IEP or a Section 504 Individual Accommodations Plan would not have an accommodation on that plan that is specific only to mandatory state-wide standardized test.

The needs of many students with physical or medical impairments may be addressed within the Individual Health Plan (IHP), as determined appropriate on a case-by-case basis.

INDIVIDUAL HEALTH PLANS (IHP)

The purpose of an IHP is to ensure access to education for students with special healthcare needs. AS mentioned earlier in the Amendment Act of 2008, Congress also provided a non-exhaustive list of examples of "major bodily functions" that are major life

activities. These changes create potential eligibility for students with health conditions and health plans if the child meets the definition of disability as defined above.

SECTION 504 REVIEW PROCEDURES

A review of all students with a 504 Individual Accommodation Plan (IAP) will be conducted annually. Prior to convening a meeting the parents, the student's teacher(s), school level 504 contact person and if appropriate the school psychologist, school counselor or other personnel who has knowledge of the student are invited to the meeting. A letter is sent to the parents to invite them to the meeting.

During the annual review the team should discuss if the content of the plan is appropriate. During the reevaluation period the team should address the following questions at least every three years but annually if necessary:

1. Is there a need for additional information?
2. Does the student continue to meet criteria for eligibility under Section 504?

Rights Afforded by Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted by federal law to students with handicaps, as outlined under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. have your child take part in, and receive benefits from, public education programs without discrimination because of his/her handicapping conditions.
2. have the local school system advise you of your rights under federal law.
3. receive notice with respect to identification, evaluation, or placement of your child.
4. have your child receive a free appropriate public education.
5. have your child receive services and be educated in facilities which are comparable to those provided to non-handicapped students.
6. have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the students and who are knowledgeable about the evaluation data and placement options.

7. have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the local school system) at no greater cost to you than would be incurred if the student were placed in a program operated by the local school system.
8. have your child be given an equal opportunity to participate in academic and extracurricular activities offered by the local school system.
9. examine all relevant records relating to decision regarding your child's identification, evaluation, and placement.
10. request mediation or an impartial due process hearing relating to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing and be represented by counsel. Hearing requests must be made to your local school system superintendent).
11. file a local grievance.

The Office for Civil Rights of the United States Department of Education enforces the requirements of Section 5-4 of the Rehabilitation Act of 1973. The address of the Regional Office (which includes Georgia) is: Office for Civil Rights, Region IV, 61 Forsyth Street Suite 1970, Atlanta, GA 30303.

SECTION 504 PROCEDURAL SAFEGUARDS

1. 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.

2. 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.

3. 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.

4. 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 recipient to defend its position/decision regarding the claims (i.e. A recipient

shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person 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 recipient. All documentation related to the hearing shall be retained by the recipient.
 - 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.
- 5. 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.
- 6. 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.

34 CFR §104.37 Nonacademic services.

- (a) General. (1) A recipient to which this subpart applies shall provide non-academic and extracurricular services and activities in such manner as is necessary to afford

handicapped students an equal opportunity for participation in such services and activities.

(2) Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipients, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the recipient and assistance in making available outside employment.

(b) Counseling services. A recipient to which this subpart applies that provides personal, academic, or vocational counseling, guidance, or placement services to its students shall provide these services without discrimination on the basis of handicap. The recipient shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities.

(c) Physical education and athletics. (1) In providing physical education courses and athletics and similar aid, benefits, or services to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation.

(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different from those offered to nonhandicapped students only if separation or differentiation is consistent with the requirements of §104.34 and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact Cirrus Academy Charter School 504 Coordinator Dr. Cheryl Chapman at the following address:

1870 Pio Nono Avenue

Macon, Ga. 31204

Phone: (478) 250-1368

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/ or students with the following rights:

- 1) Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
- 2) Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
- 3) Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
- 4) Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
- 5) Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
- 6) You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
- 7) You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
- 8) You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
- 9) You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
- 10) If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
- 11) You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
- 12) You have the right to examine your child's educational records. 34 CFR 104.36.
- 13) You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
- 14) You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.

- 15) If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
- 16) You have the right to, at any time, to file a complaint with the United States Department of Education's Office for Civil Rights.

Office for Civil Rights

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100

Additionally, you may contact us at:

Toll-free: (800) 368-1019
TDD toll-free: (800) 537-7697

STUDENT SERVICES/ 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's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school's Section 504 Coordinator. The schools Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

For the purposes of notice, the 504 Coordinator's contact information is as follows:

Dr. Cheryl Chapman at the following address:
1870 Pio Nono Avenue
Macon, Ga. 31204
Phone: (478) 250-1368
Email: Cheryl.chapman@cirrusacademy.org

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: Cirrus Academy Charter School 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 recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person 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 recipient. All documentation related to the hearing shall be retained by the recipient.
- l) Unless otherwise required by law, the impartial review official shall uphold the action of the 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. The written determination shall be delivered via mail to the grievant and any other appropriate affected parties to provide notice of the outcome and assurances that the School will take steps to prevent any further offending conduct or to correct its effects, if appropriate.

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.

Student Services/ Section 504 Grievance Procedures

Although the below steps are recommended for the most efficient resolution at the lowest level, the parent, guardian, employee or other person with a complaint or report alleging violation of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. These procedures apply to complaints of discrimination by students, employees, applicants for employment, non-employees and third parties such as contractors.

For the purposes of notice, the 504 Coordinator's contact information is as follows:

Dr. Cheryl Chapman at the following address:
1870 Pio Nono Avenue
Macon, Ga. 31204
Phone: (478) 250-1368
Email: Cheryl.chapman@cirrusacademy.org

Superintendent/CEO
Dr. Gail M. Fowler
Cirrus Academy Charter School
Macon, GA 31204
Office: (478)250-1376 ext 806
email: gail.fowler@cirrusacademy.org

Step I

The complaint shall be presented orally or in writing to the school principal or assistant principal within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time by the Complainant. The principal or assistant principal will conduct an investigation taking into consideration the information provided by the Complainant as well as performing an independent investigation into the complaint. During that investigation the subject of the Complaint shall be given the opportunity to provide evidence, defenses and other due process rights in order to ensure that they receive equitable treatment during this investigation. Following the investigation, the Principal or assistant principal shall then render a written decision within ten (10) calendar days of the filing of the complaint and that written decision shall be delivered to the Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the principal or assistant principal shall provide assurance and guidance to the Complainant, the subject of the Complaint and any

other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate

Step II

A Complainant or the subject of the Complaint that is dissatisfied with the decision of the school principal or assistant principal may appeal to the System Section 504 Coordinator by submitting a written statement of complaint to the System Section 504 Coordinator. This request must be filed within ten (10) calendar days after the complainant or the subject of the Complaint receives the decision from the principal or assistant principal. Following that Appeal, the Section 504 Coordinator shall meet with the Complainant or the subject of the Complaint within five (5) days of receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant as well as the prior investigation. During that investigation the Complainant or the subject of the Complaint shall be given the opportunity to provide evidence, defenses and other due process rights in order to ensure that they receive equitable treatment during this investigation. Subsequently, The Section 504 Coordinator will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written decision shall be delivered to the Complainant or the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Section 504 Coordinator shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

Step III

A Complainant or the subject of the Complaint that is dissatisfied with the decision of the System Section 504 Coordinator may appeal to the CACS Board of Directors by filing a written request to the Office of the Superintendent/CEO. The appeal must be filed within ten (10) calendar days after the complainant or the subject of the Complaint receives the decision from the Section 504 Coordinator. Following that Appeal, the Board shall meet with the Complainant or the subject of the Complaint at the next scheduled Board meeting following the receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant as well as the prior investigation. During that investigation the Complainant or the subject of the Complaint shall be given the opportunity to provide evidence, defenses and other due process rights in order to ensure that they receive equitable treatment during this investigation. Subsequently, The Board will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written decision shall be delivered to the Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Board shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

STUDENT SERVICES/ SPECIAL EDUCATION

CACS operates in strict adherence to policies and procedures set forth in IDEA and the State Rules and Regulations Pertaining to Special Education. The state rules, as well as parental rights may be referred to online at the following address:

<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SpecialEducation-Rules.aspx>

CIRRUS ACADEMY CHARTER SCHOOL

Special Education: A Parent's Guide to Understanding Rights and Responsibilities

This guide is designed to help you understand your rights and responsibilities regarding special education. It should not be used as a substitute for the full version of the Parents' Rights outlined in the Individuals with Disabilities Education Act (IDEA) and the Georgia State Board of Education Rules (Ga. Bd. of Educ. R.) pertaining to Special Education. (See Ga. Bd. of Educ. R. 160-4-7-.09 PROCEDURAL SAFEGUARDS/PARENT RIGHTS). To view the full version of the Georgia Parents' Rights, please go to the Georgia Department of Education web site at www.gadoe.org and select *Offices & Divisions*, then under *Curriculum & Instruction*, select *Special Education Services and Supports*. You will then look under *Dispute Resolution* to find Parent Rights. The full version of these rights is available in multiple languages and is also presented in video format.

<p>RECORDS:</p> <ul style="list-style-type: none"> ⇒ You have a right to look at your child's education records. ⇒ You may also have the records interpreted or explained to you. ⇒ You may request to have something in the record changed or removed if you feel it should not be in your child's record. ⇒ You have the right to add information, comments, data or any other relevant written material to your child's record. ⇒ You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child's records. The school district may charge a fee for the copies but may not charge a fee for searching for and retrieving documents. ⇒ With your written permission, you may have a person acting on your behalf inspect and review the records. 	<p>EVALUATION PROCEDURES:</p> <ul style="list-style-type: none"> ⇒ Your child has the right to a full and complete evaluation to determine if he/she has a disability and is in need of special education and/or related services. ⇒ You have the right to have your child assessed in all areas of the suspected disability. ⇒ The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules. ⇒ Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years. ⇒ You will be involved in the decision about eligibility and what programs and services your child needs during the reevaluation.
<p>CONFIDENTIALITY OF INFORMATION:</p> <ul style="list-style-type: none"> ⇒ Your child's educational records are <u>private</u>. ⇒ You can ask to have copies of only your child's records. ⇒ School employees involved with your child may see your child's records and do not require your permission. ⇒ No one else may see the results of your child's records without your permission 	<p>LEAST RESTRICTIVE ENVIRONMENT:</p> <ul style="list-style-type: none"> ⇒ You have the right to have your child taught in classrooms and participate in all school programs and activities with other children without disabilities, of the same age and grade, to the greatest extent appropriate for your child. ⇒ School district personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate.
<p>INDEPENDENT EVALUATION:</p> <ul style="list-style-type: none"> ⇒ If you disagree with the school's evaluation, you may have your child tested by a professional evaluator not employed by the school district, at public or private expense. Contact the school district to find out the procedures for accessing this right. ⇒ <u>Upon request</u>, the school district <u>must provide</u> you a list of <u>independent</u> evaluators so that you may choose one to test your child. ⇒ The school district must consider the results of an independent evaluator. ⇒ The IEP Team uses the results of the test to determine if your child has a disability or needs special education. 	<p>SURROGATE PARENTS:</p> <ul style="list-style-type: none"> ⇒ When the school cannot find the child's parents or the child is a ward of the state, the school district will assign a surrogate (substitute) parent who will represent the child regarding the child's rights and interests for any evaluation, meeting, or educational decisions for special education services. ⇒ Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP Team/other meetings. ⇒ The surrogate parent has the same rights and responsibilities as a parent in special education in matters relating to a student.

NOTICE/PARENT PARTICIPATION:

- ⇒ You must be notified of your parental rights.
- ⇒ You must be invited to attend meetings about your child such as eligibility, reevaluation, or IEP Team meetings.
- ⇒ You are to receive copies of all documents about your child's education program and can have them explained to you.
- ⇒ Copies can be in your native language, Braille, or explained in sign language. If needed, the school district will provide

COMPLAINTS, MEDIATION, HEARINGS:

- ⇒ You have the right to ask for mediation or a due process hearing if you disagree with what the school has planned for your child.
- ⇒ The school district can also ask for mediation or a due process hearing.
- ⇒ The parent and the school district must both agree to try mediation before mediation will be scheduled.

Georgia Department of Education
Dr. John D. Barge, State Superintendent of Schools
Revised July 2014

Special Education: A Parent's Guide to Understanding

<p>a translator or interpreter.</p> <ul style="list-style-type: none"> ⇒ You must be given opportunities to participate in any decision-making meeting regarding your child's special education. ⇒ You must be invited to any meeting that is held to discuss your child's disability, evaluations, reevaluations, placement of your child, and his/her IEP and its contents. ⇒ You are entitled to have IEP Team meetings held at a time and place mutually convenient to you and other members of the IEP Team. ⇒ You have the right to excuse or not to excuse a member of your child's IEP Team from attending an IEP Team meeting. The school district cannot excuse a required member without your permission. 	<ul style="list-style-type: none"> ⇒ When you request a due process hearing, you have the right to participate in a resolution session that provides an opportunity for parents and school districts to resolve any issues in a due process complaint so that the parents and districts can avoid a due process hearing and provide an immediate benefit to the child. ⇒ When you request a due process hearing, you have the right to an impartial due process hearing conducted by an administrative law judge (ALJ)/hearing officer. ⇒ When you request a due process hearing, you have the right to legal counsel during the due process hearing. ⇒ After an ALJ/hearing officer renders a final decision in a due process hearing, you have the right to appeal the decision in a state or federal court within 90 days of the date of the decision. ⇒ You may file a formal written complaint with the Georgia Department of Education to conduct an investigation about any concerns, problems, or disagreements related to the IDEA or Georgia Special Education Rules. The complaint can be faxed to the Division for Special Education Services and Supports at 404-651-6457 (fax) or mailed to the division at 1870 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334.
<p>CONSENT:</p> <ul style="list-style-type: none"> ⇒ The school cannot test/evaluate or reevaluate your child without your permission/consent. ⇒ The school cannot place your child in special education or change your child's program placement without your permission/consent. ⇒ The school district cannot release your child's records without your permission/consent except to certain individuals identified in law. ⇒ You have the right to <u>not</u> give your permission/consent. ⇒ You have the right to take away your consent to special education and related services once you have given permission; you must do it in writing. Revoking consent means your child will no longer receive any special education services. 	<p>DISCIPLINE PROCEDURES AND RIGHTS:</p> <ul style="list-style-type: none"> ⇒ The school district must follow certain procedures when students with disabilities exhibit behaviors that cause the IEP Team to find other settings and/or ways to educate the child. ⇒ Schools may remove students to alternative programs when there is a potential danger to the child, students, or school personnel. ⇒ Regardless of the setting, the school district must continue to provide a free appropriate public education for your child. ⇒ The setting must enable your child to continue to receive services that will allow him/her to meet the goals and objectives in his/her IEP. ⇒ Disciplinary actions occur for violations involving drugs, alcohol, weapons, or other school rules violations. ⇒ These rights protect you, your child, and the school district.
<p>PRIVATE SCHOOL PLACEMENT:</p> <ul style="list-style-type: none"> ⇒ If you decide to place your child in a private school, you must inform school officials at the last IEP Team meeting of your intent and explain your concerns about the public program. ⇒ The school district is not required to pay for the private school if the school district offered a free appropriate public education to meet a child's educational needs that have been identified through the educational evaluation and are included in the IEP. 	<p>CONTACTS:</p> <ul style="list-style-type: none"> ⇒ When you have concerns about your child's education, it is important to tell the school principal or special education director. ⇒ If you need further help, there are parent or advocacy groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to www.p2pga.org. ⇒ You may also contact the Division for Special Education Services and Supports at 404-656-3963 or 1-800-311-3627 or go to the Georgia Department of Education website at www.gadoe.org to help find other helpful resources.
<p>LOCAL CONTACT INFORMATION: Cirrus Academy Charter School 1870 Pio Nono Avenue Macon, Ga. 31204</p> <p>SPED Director: Brenda Edwards Principal: Dr. Gail Fowler Phone: 478-250-1376</p>	

Cirrus Academy Charter School Special Education and 504 Procedures for the Distribution of Parent and Student Rights

All Special Education Staff and the 504 Coordinator issue the Parental/Student Rights documentation using the following method:

Special Education

1. A copy of the Parental rights is issued at all SPED parent meetings but during the following parent/guardian meetings the Long version of the parent rights are reviewed and shared with the parent or guardian.

- Parent Consent for Evaluation Meeting
- Eligibility or Redetermination Meeting
- Parent Notification Letter of IEP Meeting
- IEP Meeting

2. During the following conferences or meetings the short version of the rights are reviewed and shared with the parent or guardians. The long version of the rights is always available at each meeting as well.

- Teacher/Parent/SPED Case Manage conferences
- Student Support Parent Meetings or conferences

504 Parental Rights

1. 504 Parental Rights are issued at all meetings held with the parent or guardian.

CIRRUS ACADEMY CHARTER SCHOOL YOUR RIGHTS AS PARENTS - REGARDING SPECIAL EDUCATION

The Individuals with Disabilities Education Act, 34 C.F.R. § 300 *et seq.* (IDEA), the federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations.

Terms used in this document

The terms “Local Educational Agency (LEA),” “public agency,” “agency,” “local system,” or “system” refer to school systems as designated by the state of Georgia to provide special education and related services to eligible children, including public nonprofit charter schools.

The term “parent” refers to the same broad definition of parent as found in the IDEA, including the biological or adoptive parent, a foster parent, a guardian authorized to make educational decisions for the child, a person acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, an individual who is legally responsible for the child’s welfare, or a surrogate that has been appointed. (34 C.F.R. § 300.30]

A copy of this notice must be given to parents only one time a school year, except that a copy must also be given to the parents: (1) upon initial referral or parent request for evaluation to determine if the student is a student with a disability; (2) upon receipt of the first written formal complaint

involving the student's school system;(3) upon receipt of the first due process complaint involving the student's school system in a school year; (4) when a decision is made to take a disciplinary action that constitutes a change of placement;(5) prior to accessing a student's or parent's public benefits or insurance for the first time; and (6) upon parent request. [34 C.F.R. §300.504(a)]

As a parent of a child who has been referred for special education services or a child who is already receiving special education and related services, you and your child have certain rights which are protected by state and/or federal law. These rights are outlined in the next few pages. Please be sure to ask your school or school system for an explanation if there is anything in them that you do not understand, if you need them in a different language, or if you want them explained to you.

CONFIDENTIALITY OF INFORMATION:

The information about your child being a child with a disability eligible under the IDEA, his or her special education and related services, and other personally identifiable information is confidential and is not released to others within the system unless they have a legitimate need to know nor is it released to other agencies or groups except under limited circumstances.

Regarding when confidential information is released, you have the right to:

1. Restrict third party access to your child's records by withholding consent to disclose records except (a) in certain limited circumstances described in the federal regulations implementing the Family Educational Rights and Privacy Act of 1974, 34 C.F.R. Part 99 (FERPA), and (b) when the records are released to officials of participating agencies for purposes of meeting a requirement under the IDEA;
2. Restrict the release of your child's personally identifiable information to officials of participating agencies that provide or pay for transition services to your child;
3. Restrict the release of your child's personally identifiable information to a private school that is not located in the LEA of your residence;
4. Be notified and receive copies before information in your child's record is destroyed;
5. Be told to whom information has been disclosed; and
6. Review and receive copies of all information sent to another agency where your child seeks or is eligible to enroll.

Cirrus Academy Charter School
Parents' Bill of Rights Policy and Procedure

Purpose: To provide for the protection of the fundamental rights of parents to direct the upbringing and education of their minor children from undue infringement

Policy Statement: It is the policy of Cirrus Academy Charter School to protect parents' rights to be involved and engaged in the education of their children enrolled in our school.

Conflict with other Policies: It is not intended that this policy supersedes or replaces any other obligation or benefits provided to Parents via Federal or State Law in Georgia.

Definitions:

- 'Instructional material' means instructional materials and content, as defined by the State Board of Education pursuant to Code Section 20-2-1010, and locally approved instructional materials and content,
- 'Minor child' means a person who is less than 18 years of age and who has not been emancipated by operation of law or by court order pursuant to Code Section 15-11-727 or as otherwise provided by law.
- 'Parent' means a person who has legal authority to act on behalf of a minor child as a natural or adoptive parent or legal guardian.
- 'Review period' means the first two weeks of each nine-week grading period of the school year.

Regulations and Procedures:

The Governing Board shall consult with parents, teachers, and administrators to develop and adopt this policy promote parental involvement. This policy shall be posted on the schools' websites and is available on site at each school upon parental request.

- 1) Procedures for a parent to review records relating to his or her minor child- Parents have the right to access and review all records relating to his or her minor child, including but not limited to, current grade reports and attendance records, unless otherwise prohibited by law. Parents also have the right to access information relating to promotion and retention policies and high school graduation requirements. Promotion and Retention policies and graduation requirements can be found in the Parent/Student Handbook which is given to students at the beginning of each school year or upon enrollment and on the school website. These can also be requested in the main office at the school. As a parent of a student enrolled or previously enrolled at Cirrus Academy Charter School may request to review the records of his/her minor child by contacting the school's Data Clerk. The parent should call or email the Date Clerk prior to date/time the parent wishes to review the records to make an appointment to do so. The Data Clerk may not be able to accept requests to review records without an appointment.
- 2) Procedures for a parent to learn about his or her minor child's courses of study, including, but not limited to parental access to instructional materials intended for use in the classroom. –

Instructional materials are intended for use in his or her minor child's classroom shall be made available for parental review during the review period upon request by a parent. The request should be made in writing (email or letter) to the school Superintendent. The Superintendent shall produce such information for inspection within a reasonable amount of time not to exceed three business days of receipt of the request. In those instances where some, but not all information requested is available for inspection within three business days, the Superintendent shall make available within that period such information that is available for inspection. In any instance where some or all of such information is unavailable within three business days of receipt of the request, and such information exists, the Superintendent shall, within such time period, provide the requestor with a description of such information and a timeline for when the information will be available for inspection and shall provide the information or access thereto as soon as practicable but in no case later than 30 days of receipt of the request. If the Superintendent demies the request or fails to provide the information within 30 days, the parent may appeal to the Governing Board pursuant to the Cirrus Academy Charter School Parent and Student Complaints and Grievances Policy. A parent aggrieved by the decision of the Governing Board may appeal such decision to State Board of Education.

- 3) Procedures for a parent to object to instructional materials intended for use in his or her minor child's classroom or recommended by his or her minor child's teacher- Parents who object to instructional materials intended for the use in his/her minor child's classroom shall make a written (email or letter) objection to the school's Superintendent. The objection must include the following:
- a. Student's name
 - b. Student's grade level
 - c. Subject/Course of the objectionable instructional materials
 - d. Name of the teacher who teaches the subject/course
 - e. Description of the instructional material which is being objected
 - f. Reason for the objection

The Superintendent shall give a response to the objection and possible alternative instructional material within 5 business days. Parents who are aggrieved by the Superintendent's response may appeal to the Governing Board pursuant to the Cirrus Academy Charter School Parent and Student Complaints and Grievances Policy.

- 4) Procedures for a parent to withdraw his or her minor child from the school's prescribed course of study in sex education if the parent provides a written objection to his or her minor child's participation.
- a. Parents will be notified in advance of such course content so that he or she may withdraw his or her minor child from the course
 - b. Parents may request in writing (email or letter) that his/her child not participate in the course. The request should be addressed to the Superintendent.
- 5) Procedures for a parent to provide written notice that photographs or video or voice recordings of his or her child are not permitted, subject to applicable public safety and security exceptions- The Enrollment form upon entering school requires parents to choose if they allow or do not allow photographs or recordings of his/her child. If at any time a parent chooses to change their selection

on this matter, he/she must request in writing (email or letter) to have this changed in the student's file. The request should be made to the Superintendent.



September 7, 2022

Cirrus Academy Charter School
1870 Pio Nono Avenue
Macon, Ga 31204

Dear Local Business:

At Cirrus Academy Charter school, a state charter school, we change our students' lives for the better each and every day with the help of our families, teachers, administrators and community members.

As our state continues to struggle financially resulting in numerous cuts to public education, we are looking to local businesses to partner with our school and help us raise funds to support our students. Our goals include increasing our ELA and Math testing scores, as well as advancing our STEAM (science, technology, engineering, arts and mathematics) program.

Your partnership will help Cirrus Academy continue to:

- offer a hands-on curriculum in STEAM (science, technology, engineering, arts and mathematics).
- provide various departments additional resources for academic success and artistic expression.
- provide additional opportunities to further explore STEAM while enhancing leadership, self-discipline and critical thinking skills.

In exchange for your support of our school, you will receive recognition and exposure to our 500+ students and their families. (Please see the attached form for our sponsorship opportunities.) We need your help to continue challenging the leaders of tomorrow. Please pledge your support by becoming one of our sponsors.

Thank you for your time and consideration.

Dr. Gail Fowler
Superintendent and CEO
(478) 250-1376 | Gail.Fowler@cirrusacademy.org

CACS is an Equal Opportunity Employer
CACS is a Gang-Free Zone and a Smoke Free Campus
1870 Pio Nono Ave, Macon, GA 31204
www.cirrusacademy.org

WE ARE FULL STEAM AHEAD!!!!!!



Cirrus Academy Charter School's mission is to develop and implement a comprehensive educational program that prepares students to meet and exceed world class standards, and prepare them to compete in the global market.

Our vision is for Cirrus Academy Charter School students to be well rounded, civic minded individuals who graduate with a firm foundation of knowledge and skills in STEAM that enables them to build and sustain quality lives, contribute to the economic vitality of the United States of America, and to be globally competitive in the worldwide marketplace.

Cirrus Academy Charter School

2021-2022 Sponsorship Opportunities (a tax deductible contribution)

Your business will receive the following recognition/opportunities during the school year:

Gold Eagle Sponsor - \$500+

- Your company's logo and link to your website placed on the Cirrus Academy Charter School website
- Your banner posted at all school events and displayed on our campus
- All promotional advertisements placed in the Cirrus Academy newsletter, Website, Facebook and T-shirt
- Pledge recognition plaque

Silver Eagle Sponsor - \$250

- Your company's logo and link to your website placed on the Cirrus Academy Charter School website
- Five submissions of promotional advertisements placed in the Cirrus Academy newsletter, Website, Facebook and T-shirt
- Pledge recognition plaque

Bronze Eagle Sponsor - \$150

- Listing your company as a sponsor on the Cirrus Academy Charter School website
- One submission of a promotional advertisement placed in the Cirrus Academy newsletter, website, Facebook and T-shirt
- Pledge recognition plaque

Contributing Eagle Sponsor

If your business is interested in contributing an in-kind goods or services in lieu of a monetary contribution, please describe on the following form. i.e. edible goods or consumer products. The estimated value of your donation will determine the level of sponsorship.



* Sponsors are responsible for providing marketing materials including banners, promotional materials, and digital files for advertisements. All submissions of promotional materials and advertisements are subject to Cirrus Academy Charter School approval. Cirrus Academy Charter School will assume responsibility of disseminating materials. More information and specifications can be obtained by contacting the school. Please note all sponsorship submissions are subject to approval by Cirrus Charter Academy School administration.

2021-2022 Sponsorship Form
Yes, we support the Cirrus Academy Charter School students!
Please recognize our sponsorship at the following level:

_____ Gold Eagle Sponsor (\$500+)
_____ Bronze Eagle Sponsor (\$150)

_____ Silver Eagle Sponsor (\$250)
_____ Contributing Eagle Sponsor

Company Name: _____

Contact: _____

Address: _____

City: _____ State _____ Zip _____

Phone: _____ Fax: _____

Email: _____

If your business will be contributing an in-kind donation, for example gift cards or products that the school can use in lieu of monetary donations, please describe on the lines below and estimate the approximate market value:

Please make checks payable to Cirrus Academy Charter School

CACS is an Equal Opportunity Employer
CACS is a Gang-Free Zone and a Smoke Free Campus
1870 Pio Nono Ave, Macon, GA 31204
www.cirrusacademy.org

WE ARE FULL STEAM AHEAD!!!!



CIRRUS ACADEMY
CHARTER SCHOOL

Thank you for your generous support!

To mail your contribution, please send to:
Cirrus Academy
1870 Pio Nono Ave
Macon, GA 31204

Federal Tax ID #47-2810649

Or for pick up: LaShondra Fowler- (478) 250-1376
Business Sponsor Logos can be sent to LaShondra.Fowler@cirrusacademy.org

Child submitting form: _____

CACS is an Equal Opportunity Employer
CACS is a Gang-Free Zone and a Smoke Free Campus
1870 Pio Nono Ave, Macon, GA 31204
www.cirrusacademy.org

WE ARE FULL STEAM AHEAD!!!!

Does not apply to Cirrus Academy at this time

> **WHAT SPECIAL EDUCATION PROGRAMS DO YOU PROVIDE?**

> **CAN I VOLUNTEER AT THE SCHOOL OR IN MY CHILD'S CLASSROOM?**

> **ARE THE 2021-2022 PARENT/STUDENT HANDBOOK AND CODE OF CONDUCT AVAILABLE FOR REVIEW?**

∨ **WHAT IS THE USDA NON-DISCRIMINATION STATEMENT?**

The statement is as follows:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

> **WHERE DO I FIND INFORMATION ABOUT AND A COPY OF CIRRUS ACADEMY'S ANNUAL REPORT CARD?**

> **HOW DO I ACCESS THE PARENT PORTAL?**

> **HOW DO I ENSURE THE SAFETY OF A CHILD BY REPORTING SUSPECTED ABUSE?**

> **DID CIRRUS ACADEMY DO A TRIENNIAL ASSESSMENT FOR NUTRITION?**

CONNECT



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

It is the policy of Cirrus Academy Charter School's Board of Directors, and Superintendent/CEO to comply with state and federal laws including Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA) and the Pupil Protection Rights Amendment (PPRA), adhering to the confidentiality and releasing of student records and information. The Superintendent/CEO, or designee have developed rules and procedures to be followed for parents, guardians, and eligible students of any type of information designated as Directory Information on an annual basis and provide parents, guardians, and eligible students with an opportunity to opt out of the disclosure of any type of directory information by submitting the appropriate documentations and forms.

Family Education Rights and Privacy Act (FERPA)

Statute: 20.U.S.C. 1232 Regulations: 34 C.F.R. Part 99

The Family Education Rights and Privacy Act (FERPA) provide parents and eligible students certain rights relating to accessing education records. An eligible student is a student that is at least eighteen years of age, or attends a postsecondary school. FERPA also restricts a school's disclosure of education records. Except in limited circumstances, a school cannot disclose educational records without prior written consent from the parent or eligible student.

Additionally, schools may release "directory information" of students after providing notice to parents and eligible students that includes the types of information that the school designated as directory information, the right of a parent or eligible student to refuse to designate information related to the student as directory information, and the period of time within which a parent or eligible student must notify the school in writing that the school may not designate the information related to the student as directory information.

Cirrus Academy Charter School has designated the following information as directory information:

- a. Student's name, address, and telephone number; email address
- b. Student's date and place of birth
- c. Student's participation in official school clubs and sports
- d. Dates of attendance at Cirrus Academy Charter School
- e. Awards received during the time enrolled in Cirrus Academy Charter School

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. You have the right to refuse to allow all or any part of the above information to be designated as directory information and to be disclosed to the public upon request. If you wish to exercise this right, you must notify the principal in writing within 5 days after officially enrolling in school.



EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)

8/4/2022

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 Arthur J. Gallagher Risk Management Services, Inc. 235 Highlandia Drive, Suite 200 Baton Rouge, LA 70810		PHONE (A/C, No, Ext): 225-292-3515	COMPANY American Southern Home Insurance Company P.O. Box 5323 Cincinnati, OH	
FAX (A/C, No): 225-292-3893	E-MAIL ADDRESS:			
CODE:		SUB CODE:		
AGENCY CUSTOMER ID #:		LOAN NUMBER		POLICY NUMBER 7NA6CP0000683-01
INSURED Cirrus Education Group, Inc. 1870 Pio Nono Avenue Macon, GA 31204		EFFECTIVE DATE 07/29/2022	EXPIRATION DATE 07/29/2023	<input type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED
THIS REPLACES PRIOR EVIDENCE DATED:				

PROPERTY INFORMATION

LOCATION/DESCRIPTION

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 X SPECIAL

COVERAGE / PERILS / FORMS	AMOUNT OF INSURANCE	DEDUCTIBLE
Building	\$10,397,041	\$1,000
Contents	\$618,000	\$1,000


REMARKS (Including Special Conditions)

Public Finance Authority is included as additional insured as their interest may appear.
 30 Days written notice of any amendment or cancellation to certificate holder.

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

NAME AND ADDRESS Public Finance Authority 22 E. Mifflin Street, Suite 900 Madison, WI 53703	<input checked="" type="checkbox"/> ADDITIONAL INSURED	<input type="checkbox"/> LENDER'S LOSS PAYABLE	<input type="checkbox"/> LOSS PAYEE
	<input checked="" type="checkbox"/> MORTGAGEE		
	LOAN #		
AUTHORIZED REPRESENTATIVE 			



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

8/4/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, Inc. 235 Highlandia Drive, Suite 200 Baton Rouge LA 70810	CONTACT NAME: Lorrie McBride PHONE (A/C, No, Ext): 225-292-3515 E-MAIL ADDRESS: lorrie_mcbride@ajg.com		FAX (A/C, No): 225-292-3893
	INSURER(S) AFFORDING COVERAGE		
INSURED Cirrus Education Group, Inc. 1870 Pio Nono Avenue Macon GA 31204	CIRREDU-01	INSURER A: United Educators Ins, a Reciprocal Risk Retention	NAIC # 10020
		INSURER B: American Southern Home Insurance Company	41998
		INSURER C: Wesco Insurance Company	25011
		INSURER D:	
		INSURER E:	
	INSURER F:		

COVERAGES

CERTIFICATE NUMBER: 945921157

REVISION NUMBER:

THIS IS TO CERTIFY THAT 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 CERTIFICATE 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.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:			7NA6CP0000683-01	7/29/2022	7/29/2023	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
B	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			7NA5CA0000648-01	7/29/2022	7/29/2023	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			M97-87C	7/29/2022	7/29/2023	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	WWC3594159	7/29/2022	7/29/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B	Directors and Officers			7NA6CP0000683-01	7/29/2022	7/29/2023	Aggregate \$ 1,000,000
B	Crime			7NA6CP0000683-01	7/29/2022	7/29/2023	Employee Dishonesty \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Honor Roll Elite Commercial General Liability Enhancements includes:
 Blanket Additional Insured - Where Required By Written Contract
 Blanket Waiver of Subrogation - Where Required by Written Contract

Workers Compensation Endorsement WC000313 Blanket Waiver of Subrogation - Where Required by Written Contract
 Public Finance Authority is included as additional insured as their interest may appear.
 30 Days written notice of any amendment or cancellation to certificate holder.

CERTIFICATE HOLDER**CANCELLATION**

Public Finance Authority
 22 E. Mifflin Street, Suite 900
 Madison WI 53703

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

8/4/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, Inc. 235 Highlandia Drive, Suite 200 Baton Rouge LA 70810	CONTACT NAME: Lorrie McBride PHONE (A/C, No, Ext): 225-292-3515 E-MAIL ADDRESS: lorrie_mcbride@ajg.com		FAX (A/C, No): 225-292-3893
	INSURER(S) AFFORDING COVERAGE		
INSURED Cirrus Education Group, Inc. 1870 Pio Nono Avenue Macon GA 31204	CIRREDU-01	INSURER A: United Educators Ins, a Reciprocal Risk Retention	NAIC # 10020
		INSURER B: American Southern Home Insurance Company	41998
		INSURER C: Wesco Insurance Company	25011
		INSURER D:	
		INSURER E:	
	INSURER F:		

COVERAGES

CERTIFICATE NUMBER: 898201923

REVISION NUMBER:

THIS IS TO CERTIFY THAT 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 CERTIFICATE 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.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:			7NA6CP0000683-01	7/29/2022	7/29/2023	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY	Y		7NA5CA0000648-01	7/29/2022	7/29/2023	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			M97-87C	7/29/2022	7/29/2023	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	WWC3594159	7/29/2022	7/29/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B	Directors and Officers			7NA6CP0000683-01	7/29/2022	7/29/2023	Aggregate \$ 1,000,000
B	Crime			7NA6CP0000683-01	7/29/2022	7/29/2023	Employee Dishonesty \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Honor Roll Elite Commercial General Liability Enhancements includes:
 Blanket Additional Insured - Where Required By Written Contract
 Blanket Waiver of Subrogation - Where Required by Written Contract

Workers Compensation Endorsement WC000313 Blanket Waiver of Subrogation - Where Required by Written Contract
 UMB Bank, National Association, as Trustee is included as Mortgagee and additional insured as their interest may appear. 30 Days written notice of any amendment or cancellation to certificate holder.

CERTIFICATE HOLDER**CANCELLATION**

UMB Bank, National Association, as Trustee
 120 South Sixth Street
 Suite 1400
 Minneapolis MN 55402

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)

8/4/2022

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 Arthur J. Gallagher Risk Management Services, Inc. 235 Highlandia Drive, Suite 200 Baton Rouge, LA 70810		PHONE (A/C, No, Ext): 225-292-3515	COMPANY American Southern Home Insurance Company P.O. Box 5323 Cincinnati, OH	
FAX (A/C, No): 225-292-3893	E-MAIL ADDRESS:			
CODE:	SUB CODE:			
AGENCY CUSTOMER ID #:		LOAN NUMBER		POLICY NUMBER 7NA6CP0000683-01
INSURED Cirrus Education Group, Inc. 1870 Pio Nono Avenue Macon, GA 31204		EFFECTIVE DATE 07/29/2022	EXPIRATION DATE 07/29/2023	<input type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED
THIS REPLACES PRIOR EVIDENCE DATED:				

PROPERTY INFORMATION

LOCATION/DESCRIPTION

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 SPECIAL

COVERAGE / PERILS / FORMS

AMOUNT OF INSURANCE

DEDUCTIBLE

COVERAGE / PERILS / FORMS	AMOUNT OF INSURANCE	DEDUCTIBLE
Building	\$10,397,041	\$1,000
Contents	\$618,000	\$1,000


REMARKS (Including Special Conditions)

UMB Bank, National Association, as Trustee is included as Mortgagee and additional insured as their interest may appear. 30 Days written notice of any amendment or cancellation to certificate holder.

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

NAME AND ADDRESS UMB Bank, National Association, as Trustee 120 South Sixth Street Suite 1400 Minneapolis, MN 55402	<input checked="" type="checkbox"/> ADDITIONAL INSURED	<input type="checkbox"/> LENDER'S LOSS PAYABLE	<input type="checkbox"/> LOSS PAYEE
	<input checked="" type="checkbox"/> MORTGAGEE		
	LOAN #		
AUTHORIZED REPRESENTATIVE 			



Cirrus Academy Charter School
2022 - 2023 Pre-Planning Week
Convocation & Professional Development & Activity Agenda
July 25, 2022 – August 2, 2022

MISSION STATEMENT

Cirrus Academy Charter School’s mission is to develop and implement a comprehensive educational program that prepares students to meet and exceed world class standards and prepare them to compete in the global market.

VISION STATEMENT

Our vision is for Cirrus Academy Charter School students to be well rounded, civic-minded individuals who graduate with a firm foundation of knowledge and skills in STEAM that enables them to build and sustain quality lives, contribute to the economic vitality of the United States of America, and to be globally competitive in the world-wide marketplace.

Pre-Planning Day 7--August 2,2022

Session objectives:

















- *Building roles, confidence, and educations strength.
- *Recognize and promote educational ethics.

Session Norms

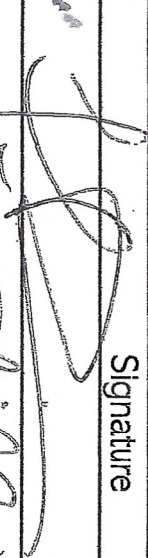






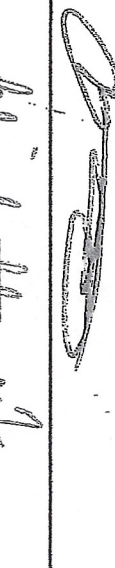
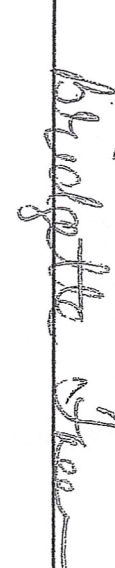







- * **B** present and on-time (Courtesy & Respect)
- * **H**igh engagement, low technology (Actively Engaged)
- * **A**lways assume best intentions (Moral Highroad)
- * **P**rofessional Confidentiality
- * **R**espect discourse supported w/evidence (Growth Mindset)

Time	Topic	Presenter	Who Attends
8:00 a.m.	Staff Reports to Cafenadium & Sign-In		
8:20 a.m.- 8:25 a.m.	Opening/ Welcome from our Captain Dr. Gail M. Fowler CEO/Superintendent		
8:30 a.m.-10:30 a.m.	Fountas and Pinnell Guided Reading	Dr. Fran Perkins Literacy Consultant BBB Educational Enterprises, LLC	ALL CACS Faculty & Staff
10:30 a.m.-10:40 a.m.	Break		
10:40 a.m.-11:40 a.m.	" Now Boarding " The First 10 Days of School	Academic Deans: Porscha Amest (K-2) Lywante Bonner (3-5) Alison Bass (6-8)	ALL CACS Faculty & Staff
12:00 p.m.-1:00 p.m.	Lunch		
1:00 p.m.-1:10 p.m.	"Refueling" CACS Cheerleading Team		
1:10 p.m.-1:30 p.m.	Child Abuse Reporting Suicide Prevention Harrassment/Bullying	Dr. Cheryl Chapman CACs School Counselor	
1:30 p.m. -1:50 p.m.	CACS PQ Policy Evaluation/ TKES/LKES	Mrs. Diane Freeman Federal Compliance Officer Mrs. Brenda Edwards Chief Academic Officer	ALL CACS Faculty & Staff
1:50 p.m.-2:00 p.m.	Break		
2:00 p.m-3:00 p.m.	"Landing Instructions" Employee Handbook	Ms. Sonja Riley Human Resources Coordinator	ALL CACS Faculty & Staff
"The Take-off" Dr. Gail M. Fowler CEO/Superintendent			
















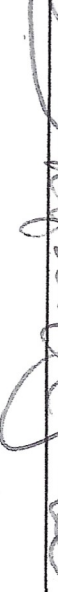
CIRRUS ACADEMY CHARTER SCHOOL Dr. Grant Fowler
 PROFESSIONAL DEVELOPMENT SIGN-IN SHEET

Print name	Title	Signature
Porscha Amest	Academic Dean K-2	
Tanya Smith	Teacher 2nd	
DeQuanda Cummings	Teacher 2nd	
TAVESHA JOCKSON	1st	
Lynwante Bonner	Academic Dean	
Ken Spears	Rec Reader	
Tomelha Jones	1st grade	
Candice Lewis	Intervention/Teach.	
Elizabeth William	Teacher	
Hilary Morris	STEM	
Jared Echols	7th/8th Special Education	
Janesh Brown	Student Support Lead	
Erin Thomas		
Chris Drangham	Teacher	
Layvenia Harris	K Para	
Creative Store	Sped Para	

CIRRUS ACADEMY CHARTER SCHOOL
PROFESSIONAL DEVELOPMENT SIGN-IN SHEET

Print name	Title	Signature
Franz Rice	para	
Denise Billie	3rd grade teacher	
Donel Freeman	tech	
Machara Williams - Muffin	1/8 Science	
Joanne Brinn	Dean of Students	
Willie Folsberg	D.E.	
Theresa Umbarger	3rd gr Math	
Clineira Lucas	end grade	
Bridgette Freeman	custodial	
Vinny Sperry	custodial	
Wendy Brinsford Gimes	Dir ops / Mkt	
Tayonna Beason	3/4 grade teacher	
Alison Bass	Academic Dean 6-8	
Benita Walker	1st grade	
Marisa Bailey	1st	
Senja Riley	HR coordinator	

CIRRUS ACADEMY CHARTER SCHOOL
PROFESSIONAL DEVELOPMENT SIGN-IN SHEET

Print name	Title	Signature
Marcia Miller	Interventionist	
Marcus Tucker	4-5 teacher	
Kumera Paganus	Kindergarten 4/5 TEA	
Therone Spive		
Geisel T. Mingfield	Kindergarten	
L Annell Winkler	4/5 Science	
Bishna Barnes-Smith	PSC Teacher	
Julia Jones-Carey	3rd grade Teacher	
Reynold	Parent	
Jakema Gray	Teacher	
Henry S. Chapman	Special Counselor	
Tarah Jones	EIP Teacher CR-2	
Lannon Crawford	Music Teacher	
Michael Walker	PE	
Dennis A. Skide Sp	Eagles Bridge Academy CEO	
Debraa Guss	Parent	



HEALTH EDUCATION
2022-2023

CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Mission

The mission of the Health and Physical Education program is to develop healthy and physically literate individuals. These individuals will acquire knowledge and develop skills enabling them to make responsible choices, promoting a lifetime of physical activity, health, and well-being.

Our rigorous and relevant K-8 curriculum will provide students with the opportunity to sustain lifelong physical activity as a foundation for a healthy and productive life.

Vision

Our vision is for students to embrace a healthy active lifestyle which will empower them for success in the 21st century.

Students are meaningfully engaged with both the content and performance standards of the GA Performance Standards for Health and Physical Education. Therefore, every student will have the opportunity to participate in a quality Physical Education program which develops health-related fitness, physical competence in movement activities, cognitive understanding and positive attitudes towards physical activity promoting long term health and physically active lifestyles.

A quality physical education program is important because it provides a learning experience that meets a student's developmental needs, which in turn improves mental alertness, academic performance, readiness, and enthusiasm for learning.

CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

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Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2- 1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Staff assisting with reviewing standards for implementation of Health Curriculum for the 2022-2023 school year in grade K-8th at Cirrus Academy Charter School.

Name	Title
Dr, Gail M. Fowler	CEO/Superintendent
Diane Freeman	CACS Compliance Officer
Brenda Edwards	CACS Chief Academic Officer
Willie Goolsby	Health and Physical Education Teacher
Melinda Coley	Parent
Gail Watkins	Peach State Health Community Partner
Jarvis Adside	Bridge Academy Coordinator
Cheryl Chapman	Counselor
Larrick Womack	Science Teacher
Wendy Brinson	Nutrition Manager
Lashondra Fowler	Senior Accountant
Elizabeth Williams	Teacher
Ken Spears	Special Education Teacher
William Thompson	CACS School Nurse

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CIRRUS ACADEMY CHARTER SCHOOL
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O.C.G.A. § 20-2-143

Copy Citation

Current through the 2019 Regular Session of the General Assembly and HB 276 and HB 444 of the 2020 Regular Session of the General Assembly

§ 20-2-143. Sex education and AIDS prevention instruction; implementation; student exemption

(a) Each local board of education shall prescribe a course of study in sex education and AIDS prevention instruction for such grades and grade levels in the public school system as shall be determined by the State Board of Education. Such course of study shall implement either the minimum course of study provided for in subsection (b) of this Code section or its equivalent, as approved by the State Board of Education. Each local board of education shall be authorized to supplement and develop the exact approach of content areas of such minimum course of study with such specific curriculum standards as it may deem appropriate. Such standards shall include instruction relating to the handling of peer pressure, the promotion of high self-esteem, local community values, the legal consequences of parenthood, and abstinence from sexual activity as an effective method of prevention of pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome.

(b) The State Board of Education shall prescribe a minimum course of study in sex education and AIDS prevention instruction which may be included as a part of a course of study in comprehensive health education for such grades and grade levels in the public school system as shall be determined by the state board and shall establish standards for its administration. The course may include instruction concerning human biology, conception, pregnancy, birth, sexually transmitted diseases, and acquired immune deficiency syndrome. The course shall include instruction concerning the legal consequences of parenthood, including, without being limited to, the legal obligation of both parents to support a child and legal penalties or restrictions upon failure to support a child, including, without being limited to, the possible suspension or revocation of a parent's driver's license and occupational or professional licenses. The course shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade nine. A manual setting out the details of such course of study shall be prepared by or approved by the State School Superintendent in cooperation with the Department of Public Health, the State Board of Education, and such expert advisers as they may choose.

(c) The minimum course of study to be prescribed by the State Board of Education pursuant to subsection (b) of this Code section shall be ready for implementation not later than July 1, 1988. Each local board shall implement either such minimum course of study or its equivalent not later than July 1, 1989. Any local board of education which fails to comply with this subsection shall not be eligible to receive any state funding under this article until such minimum course of study or its equivalent has been implemented.

(d) Any parent or legal guardian of a child to whom the course of study set forth in this Code section is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2- 1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

State Board of Education Rule

Code: IDB

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

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2- 1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

- 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 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) Beginning in the 2011-2012 school year, 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) Beginning in the 2013-2014 school year, 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

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

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
- 3 cardiopulmonary resuscitation and the use of an automated external defibrillator.

Authority O.C.G.A. §§ 20-2-142(b), (c); 20-2-143; 20-2-149.1; 20-2-777. Adopted: August 23, 2018
Effective: September 12, 2018

Note: As the topic of sex education comes under the purview of local boards of education, such standards listed below may be removed from instruction in as they may come into conflict with a local course of study.

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2- 1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Kindergarten

Health Education

Course 17.01100

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents or guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, to follow school safety rules, and to be responsible.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Kindergarten students will identify and apply healthy behaviors.		
HEK.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HEK.1.a	Identify healthy behaviors.	Example <ul style="list-style-type: none"> • Physical activity (various forms of exercise) • Nutritious food (food pyramid) • Beverage choices (water v. soft drink) • Personal hygiene (bathing, brushing teeth)
HEK.1.b	Recognize potentially harmful substances.	Example <ul style="list-style-type: none"> • Tobacco products • Household chemicals and medication
HEK.1.c	Identify safety hazards.	Example <ul style="list-style-type: none"> • Fire • Vehicles (crossing the street, seatbelts) • Water safety • Firearms

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will identify the influence of family, peers, culture, media, technology, and other factors on health behaviors. Kindergarten students will recognize and identify external factors that influence personal health and well-being.		
HEK.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
	Expectations	Evidence of Student Learning
HEK.2.a	Identify how family, peers, and cultural factors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Walking the dog • Playing sports • Personal hygiene
HEK.2.b	Identify what the school can do to support personal health practices.	Example <ul style="list-style-type: none"> • Identify the kinds of healthy foods served by the school cafeteria • Discuss the purpose of school playground rules

Description: Kindergarten students will identify trusted adults who can assist them in enhancing personal health and well-being.		
HEK.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HEK.3.a	Identify types of trusted adults and professionals as resources for health information.	Example <ul style="list-style-type: none"> • Family • Doctor • Nurse • Police Officer
HEK.3.b	Identify specific health professionals in the school and community.	Example <ul style="list-style-type: none"> • School Nurse • Counselor • Resource Officer

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance personal, family, and community health. Kindergarten students will demonstrate the skills needed to develop and maintain healthy personal relationships.		
HEK.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HEK.4.a	Examine ways to express feelings in a healthy way.	Example <ul style="list-style-type: none"> Talking in a normal voice, not yelling Solving conflicts peacefully
HEK.4.b	Demonstrate listening skills to enhance health.	Example <ul style="list-style-type: none"> Look at the person talking
HEK.4.c	Recognize ways to respond when in an unwanted, threatening, or dangerous situation.	Example <ul style="list-style-type: none"> Not talking to strangers Understanding fire safety
HEK.4.d	Discuss ways to tell a trusted adult if threatened or harmed.	Example <ul style="list-style-type: none"> Talk to a teacher or school counselor about a bully, harassment, or a frightening situation

Description: Students will demonstrate the ability to use decision-making skills to make a thoughtful health-related decision. Kindergarten students will make decisions that enhance personal health and well-being. Students will become familiar with basic decision-making model/models.		
HEK.5: Students will demonstrate the ability to use decision-making skills to enhance health.		
	Expectations	Evidence of Student Learning
HEK.5.a	Identify health-related situations.	Example <ul style="list-style-type: none"> Food choice Personal hygiene Safety
HEK.5.b	Use a decision-making model in a health-related situation.	Example <ul style="list-style-type: none"> Sample Model Step 1: Identify the situation Step 2: Brainstorm the options Step 3: Seek help or assistance if needed Step 4. Make a decision Step 5: Describe the outcome
HEK.5.c	Identify people who can assist in problem-solving and decision making.	Example <ul style="list-style-type: none"> Parent/Guardian Teacher School Counselor

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CIRRUS ACADEMY CHARTER SCHOOL
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Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Kindergarten students will identify personal health goals and determine who can assist them in achieving their goals.		
HEK.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HEK.6.a	Identify a personal health goal.	Example <ul style="list-style-type: none"> • Walk 30 minutes a day • Drink water
HEK.6.b	Identify family members or trusted adults who can assist with achieving a short-term health goal	Example <ul style="list-style-type: none"> • Parent/Guardian • School Nurse/teacher

Description: Students will demonstrate healthy practices and behaviors. Kindergarten students will safely participate in activities that enhance personal health.		
HEK.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HEK.7.a	Demonstrate healthy behaviors that improve personal health and wellness.	Example <ul style="list-style-type: none"> • Proper hydration (Drink water often) • Oral hygiene (Brush your teeth) • Moderate to vigorous physical activity
HEK.7.b	Demonstrate healthy behaviors that prevent injuries.	Example <ul style="list-style-type: none"> • Wearing a bicycle helmet • Keeping shoes tied • Maintaining a safe personal space

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CIRRUS ACADEMY CHARTER SCHOOL
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Description: Students will demonstrate the ability to be a health advocate. Kindergarten students will demonstrate behaviors that promote personal health and encourage positive choices in others.

HEK.8: Students will demonstrate the ability to advocate for personal, family, and community health.

	Expectations	Evidence of Student Learning
HEK.8.a	Seek assistance to promote personal health.	Example <ul style="list-style-type: none"> • Ask for help when being teased or bullied. • Request healthier snack options
HEK.8.b	Encourage peers to make positive health choices.	Example <ul style="list-style-type: none"> • Remind others to cover the nose and mouth when sneezing. • Role model healthy behaviors • Ask classmates to join in physical activities

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First Grade

Health Education

Course 17.00200

Students in first grade learn about body systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for themselves, others, and the environment.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. First-grade students will identify how healthy behaviors impact personal health and disease prevention.		
HE1.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE1.1.a	Identify how healthy behaviors impact personal health and wellness.	Example <ul style="list-style-type: none"> • Physical activity • Using medications as prescribed • Being a good friend
HE1.1.b	Identify ways to prevent the spreading of germs and communicable diseases.	Example <ul style="list-style-type: none"> • Washing hands • Covering cough/sneeze • Avoiding bodily fluids
HE1.1.c	Recognize potentially harmful substances.	Example <ul style="list-style-type: none"> • Tobacco products • Medications • Household chemicals
HE1.1.d	Identify appropriate ways to express and deal with emotions and feelings.	Example <ul style="list-style-type: none"> • Physical activity (various forms of exercise) • Nutritious food (food pyramid) • Beverage choices (water v. soft drink) • Personal hygiene (bathing, brushing teeth)
HE1.1.e	Identify and describe situations that could cause injury.	Example <ul style="list-style-type: none"> • Not wearing a seatbelt • Not wearing a bicycle helmet • Not following school bus safety rules • Swimming without adult supervision

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CIRRUS ACADEMY CHARTER SCHOOL
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HE1.1.f	Identify the importance of respecting the personal space and boundaries of others.	Example <ul style="list-style-type: none"> • Teasing • Bullying • Physical touch
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Description: Students will examine the influence of their families, peers, culture, media, technology, and other factors on their health choices and behaviors. First-grade students will recognize and identify external factors that influence personal health and well-being.

HE1.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE1.2.a	Identify how family, peers, and cultural factors influence personal health and well-being	Example <ul style="list-style-type: none"> • Walking the dog • Playing sports • Resolving conflict
HE1.2.b	Identify what the school can do to support personal health practices.	Example <ul style="list-style-type: none"> • Playground rules • Cafeteria choices • School events
HE1.2.c	Explain how media and technology may influence health-related behaviors.	Example <ul style="list-style-type: none"> • Positive influence: pedometers to count steps • Negative influence: too much screen time decreases physical activity time
HE1.2.d	Identify internal factors that affect personal health.	Example <ul style="list-style-type: none"> • Emotions • Personal preferences

Description: First-grade students will list valid health resources to enhance their health and well-being.

HE1.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

	Expectations	Evidence of Student Learning
HE1.3.a	List the roles and responsibilities of professionals who assist with enhancing health and well-being.	Example <ul style="list-style-type: none"> • Doctor to take care of medical needs • Nurses take care of medical needs • Police officers provide safety for communities

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HE1.3.b	Identify specific health professionals in the school and community.	Example <ul style="list-style-type: none"> • School Nurse • Counselor
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Description: Students will use effective communication skills to enhance personal, family, and community health. First-grade students will understand their personal feelings as the basis for strengthening their relationships and avoiding conflicts.

HE1.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE1.4.a	Recognize ways to respond when in an unwanted, threatening, or dangerous situation.	Example <ul style="list-style-type: none"> • Talking in a normal voice, not yelling • Solve conflicts without hitting people
HE1.4.b	Discuss ways to tell a trusted adult if threatened or harmed.	<ul style="list-style-type: none"> • Tell the trusted adult you have something important to discuss. • Tell the adult all that you need to share

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. First-grade students will describe opportunities to enhance personal health and well-being. They will identify people who can assist them in solving problems to make health-enhancing decisions.

HE1.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE1.5.a	Identify and describe opportunities to enhance personal health and well-being.	<ul style="list-style-type: none"> • Food choices • Exercise choices • Kind word choices
HE1.5.b	Identify people who can help solve problems and make decisions.	Example <ul style="list-style-type: none"> • Parent/Guardian • Teacher • School Counselor

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will use goal-setting skills to identify, apply, and maintain health- enhancing behaviors. First-grade students will identify actions needed to achieve short-term health goals, as well as who can assist them in achieving their goals.		
HE1.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HE1.6.a	Identify actions needed to achieve a short-term personal health goal.	Example <ul style="list-style-type: none"> • Walk 30 minutes a day • Plan to drink water
HE1.6.b	Identify individuals other than your family who can assist you in achieving health goals.	Example <ul style="list-style-type: none"> • Physical education teacher • School nurse

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. First-grade students will safely participate in activities that enhance personal health.		
HE1.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE1.7.a	Practice behaviors to enhance personal health and wellness.	Example <ul style="list-style-type: none"> • Choose healthy snack options • Breathe deeply when stressed
HE1.7.b	Model behaviors that reduce health risks.	Example <ul style="list-style-type: none"> • Keep shoes tied • Maintain a safe personal space

Description: Students will demonstrate the ability to advocate for personal, family, and community health. First-grade students will demonstrate healthy skills to encourage others to practice healthful behaviors.		
HE1.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE1.8.a	Seek assistance or make requests to promote personal health and well- being.	Example <ul style="list-style-type: none"> • Ask for help resolving conflict
HE1.8.b	Encourage peers to make positive health choices.	Example <ul style="list-style-type: none"> • Remind others to wash hands • Encourage being active during recess
		<ul style="list-style-type: none"> • Ask others to talk positively about classmates

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Second Grade

Health Education

Course 17.00300

Students will use effective communication skills to enhance personal, family, and community health. Second-grade students will demonstrate the ability to identify verbal and non-verbal communication skills to reduce or avoid conflict.

Description: Students will describe basic personal health concepts that help maintain healthy behaviors and prevent disease. Second- grade students will begin to recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will understand and apply concepts related to healthy behaviors and disease prevention.		
HE2.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE2.1.a	Describe healthy behaviors that promote personal health, wellness, and disease prevention.	Example <ul style="list-style-type: none"> • Germ prevention • Hygiene
HE2.1.b	Describe why avoiding potentially harmful substances is a healthy practice.	Example <ul style="list-style-type: none"> • Tobacco • Alcohol • Household chemicals
HE2.1.c	Recognize potentially harmful situations, behaviors, and environments.	Example <ul style="list-style-type: none"> • Food safety precautions • Gun safety • Seat belt use • Bus safety
HE2.1.d	Recognize the relationship between feelings and behavior and engage in activities that promote mental and emotional health.	Example <ul style="list-style-type: none"> • Exercise • Deep breathing • Music • Talking to friend
HE2.1.e	Identify proper nutrition that provides energy to help the body grow and develop.	Example <ul style="list-style-type: none"> • Drink water regularly • Food groups • Healthy snacks
HE2.1.f	Identify the characteristics of bullying and develop skills to respond appropriately.	Example <ul style="list-style-type: none"> • Identify physical or verbal aggressive behavior • Identify cyber bullying • Responding appropriately to bullying

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CIRRUS ACADEMY CHARTER SCHOOL
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		<ul style="list-style-type: none"> • Don't be a bystander be an upstander to bullying
HE2.1.g	Understand proper names for all body parts and identify healthy and appropriate boundaries around physical touch.	Example <ul style="list-style-type: none"> • Everyone has the right to say "no" to touch

Description: Students will describe the influence of family, peers, culture, media, technology, and other factors on health behaviors. Second-grade students will identify and discuss the internal and external factors that influence personal health.

HE2.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE2.2.a	Discuss how the family, peers, and cultural factors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Friend's encouragement to go for a bike ride
HE2.2.b	Discuss how the media and technology can impact health behaviors.	Example <ul style="list-style-type: none"> • Television commercials for unhealthy snack food during children centered programs
HE2.2.c	Compare the difference between internal and external factors that affect personal health and well-being.	Example <ul style="list-style-type: none"> • Internal: desire to eat fresh fruit • External: advertisements make unhealthy snacks looks appealing

Description: Students will access valid health information and health-promoting products and services. Second-grade students will identify trusted adults, health care professionals, and school and community individuals who can help enhance their health.

HE2.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

	Expectations	Evidence of Student Learning
HE2.3.a	Identify trusted adults and professionals who can help promote health.	Example <ul style="list-style-type: none"> • Family • Doctor • Nurse • Police Officer
HE2.3.b	Identify ways to locate school and community health helpers.	Example <ul style="list-style-type: none"> • Ask a school nurse, counselor, or trusted adult

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HE2.3.c	Explain the roles and responsibilities of health professionals in the school and community who can assist with enhancing health.	Example <ul style="list-style-type: none"> • Nurse • Doctor
HE2.3.d	Identify and explain health-promoting products.	Example <ul style="list-style-type: none"> • Personal hygiene products • Injury prevention • Safety products -bicycle helmet

Description: Students will use effective communication skills to enhance personal, family, and community health. Second-grade students will demonstrate the ability to identify verbal and non- verbal communication skills to reduce or avoid conflict.

HE2.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE2.4.a	Demonstrate healthy ways to express needs, wants, and feelings.	Example <ul style="list-style-type: none"> • Talking in a normal voice, not yelling • Solve problems without hitting
HE2.4.b	Demonstrate and apply communication skills to enhance health.	Example <ul style="list-style-type: none"> • Body language • Eye contact • Effective listening
HE2.4.c	Demonstrate the ability to identify verbal and nonverbal communication.	Example <ul style="list-style-type: none"> • Verbal: tone and volume • Non-verbal: body language

Description: Students will use effective communication skills to enhance personal, family, and community health. Second-grade students will demonstrate the ability to identify verbal and non-verbal communication skills to reduce or avoid conflict.

HE2.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE2.5.a	Identify situations that need a health-related decision.	Example <ul style="list-style-type: none"> • Making snack choices
HE2.5.b	Identify how family, peers, or media influence a health-related decision.	Example <ul style="list-style-type: none"> • Commercials that tell you the benefits of brushing your teeth

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HE2.5.c	Explain the potential positive and negative outcomes of health-related decisions.	Example <ul style="list-style-type: none"> • Positive: go for a bike ride with a friend and get exercise • Negative: stay home and play video games instead of exercise
HE2.5.d	Describe when help is needed to make a healthy decision.	Example <ul style="list-style-type: none"> • When someone can be hurt or harmed
HE2.5.e	Identify and describe opportunities to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Playground conflicts • Bullying • Peer pressure
HE2.5.f	Identify and describe people who can help assist in problem-solving and decision making.	Example <ul style="list-style-type: none"> • Parent/Guardian • Teacher • School Counselor

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Second-grade students will implement actions needed to achieve a short-term personal health goal. They will also explain how others can assist them in meeting their health goals.

HE2.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE2.6.a	Identify a personal health goal.	Example <ul style="list-style-type: none"> • Walk 30 minutes a day • Drink water
HE2.6.b	Implement actions to achieve a short-term personal health goal.	Example <ul style="list-style-type: none"> • Brush your teeth each morning
HE2.6.c	Discuss and apply personal health behaviors to achieve goals.	Example <ul style="list-style-type: none"> • Discuss with a parent or trusted adult
HE2.6.d	Identify individuals who can assist in helping achieve a personal health goal.	Example <ul style="list-style-type: none"> • School nurse • School counselor • Parents

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CIRRUS ACADEMY CHARTER SCHOOL
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Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Second-grade students will practice healthy behaviors to prevent illnesses, injuries, and diseases.		
HE2.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE2.7.a	Demonstrate healthy practices and behaviors to maintain or improve personal health.	Example <ul style="list-style-type: none"> • Proper hydration • Oral hygiene • Moderate to vigorous physical activity
HE2.7.b	Demonstrate behaviors that avoid or reduce health risks.	Example <ul style="list-style-type: none"> • Bicycle safety • Prevent the transmission of head lice • Keeping shoes tied

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Second-grade students will demonstrate healthy behaviors to encourage others to practice healthy behaviors.		
HE2.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE2.8.a	Advocate for health and wellness with family and community.	Example <ul style="list-style-type: none"> • Healthy food options • Seat belt use • Tobacco prevention • Physical activity
HE2.8.b	Role model and encourage peers to make positive choices.	Example <ul style="list-style-type: none"> • Remind others to cover nose and mouth when sneezing • Ask classmates to join in physical activities

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Third Grade

Health Education

Course 17.00400

Students in third grade learn and apply health skills in areas such as disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

Description: Students will interpret basic personal health concepts that help maintain healthy behaviors and prevent disease. Third-grade students will recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will identify health-enhancing behaviors and describe behaviors related to disease and injury prevention.		
HE3.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE3.1.a	Identify situations when professional health care or emergency help for self or others is needed.	Example <ul style="list-style-type: none"> • Self-harm prevention • Chronic and communicable diseases
HE3.1.b	Identify and apply healthy eating habits.	Example <ul style="list-style-type: none"> • Healthy snacking • Drink water and avoid sugary drinks
HE3.1.c	Prevent and manage emotional stress and anxiety in healthy ways.	Example <ul style="list-style-type: none"> • Dance • Listen to music • Go for a bicycle ride • Talk to a trusted adult
HE3.1.d	Distinguish the short and long-term physical effects of use and/or misuse of substances.	Example <ul style="list-style-type: none"> • Smoking and bad breath • Smoking and damage to lungs
HE3.1.e	Identify behaviors that show respect for themselves and others.	Example <ul style="list-style-type: none"> • Washing hands • Covering mouth when coughing
HE3.1.f	Identify appropriate and inappropriate touches and how to disclose to a trusted adult.	Example <ul style="list-style-type: none"> • Touch that feels uncomfortable is inappropriate

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CIRRUS ACADEMY CHARTER SCHOOL
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Description: Students will comprehend the influence of family, peers, culture, media, technology, and other factors on health behaviors. Third-grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.		
HE3.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
	Expectations	Evidence of Student Learning
HE3.2.a	Discuss how family and cultural factors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Food choices • Free time activity choices
HE3.2.b	Identify how peers can influence healthy and unhealthy behaviors.	Example <ul style="list-style-type: none"> • Friends' encouragement to go for a bike ride
HE3.2.c	Identify consumer influences.	Example <ul style="list-style-type: none"> • Media • Advertising • Technology

Description: Students will identify valid health information, health-promoting products, and services for the prevention, early detection, and treatment of health problems. Third-grade students will locate local resources that provide valid health information.		
HE3.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE3.3.a	Identify the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Internet reliable source • Source not trying to sell a product
HE3.3.b	List resources from home, school, and community that provide valid health information.	Example <ul style="list-style-type: none"> • Service agencies • School personnel • Family members

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CIRRUS ACADEMY CHARTER SCHOOL
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Description: Students will use effective communication skills to enhance personal, family, and community health. Third-grade students will use effective verbal and nonverbal communication skills to develop and maintain quality relationships and avoid conflicts.

HE3.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE3.4.a	Discuss and demonstrate how speaking and listening skills can be used to build and maintain healthy relationships.	<p>Example</p> <ul style="list-style-type: none"> Talking in a normal voice, not yelling Look at the person speaking
HE3.4.b	Recognize the causes of conflicts and apply effective nonviolent strategies to manage or resolve conflicts.	<p>Example</p> <ul style="list-style-type: none"> Select a model or combination of models. Sample Model Step 1: Identify the conflict Step 2: Determine the consequence(s) Step 3: Choose a refusal strategy: avoid or leave the situation; say “no” firmly; give a reason, excuse, and state the consequences; change the subject; or suggest an alternative Step 4: Tell a trusted adult if needed

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Third-grade students will indicate when support is needed for making thoughtful decisions about health-related issues or problems.

HE3.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE3.5.a	Identify and discuss health-related situations.	<p>Example</p> <ul style="list-style-type: none"> Know the fire escape route Inappropriate verbal and physical behaviors, and other boundary violations
HE3.5.b	Discuss situations when support is needed when making a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> A bully on the school bus
HE3.5.c	Discuss options and healthy choices when making decisions.	<p>Example</p> <ul style="list-style-type: none"> Select a model or combination of models: Sample Model Step 1: Identify the decision. Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome

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CIRRUS ACADEMY CHARTER SCHOOL
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HE3.5.d	Indicate the possible consequences of each choice when making a health-related decision.	Example <ul style="list-style-type: none"> • Inadequate sleep • Dental care
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Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Third-grade students will select a long-term goal, determine actions to achieve the goal, and identify who and what can assist them with reaching their goal.

HE3.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE3.6.a	Select a personal long-term health goal and determine the actions needed to achieve the goal	Example <ul style="list-style-type: none"> • Establish morning and bedtime routines. • Set activity goals and keep an activity journal
HE3.6.b	Identify resources and individuals needed to assist in achieving a personal health goal.	Example <ul style="list-style-type: none"> • School nurse • School counselor • Parents • Websites like MYPLATE (https://www.choosemyplate.gov/)

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Third-grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.

HE3.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE3.7.a	Identify practices to reduce or prevent health risks.	Example <ul style="list-style-type: none"> • Proper hydration • Oral hygiene • Moderate to vigorous physical activity
HE3.7.b	Demonstrate healthy practices.	Example <ul style="list-style-type: none"> • Bicycle safety • Brushing and flossing • Hand washing
HE3.7.c	Commit to practicing healthy behaviors.	Example <ul style="list-style-type: none"> • Dental care

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Third-grade students will share accurate health information and demonstrate healthy behaviors to encourage others to practice healthy behaviors.

HE3.8: Students will demonstrate the ability to advocate for personal, family, and community health.

	Expectations	Evidence of Student Learning
HE3.8.a	Share accurate information about a health issue.	Example <ul style="list-style-type: none"> • Create a poster for the classroom
HE3.8.b	Encourage others to make positive health choices.	Example <ul style="list-style-type: none"> • Remind others to cover nose and mouth when sneezing • Ask classmates to join in physical activities

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Fourth Grade

Health Education

Course 17.00500

Students in fourth grade distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They begin to see the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

Description: Students will learn about personal health concepts that help maintain healthy behaviors and prevent disease. Fourth-grade students will recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will describe healthy behaviors to prevent or reduce their risk of injury, illness, and disease.		
HE4.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE4.1.a	Recognize the relationship between healthy behaviors and disease prevention.	Example <ul style="list-style-type: none"> • Healthy eating • Physical activity • Sleep
HE4.1.b	Describe basic personal health concepts of healthy eating and physical activity.	Example <ul style="list-style-type: none"> • Healthy eating concepts • Physical activity and fitness concepts
HE4.1.c	Describe basic health concepts of mental and emotional well-being.	Example <ul style="list-style-type: none"> • Managing stress • Reducing anxiety • Promoting positive self-concept
HE4.1.d	Describe basic health concepts of personal hygiene and safety.	Example <ul style="list-style-type: none"> • Washing hands • Covering mouth when coughing
HE4.1.e	Distinguish the short and long-term physical effects of use and/or misuse of substances.	Example <ul style="list-style-type: none"> • Smoking products • Household products • Medicines
HE4.1.f	Identify trusted adults and when it might be important to seek professional health care or emergency help for themselves or others.	Example <ul style="list-style-type: none"> • Self-harm • Inappropriate touching

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HE4.1.g	Predict the short and long-term effects of healthy choices on the multiple dimensions of health.	Example <ul style="list-style-type: none"> • Brushing teeth short term: fresh breath • Brushing teeth long term: fewer or no cavities
HE4.1.h	Describe ways to promote a safe and healthy community environment.	Example <ul style="list-style-type: none"> • Personal hygiene
HE4.1.i	Recognize times it might be important to seek professional health care or emergency help for self or others.	Example <ul style="list-style-type: none"> • Self-harm • Inappropriate touching

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fourth-grade students will compare how family and culture influence their personal and family health. Students will recognize negative and positive peer pressure and its influence on health promotion and risk reduction.

HE4.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE4.2.a	Examine the influence of culture on health practices and behaviors.	Example <ul style="list-style-type: none"> • Food choices • Free time activity choices
HE4.2.b	Describe how the school and community can support personal health practices and behaviors.	Example <ul style="list-style-type: none"> • Friend’s encouragement to go for a bike ride
HE4.2.c	Compare how technology and media can influence personal health.	Example <ul style="list-style-type: none"> • Commercials • Music • Movies • Books • Social media

Description: Students will access valid health information and health-promoting products and services. Fourth-grade students will identify services that promote healthy living within the school and community.

HE4.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

	Expectations	Evidence of Student Learning
HE4.3.a	Identify the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Internet source may be a .org or .edu • Not trying to sell a product

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HE4.3.b	List resources from home, school, and community that provide valid health information.	Example <ul style="list-style-type: none"> • Service agencies • School personnel • Family members
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Description: Students will use effective communication skills to enhance personal, family, and community health. Fourth-grade students will develop attentive listening, refusal, and conflict resolution skills to develop and maintain health-enhancing relationships.

HE4.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE4.4.a	Describe the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Current information • A reliable source of information
HE4.4.b	Describe the services that school, family, and community provide concerning personal health.	Example <ul style="list-style-type: none"> • School nurse • School counselor • Nutrition

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fourth-grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems.

HE4.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE4.5.a	Explain a situation that may require a thoughtful health-related decision.	Example <ul style="list-style-type: none"> • Being lost • Avoiding luring tactics
HE4.5.b	Describe the possible consequences of an unhealthy decision and healthy alternatives when making a health-related decision.	Example <ul style="list-style-type: none"> • Brushing or not brushing your teeth • Wearing a bicycle helmet or not wearing one
HE4.5.c	Determine when or if help is needed to make a health-related decision.	Example <ul style="list-style-type: none"> • Someone is in danger • Harmful situation

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HE4.5.d	Determine a healthy choice when making a decision.	<p>Example</p> <ul style="list-style-type: none"> • Use model or combination of models with a health choice situation <p>Sample Model</p> <p>Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome</p>
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Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fourth-grade students will develop personal goals for positive health and discuss resources that can assist them with their goals.

HE4.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE4.6.a	Identify a personal health goal.	<p>Example:</p> <ul style="list-style-type: none"> • Nutrition • Safety • Relationship
HE4.6.b	Develop an action plan for a health goal.	<p>Example:</p> <ul style="list-style-type: none"> • Journaling • Health tracker • Support person
HE4.6.c	Discuss whether the goal was achieved.	<p>Example:</p> <ul style="list-style-type: none"> • Reflect on success or limits to meeting a personal health goal

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fourth-grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.

HE4.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE4.7.a	Demonstrate a healthy behavior to improve personal health and wellness.	<p>Example</p> <ul style="list-style-type: none"> • First aid • Breathing techniques to reduce anxiety
HE4.7.b	Demonstrate behaviors to reduce health risks.	<p>Example</p> <ul style="list-style-type: none"> • Bicycle safety • Brushing and flossing • Hand washing

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CIRRUS ACADEMY CHARTER SCHOOL
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Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fourth-grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors.

HE4.8: Students will demonstrate the ability to advocate for personal, family, and community health.

	Expectations	Evidence of Student Learning
HE4.8.a	Provide valid health information about a health issue.	Example <ul style="list-style-type: none"> • Personal hygiene
HE4.8.b	Advocate for positive health choices.	Example <ul style="list-style-type: none"> • Create a message with positive health themes such as brushing teeth or wearing sunblock; encourage friends and family to drink water

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Fifth Grade

Health Education

Course: 17.00600

Students in fifth grade develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

Description: Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Fifth-grade students will recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will describe healthy behaviors to prevent or reduce their risk of injury, illness, and disease prevention.		
HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE5.1.a	Recognize the relationship between healthy behaviors and disease prevention.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE5.1.b	Describe and apply the basic personal health concepts of healthy eating and physical activity.	Example <ul style="list-style-type: none"> • Balanced plate • Choosing non-sugary drinks • Daily activity
HE5.1.c	Describe and apply the basic health concept of mental and emotional well-being.	Example <ul style="list-style-type: none"> • Managing stress and anxiety
HE5.1.d	Describe and apply the basic health concept of personal hygiene and safety.	Example <ul style="list-style-type: none"> • Washing hands • Covering mouth when coughing
HE5.1.e	Distinguish the short and long-term physical effects of use and/or misuse of substances.	Example <ul style="list-style-type: none"> • Tobacco products • Vaping • Medicines
HE5.1.f	Identify trusted adults and when it might be important to seek health care or emergency help for themselves or others.	Example <ul style="list-style-type: none"> • Self-harm • Suicide prevention • Inappropriate touching

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2- 1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

CIRRUS ACADEMY CHARTER SCHOOL
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HE5.1.g	Identify the changes that occur during puberty.	Example <ul style="list-style-type: none"> • Physical changes
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Description: Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Fifth-grade students will recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will describe healthy behaviors to prevent or reduce their risk of injury, illness, and disease prevention.

HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE5.1.h	Distinguish between tattling, reporting aggression, bullying, cyberbullying, and violence (physical and/or sexual) and how to report these instances.	Example of how to distinguish: <ul style="list-style-type: none"> • Keep someone safe/get someone in trouble • Important/not important • Need adult help to solve/can solve by yourself
HE5.1.i	Identify strategies to avoid physical fighting and violence.	Example <ul style="list-style-type: none"> • List peaceful ways to resolve conflict

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fifth-grade students will examine how the family, peers, culture, and media influence personal and family health. Students will begin to examine their values, beliefs, and perceived norms as they relate to health behaviors.

HE5.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE5.2.a	Evaluate the influence of family and peers on personal health behaviors and decisions.	Example <ul style="list-style-type: none"> • Food choices • Free time activity choices
HE5.2.b	Describe how the school and community can support personal health practices and behaviors.	Example <ul style="list-style-type: none"> • Areas for play and physical activity
HE5.2.c	Explain how media/technology influences thoughts, feelings, and health behaviors.	Example <ul style="list-style-type: none"> • Celebrity images in the media • Positive effects of healthy eating, exercising, and anti-drugs messaging • The positive and negative influences of images, messages, videos, music, language, and gestures

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Description: Students will access valid health information and health-promoting products and services. Fifth-grade students will describe school and community services that promote healthy living.		
HE5.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE5.3.a	Identify the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> Reliable web information
HE5.3.b	Access resources from home, school, and community that provide valid health information.	Example <ul style="list-style-type: none"> Service agencies School personnel Family members
HE5.3.c	Assess the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> Current information and sources of information

Description: Students will use effective communication skills to enhance personal, family, and community health. Fifth-grade students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students will analyze verbal and nonverbal communication skills, which can help maintain healthy personal relationships.		
HE5.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE5.4.a	Apply effective verbal and nonverbal communication skills to enhance health.	Example <ul style="list-style-type: none"> Use appropriate facial expression Align words and actions Avoid I messages Avoid blame
HE5.4.b	Model effective nonviolent strategies to manage or resolve conflicts.	Example <ul style="list-style-type: none"> Remain calm Be respectful Do not escalate the conflict Walk away
HE5.4.c	Demonstrate how to ask for assistance to enhance personal health and the health of others.	Example <ul style="list-style-type: none"> Giving information during a 911 call

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

<p>Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fifth-grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.</p>		
<p>HE5.5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>		
	Expectations	Evidence of Student Learning
HE5.5.a	Identify health-related situations that might require a thoughtful decision.	<p>Example</p> <ul style="list-style-type: none"> What to do when approached with an uncomfortable request or situation such as peer pressure to steal or damage property; take cigarettes, alcohol, or someone else's prescription drugs from a parent or peer
HE5.5.b	List healthy options and possible consequences to a health-related issue or problem.	<p>Example</p> <ul style="list-style-type: none"> Analyze your options when being pressured by peers to participate in dangerous activities; discuss the reasons for consulting parents or other trusted adults when having problems at school
HE5.5.c	Predict the potential outcomes of each option when making a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> Identify options for improving the health of one's environment such as recycling; research the advantages of life-long physical activities to reduce the obesity epidemic
HE5.5.d	Analyze when assistance is needed in making a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> Use a decision-making model or combination of models in a health choice situation <p>Sample Model Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome</p>
HE5.5.e	Choose a healthy option when making a decision.	<p>Example</p> <ul style="list-style-type: none"> Commit to choosing foods that are healthier options at a fast-food restaurant Commit to using the appropriate protective gear during physical activity
HE5.5.f	Describe the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> Discuss the consequences of spending too much time watching television or playing video games

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fifth-grade students will set personal health goals, track the progress of the goals, and identify resources to assist them in achieving the goals.		
HE5.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HE5.6.a	Set a personal health goal and track progress toward its achievement.	Example <ul style="list-style-type: none"> • Journaling • Health tracker • Support person
HE5.6.b	Identify and utilize resources to assist in achieving a personal health goal.	Example <ul style="list-style-type: none"> • Parent • Friend • Coach

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fifth-grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.		
HE5.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE5.7.a	Practice responsible personal health choices.	Example <ul style="list-style-type: none"> • Dental care • Seatbelt • Breathing techniques to reduce anxiety
HE5.7.b	Demonstrate a variety of healthy choices and behaviors to preserve or enhance personal health.	Example <ul style="list-style-type: none"> • Weather safety • Personal hygiene
HE5.7.c	Model a variety of behaviors that prevent or decrease health risks to self and/or others.	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fifth-grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.		
HE5.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE5.8.a	Review accurate information and develop an opinion about a health issue.	Example <ul style="list-style-type: none"> • Reliable web sources • Reliable organizations such as the American Heart Association and USDA
HE5.8.b	Advocate for positive health choices.	Example <ul style="list-style-type: none"> • Create a message with positive health themes such as brushing teeth, wearing sunblock; encourage friends and family to drink water

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6TH – 8TH GRADE STANDARDS

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2- 1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

SIXTH GRADE

Health Education

Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth-grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.		
HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE6.1.a	Compare how healthy behaviors and risk practices impact personal health.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE6.1.b	Identify the interrelationships of emotional and social health in adolescence.	Example <ul style="list-style-type: none"> • Impulsive behavior • Confront a situation with calmness and confidence
HE6.1.c	Examine how one's surroundings impact personal health and well-being.	Example <ul style="list-style-type: none"> • Recreational facilities where you live • Available healthy food options • Environment
HE6.1.d	Practice ways to reduce or prevent injuries.	Example <ul style="list-style-type: none"> • Awareness of toxic shock syndrome dangers and symptoms • Wear a seat belt • Swim in a safe, designated area
HE6.1.e	Identify how health care can promote personal health and well-being.	Example <ul style="list-style-type: none"> • Dental care • Sports physicals
HE6.1.f	Identify the benefits of practicing healthy behaviors.	Example <ul style="list-style-type: none"> • Less accidental injuries • Less stress

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HE6.1.g	Describe the consequences of engaging in unhealthy behaviors.	Example <ul style="list-style-type: none"> • Sick more often • Addiction
HE6.1.h	Explain the importance of choosing healthy foods and beverages.	Example <ul style="list-style-type: none"> • Healthy breakfast helps students throughout the day • Healthy foods support bone health • Water instead of sugary drinks support dental health

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth-grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.

HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE6.1.i	Describe why household products are harmful if ingested or inhaled.	Example <ul style="list-style-type: none"> • Warnings on labels • Toxicity may be from ingested or inhaled
HE6.1.j	Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.	Example <ul style="list-style-type: none"> • Vaping • Opioids • Marijuana • Weight loss pills • Performance-enhancing drugs
HE6.1.k	Describe positive alternatives to using alcohol and other drugs.	Example <ul style="list-style-type: none"> • Sports • Volunteering to help in your community
HE6.1.l	Analyze the characteristics of healthy relationships.	Example <ul style="list-style-type: none"> • Mutual respect • Trust • Honesty • Compromise • Individuality • Good communication • Anger control • Understanding
HE6.1.m	Describe the short and long-term effects of engaging in risky behaviors. See O.C.G.A 20-2-143.	Example <ul style="list-style-type: none"> • Skateboarding without a helmet • Tobacco use

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CIRRUS ACADEMY CHARTER SCHOOL
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Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Sixth-grade students will compare how family, peers, culture, and media positively and negatively influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.		
HE6.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
	Expectations	Evidence of Student Learning
HE6.2.a	Describe the influences on adolescence.	<p>Example</p> <ul style="list-style-type: none"> • Family • Community • Culture • Peers • Values • Media • Technology
HE6.2.b	Identify the influence of various cultures on health beliefs and practices.	<p>Example</p> <ul style="list-style-type: none"> • Research health beliefs and practices in different countries and time periods • Discuss differences in the expectations for healthy behaviors from different cultures
HE6.2.c	Explain how peers influence healthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Describe activity peers are involved in that could increase personal physical activity levels • Explain the influence of a helpful bystander when observing a classmate being bullied
HE6.2.d	Identify how the community can impact personal health practices and behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Identify service activities being offered in the community • Give examples of the programs provided at local businesses that help improve personal health

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CIRRUS ACADEMY CHARTER SCHOOL
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HE6.2.e	Illustrate how media messages influence health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • An online advertisement’s exposure linked to drinking behavior • Advertising for tobacco products is associated with susceptibility to cigarette smoking
HE6.2.f	Explain the influence of technology on family health.	<p>Example</p> <ul style="list-style-type: none"> • Positive influence: help the family to reach each other in case of any trouble • Negative influence: may limit time for outdoor physical activities
HE6.2.g	Explain the harmful effects of explicit media, messaging, and images on self-esteem body image, and relationships.	<p>Example</p> <ul style="list-style-type: none"> • Messages • Videos • Music • Language • Gestures • Photographs • Text images
HE6.2.h	Identify norms that influence health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Identify norms that impact healthy behaviors such as using safety belts • Drinking an adequate amount of water • Give examples of group norms that improve the physical, emotional, and social health of an individual
HE6.2.i	Compare how choices influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Choices in snack and meal selections • Choices in activities in free time • How to respond to peer pressure
HE6.2.j	Identify how school and public health policies can influence health promotion.	<p>Example</p> <ul style="list-style-type: none"> • School provision for physical activity • School bullying policy • Public health policy on vaccinations

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to access valid information, products, and services to enhance health. Students will access valid health information and health-promoting products and services. Sixth-grade students will identify and access valid health resources and services that promote healthy living within the home, school, and community.

HE6.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

	Expectations	Evidence of Student Learning
HE6.3.a	Determine and examine the validity of health information, products, and services to prevent and detect health problems.	Example <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HE6.3.b	Identify valid health information from home, school, and community that enhances health.	Example <ul style="list-style-type: none"> • Products • Services • Supports
HE6.3.c	Determine the accessibility of products that enhance and promote health.	Example <ul style="list-style-type: none"> • Current information and source of information
HE6.3.d	Describe circumstances that may require professional health services and resources.	Example <ul style="list-style-type: none"> • Infections • Poisoning • Suspected violence against a child

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will use effective communication skills to enhance personal, family, and community health. Sixth-grade students will use verbal and nonverbal communication to maintain healthy personal relationships.

HE6.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE6.4.a	Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned with words and actions • Avoid I message • Avoid blame
HE6.4.b	Demonstrate effective conflict management or resolution strategies.	Example <ul style="list-style-type: none"> • Remain calm • Be respectful • Do not escalate the conflict • Walk away • Non-violent and non-verbal communication to help prevent violence

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Sixth-grade students will evaluate whether a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.

HE6.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE6.5.a	Analyze influences in making an unhealthy or healthy choice.	<p>Example</p> <ul style="list-style-type: none"> • Does the influence foster: <ul style="list-style-type: none"> ○ Healthy behavior ○ Safe behavior ○ Legal behavior ○ What a parent or guardian would consider responsible behavior ○ Good character ○ Self-respect and respect for others
HE6.5.b	Identify situations that may require a decision-making process.	<p>Example</p> <ul style="list-style-type: none"> • Bullying situation • Friends offer to try vaping product
HE6.5.c	Distinguish whether the individual should make decisions or if help should be sought.	<p>Example</p> <ul style="list-style-type: none"> • Safety • Possible harm to self or others • Legal considerations
HE6.5.d	Choose between healthy and unhealthy alternatives to health-related situations.	<p>Example</p> <ul style="list-style-type: none"> • Use model or combination of models with a health choice situation • Sample Model Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome
HE6.5.e	Study the potential short-term consequences of healthy and unhealthy alternatives on self and others.	<p>Example</p> <ul style="list-style-type: none"> • Nutrition and personal food choices • Dental care • Physical activity versus screen time
HE6.5.f	Decide which alternatives are healthy when making a decision.	<p>Example</p> <ul style="list-style-type: none"> • Review options • Seek help or research alternatives • Decide is the option a positive for emotional or physical health
HE6.5.g	Predict the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> • Physical activity outcomes are feeling better, improve cardio fitness, improve concentration, can be enjoyed with friends

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

<p>Description: Students will demonstrate the ability to use goal-setting skills to enhance health. Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Sixth-grade students will understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals.</p>		
<p>HE6.6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>		
	Expectations	Evidence of Student Learning
HE6.6.a	Assess personal health practices.	<p>Example</p> <ul style="list-style-type: none"> • Disease risk • Personal hygiene • Eating habits • Safety behaviors
HE6.6.b	Choose a personal health practice with a goal for adoption.	<p>Example</p> <ul style="list-style-type: none"> • Journaling • Health tracker • Support person
HE6.6.c	Develop a plan to achieve a personal health goal.	<p>Example</p> <ul style="list-style-type: none"> • Select a goal-setting model <p>Sample Model</p> <ol style="list-style-type: none"> 1. Write clear and measurable goals 2. Create a specific action plan 3. Read your goals and visualize yourself accomplishing them. 4. Reflect on your progress 5. Revise if needed. 6. Celebrate accomplishments
HE6.6.d	Explain how personal health goals can vary with changing priorities.	<p>Example</p> <ul style="list-style-type: none"> • The level of fitness needed to be on the track team increases priority for the level of intensity of fitness activities

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Sixth-grade students will practice health-enhancing behaviors that contribute to their well-being and a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.

HE6.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE6.7.a	Identify the importance of accepting responsibility for personal health behaviors.	Example <ul style="list-style-type: none"> • Discuss consequences for health behaviors <ul style="list-style-type: none"> ○ Not enough sleep may limit the ability to concentrate in school • Roleplay
HE6.7.b	Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.	Example <ul style="list-style-type: none"> • Bullying prevention • Not littering • Choosing healthy foods
HE6.7.c	Model practices to avoid or reduce health risks to self and/or others.	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Sixth-grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.		
HE6.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE6.8.a	Investigate a health position or practice and support it with valid information.	Example <ul style="list-style-type: none"> • Physical activity for disease prevention • Reliable organizations such as the American Heart Association
HE6.8.b	Identify strategies that will support others in positive choices regarding their health.	Example <ul style="list-style-type: none"> • Create a message with positive health themes such as brushing teeth, wearing sunblock • Encourage friends and family to drink water
HE6.8.c	Collaborate with others to advocate for healthy lifestyles and/or choices.	Example <ul style="list-style-type: none"> • No vaping advocacy • Eat healthy snacks campaign • Work with the school council to add a drink more water campaign
HE6.8.d	Identify the methods in which health messages can be altered to appeal to different age groups.	Example <ul style="list-style-type: none"> • Music • Cartoons • Celebrities

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

SEVENTH GRADE
Health Education

Course: 17.00800

Students in seventh grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and appropriately use consumer information.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Seventh-grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.

HE7.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE7.1.a	Assess how healthy behaviors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE7.1.b	Describe the interrelationship of emotional, social, and physical health in adolescence.	Example <ul style="list-style-type: none"> • Environment • Exposure to violence • Relationships
HE7.1.c	Cite how family history can impact personal health and well-being.	Example <ul style="list-style-type: none"> • Certain diseases within a family
HE7.1.d	Analyze how the environment can impact personal health.	Example <ul style="list-style-type: none"> • Healthy food availability • Safe spaces • Air quality
HE7.1.e	Explain ways to reduce or prevent health risks among adolescents.	Example <ul style="list-style-type: none"> • Nutrition choices • Awareness of toxic shock syndrome dangers and symptoms • Health risks associated with alcohol, tobacco, and other drugs usage • Risks associated with piercings

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

HE7.1.f	Examine the risk of injury or illness if engaging in unhealthy behaviors. See O.C.G.A 20-2-143.	Example <ul style="list-style-type: none"> Abuse of alcohol, Tobacco, other drugs, and sexual violence or abuse
HE7.1.g	Examine the dynamics of healthy and unhealthy relationships, including the right to refuse sexual contact, the legal ramifications of sexual assault, and reporting to a trusted adult.	Example <ul style="list-style-type: none"> Communication skills around personal boundary setting Dynamics of healthy versus unhealthy relationships Reaching out for help including information on community resources

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Seventh-grade students will compare how family, peers, and culture positively and negatively influence personal and family health. Students will examine how the media influences thoughts, feelings, and health behaviors.

HE7.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE7.2.a	Investigate how the values and behaviors of those close to you influence your health.	Example <ul style="list-style-type: none"> Groups that you associate with that exercise and play sports Families and friends that communicate and discuss health issues and concerns
HE7.2.b	Discuss the influence of culture on health behaviors.	Example <ul style="list-style-type: none"> Pop culture and how images in film, television, and music are displayed
HE7.2.c	Compare how family and other factors influence personal health and well-being.	Example <ul style="list-style-type: none"> Environment Family traditions that maintain social bonds Genetics
HE7.2.d	Examine how information from the media influences personal health and well-being.	Example <ul style="list-style-type: none"> Describe the influence of and compare media mixed messages Examine a variety of alcohol/tobacco advertisements and the messages being sent to adolescents

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

HE7.2.e	Interpret the influence of technology on personal health beliefs.	<p>Example</p> <ul style="list-style-type: none"> Describe the influence of social media as teens <i>like, share, or follow</i> fast food, sugary drink, candy, or snack brands How do media messages about nutrition influence personal health beliefs?
HE7.2.f	Explain the harmful effects of sexually explicit media, messaging, and images on self-esteem body image, and relationships.	<p>Example</p> <ul style="list-style-type: none"> Messages, Videos Music Language Gestures Photographs Text images Pornography
HE7.2.g	Indicate how the perceptions of norms influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> How do perceived norms such as “not all students smoke” negatively or positively influence behaviors? Give examples of perceived norms and their influences
HE7.2.h	Describe the influence of personal beliefs on health practices and behaviors.	<p>Example</p> <ul style="list-style-type: none"> Family schedule and bedtime
HE7.2.i	Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> A choice to go on a hike with friends and the likelihood of being physically active A choice to play video games and the likelihood of being inactive
HE7.2.i	Interpret how school and public health policies can influence disease prevention.	<p>Example</p> <ul style="list-style-type: none"> Immunization policy Policy on tobacco and alcohol products in a school or public setting and secondhand smoke

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to access valid information, products, and services to enhance health. Seventh grade students will access valid health information and health-promoting products and services.		
HE7.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE7.3.a	Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion	Example <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HE7.3.b	Access valid health information from home, school, and community that enhances health.	Example <ul style="list-style-type: none"> • Reliable adult • School media center • Local experts • Reliable web resources
HE7.3.c	Investigate the accessibility of products that enhance health.	Example <ul style="list-style-type: none"> • Clean water • Fresh fruits and vegetables • Prescribed medications
HE7.3.d	Describe circumstances that may require professional health services and resources.	Example <ul style="list-style-type: none"> • Infections • Poisoning • Suspected violence against a child

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Seventh grade students will use effective communication skills to enhance personal, family, and community health. Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.		
HE7.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE7.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned with words and actions • Avoid I message • Avoid blame

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

HE7.4.b	Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.	<p>Example</p> <ul style="list-style-type: none"> • Remain calm • Be respectful • Do not escalate the conflict • Walk away • Non-violent and non-verbal communication to help prevent violence
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Description: Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will list the steps of the decision-making process, which enables them to collaborate with others to improve the quality of their lives. Students will distinguish between healthy and unhealthy behaviors and discuss their choice with peers.

HE7.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE7.5.a	Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.	<p>Example</p> <ul style="list-style-type: none"> • Positive peer pressure • Negative peer pressure • Trusted adults influence
HE7.5.b	Determine when an individual or collaborative decision-making is appropriate.	<p>Example</p> <ul style="list-style-type: none"> • Possible harm to self or others • Legal considerations • Bullying situation
HE7.5.c	Differentiate between healthy and unhealthy alternatives to health-related issues or problems.	<p>Example</p> <ul style="list-style-type: none"> • Nutritional choices • Sleep needs • Screen time • Wearing a helmet when biking
HE7.5.d	Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.	<p>Example</p> <ul style="list-style-type: none"> • Lack of sleep and inability to concentrate in school • Helmet when bike riding and injury risk • Screen time and time for physical activity • Sugary drinks and increased cavities
HE7.5.e	Select healthy alternatives over unhealthy alternatives when making a decision.	<p>Example</p> <ul style="list-style-type: none"> • Sleep versus screen time • Healthy versus unhealthy snacks • Regular dental care versus lack of dental care

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

HE7.5.f	Examine the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> • The decision not to vape • The decision to limit sugary snacks • The decision to spend time with family and friends
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Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will apply the critical steps that should be used to achieve both short-term and long-term health goals. Students will demonstrate an understanding that circumstances may dictate a change in future health goals.

HE7.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE7.6.a	Examine the effectiveness of personal health practices.	<p>Example</p> <ul style="list-style-type: none"> • Disease prevention • Injury prevention • Emotional well-being
HE7.6.b	Select a personal health practice goal to improve personal health practice.	<p>Example</p> <ul style="list-style-type: none"> • Healthy eating choices
HE7.6.c	Demonstrate the skills necessary to achieve a personal health goal.	<p>Example</p> <ul style="list-style-type: none"> • Select a goal-setting model <p>Sample Model</p> <ol style="list-style-type: none"> 1. Write clear and measurable goals 2. Create a specific action plan 3. Read your goals and visualize yourself accomplishing them 4. Reflect on your progress 5. Revise if needed 6. Celebrate accomplishments
HE7.6.d	Relate how personal health goals can vary with differing skills and priorities.	<p>Example</p> <ul style="list-style-type: none"> • Fitness level desired and activities to achieve the desired level

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Seventh-grade students will identify how diseases and injuries can be prevented by reducing harmful and at-risk behaviors. Students will demonstrate how to reduce harmful and at-risk behaviors to enhance their health.		
HE7.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE7.7.a	Describe the importance of accepting responsibility for personal health behaviors.	Example <ul style="list-style-type: none"> • Discuss the importance, as well as the positive and negative consequences of personal health behaviors • Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity
HE7.7.b	Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.	Example <ul style="list-style-type: none"> • Bullying prevention, • Not littering • Choosing healthy foods
HE7.7.c	Demonstrate behaviors to avoid or reduce health risks to self and/or others.	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques
HE7.7.d	Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.	Example <ul style="list-style-type: none"> • Roleplay accepting new students • Roleplay someone joining a club or team

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Seventh-grade students will develop a wide variety of advocacy skills such as persuasiveness, collaboration, and communication techniques. Advocacy skills will help students promote healthy norms and behaviors.		
HE7.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE7.8.a	Support a health-enhancing position with evidence-based information.	Example <ul style="list-style-type: none"> • Class debate present and support a position
HE7.8.b	Demonstrate strategies that influence and support others to make positive health choices.	Example <ul style="list-style-type: none"> • Create a message with positive health themes such as brushing teeth, wearing sunblock • Encourage friends and family to drink water

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CIRRUS ACADEMY CHARTER SCHOOL
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HE7.8.c	Collaborate with others to advocate for the health of individuals and families.	Example <ul style="list-style-type: none">• Work with the school council to add a drink more water campaign
HE7.8.d	Analyze the ways that health messages can be altered to reach different audiences.	Example <ul style="list-style-type: none">• Music• Cartoons• Celebrities

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Eighth Grade

Health Education

Course 18.09100

Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include the prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and the larger community. These students will engage in promoting health in their community.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.		
HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE8.1.a	Analyze the relationships between behaviors and personal health.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE8.1.b	Summarize the interrelationships of personal health and well-being.	Example <ul style="list-style-type: none"> • Mental, physical, emotional, social
HE8.1.c	Analyze how the environment affects personal health.	Example <ul style="list-style-type: none"> • Available healthy food • Clean air
HE8.1.d	Research how heredity can impact personal health and well-being.	Example <ul style="list-style-type: none"> • Health and dietary habits, genetic predisposition
HE8.1.e	Describe ways to reduce or prevent injuries and other adolescent health occurrences.	Example <ul style="list-style-type: none"> • Awareness of toxic shock syndrome dangers and symptoms • Health risks associated with alcohol, tobacco, and other drugs usage • Risks associated with tattoos and body piercings

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CIRRUS ACADEMY CHARTER SCHOOL
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HE8.1.f	Explain how comprehensive health care can promote personal health and well-being.	Example <ul style="list-style-type: none"> • Regular check-ups and screenings • Regular inoculations
HE8.1.g	Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being.	Example <ul style="list-style-type: none"> • Prescription drug accessibility • The proximity of healthy food • The proximity of recreational areas
HE8.1.h	Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors.	Example <ul style="list-style-type: none"> • Substance use and academic performance • Eating disorders, and overall health

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.

HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE8.1.i	Understand the relationship between key nutrients in food sources to promote health and prevent chronic disease.	Example <ul style="list-style-type: none"> • Protein provides muscle, bone, skin, and hair health • Carbohydrates fuel the body, and aides in the central nervous system and brain health • Healthy fats can help balance blood sugar, decreased the risk of heart disease and diabetes.
HE8.1.j	Compare ways to reduce or prevent injuries.	Example <ul style="list-style-type: none"> • Seat belt • Water safety • Bicycle safety
HE8.1.k	Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact the personal safety of self or others.	Example <ul style="list-style-type: none"> • Chat groups • E-mail • Texting • Websites • Apps

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

HE8.1.l	Describe types of violent behaviors and available resources to obtain support.	<p>Example</p> <ul style="list-style-type: none"> • Bullying • Dating/family violence • Sexual assault • Verbal/physical abuse, rape
HE8.1.m	Examine the dynamics of healthy and unhealthy relationships. Students should be made aware that they have the right to refuse to participate in activities (drug use, criminal, sex, bullying ex...) and such activities should be reported to a trusted adult. See O.C.G.A 20-2-143.	<p>Example</p> <ul style="list-style-type: none"> • Healthy: <ul style="list-style-type: none"> ○ Good communication. ○ Respect. ○ Honesty and openness. ○ Support ○ Compromise • Unhealthy relationship: <ul style="list-style-type: none"> ○ Control ○ Hostility ○ Dishonesty ○ Disrespect ○ Dependence ○ Intimidation ○ Physical Violence ○ Sexual Pressure/Violence
HE8.1.n	Identify the qualities of a healthy dating relationship.	<p>Example</p> <ul style="list-style-type: none"> • Respect • Honesty • Good communication

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.

HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE8.1.o	Analyze the signs, symptoms, and resources for people who engage in self-harming behavior. Discuss resources available to combat the behavior.	<p>Example</p> <ul style="list-style-type: none"> • Suicide attempts • Cutting • Isolation • Experimental substance use

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

HE8.1.p	Understand school policy and state laws regarding the use, possession, and sale of substances.	Example <ul style="list-style-type: none"> • Alcohol • Opioid and illegal drug use • Smoking and vaping
HE8.1.q	Explain the relationship between intravenous drug use and the transmission of blood-borne diseases.	Example <ul style="list-style-type: none"> • HIV/AIDs
HE8.1.r	Explain the unintended outcomes of risky behavior.	Example <ul style="list-style-type: none"> • Injury • Addiction • STD's
HE8.1.s	Discuss the unintended physical, mental, emotional, financial, educational, legal, and social outcomes of sexual activity. See O.C.G.A 20-2-143; CODE IDB 160-4-2-.12	Example <ul style="list-style-type: none"> • Pregnancy • STD's • Discuss the reason(s) abstinence from sexual activity is an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. • Analyze the risks and consequences of early sexual involvement and sexual activity outside of marriage.
HE8.1.t	Identify signs and situations that contribute to Human Trafficking	Example <ul style="list-style-type: none"> • Target a victim • Gain trust • Fill a need • Isolate the victim
HE8.1.u	Describe where to report concerns and seek out help concerning Human Trafficking	Example <ul style="list-style-type: none"> • State and national human trafficking hotlines
HE8.1.v	Explain the legal age of consent in Georgia. (Current law 2020 age of 16 O.C.G.A 16-6-3)	Example <ul style="list-style-type: none"> • Awareness of Georgia Code Title 16. Crimes and Offenses § 16-6-3: <ul style="list-style-type: none"> ○ “Statutory rape is when someone engages in sexual intercourse with any person under the age of 16 years.” ○ “A person convicted of the offense of statutory rape shall be punished by imprisonment for not less than one nor more than 20 years.” (Note: 21 years or older punishment increases)

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

		<ul style="list-style-type: none"> ○ If the victim is at least 14 but less than 16 years of age and the person convicted of statutory rape is 18 years of age or younger and is no more than four years older than the victim, such person shall be guilty of a misdemeanor. ● Awareness of relevant U.S. federal laws, which forbid exploitation of children. 18 U.S. Code § 2422 - Coercion and enticement, forbids the use of interstate means of communication, to <i>persuade or entice a minor</i> (defined as under 18) <i>to be involved in a criminal sexual act</i>. This would include instant messenger program.
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Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Eighth-grade students will focus on identifying and understanding the diverse internal and external factors that positively and negatively influence health practices and behaviors. Students will conclude how the family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.

HE8.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE8.2.a	Analyze how family, peers, culture, and environment influence personal health and well-being and family health.	Example <ul style="list-style-type: none"> ● Groups that exercise and play sports ● Families and friends that communicate and discuss health issues and concerns
HE8.2.b	Explain how adolescent perceived norms influence healthy and unhealthy behaviors.	Example <ul style="list-style-type: none"> ● Peer pressure ● Relationships ● Substance use
HE8.2.c	Explain the influence of personal values and beliefs on individual health practices and behaviors.	Example <ul style="list-style-type: none"> ● Environment, ● Family traditions and social bonds ● Genetics
HE8.2.d	Explain the harmful effects of pornographic media, messaging, and images.	Example <ul style="list-style-type: none"> ● Messages ● Videos ● Language ● Photographs

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

HE8.2.e	Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.	Example <ul style="list-style-type: none"> • Gateway drug use • Alcohol and substance use and driving under the influence • Alcohol and substance use impact decision-making ability
HE8.2.f	Explain how school and public health policies can influence health promotion and disease prevention.	Example <ul style="list-style-type: none"> • Immunization policy and the spread of childhood diseases • Policy on tobacco and alcohol products in a school or public setting

Description: Students will demonstrate the ability to access valid information and products and services to enhance health. Eighth-grade students will analyze the validity of health information, products, and services to promote well-being and prevent disease.

HE8.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

	Expectations	Evidence of Student Learning
HE8.3.a	Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease.	Example <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HE8.3.b	Critique valid health information from home, school, and community, to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Articles and news stories • Wellness apps • Websites
HE8.3.c	Analyze products that enhance well-being and the accessibility of those products within the community.	Example <ul style="list-style-type: none"> • Exercise programs • Vitamins

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Eighth-grade students will appropriately demonstrate verbal and nonverbal skills to maintain healthy relationships. Students will differentiate how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.		
HE8.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE8.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned with words and actions • Avoid I messages • Avoid blame
HE8.4.b	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	<p>Example</p> <ul style="list-style-type: none"> • Roleplay <ul style="list-style-type: none"> • Refusal: <ul style="list-style-type: none"> ○ Saying no and meaning it ○ Making a joke ○ Changing the subject ○ Give a reason why it is a bad idea ○ Walk away • Negotiation <ul style="list-style-type: none"> ○ Outline conflict ○ Brainstorm solutions ○ Evaluate solutions ○ Choose a solution ○ Implement the solution ○ Check-in and evaluate if needed
HE8.4.c	Demonstrate effective conflict management and/or resolution strategies.	<p>Example</p> <ul style="list-style-type: none"> • Remain calm • Be respectful • Do not escalate the conflict • Walk away • Non-violent and non-verbal communication to help prevent violence
HE8.4.d	Model how to ask for assistance to enhance the health of self and others.	<p>Example</p> <ul style="list-style-type: none"> • Roleplay student-developed scenarios

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to use decision-making skills to enhance health. Eighth-grade students will model the steps of the decision-making model and analyze the importance of seeking assistance before making a decision.		
HE8.5: Students will demonstrate the ability to use decision-making skills to enhance health.		
	Expectations	Evidence of Student Learning
HE8.5.a	Identify health-related situations that might require a health-enhancing decision.	Example <ul style="list-style-type: none"> • Fatigue • Lack of sleep • Tooth decay
HE8.5b	Analyze when assistance is needed in making a health-related decision.	Example <ul style="list-style-type: none"> • Possible harm to self or others • Legal considerations • Bullying situation
HE8.5.c	Discuss healthy options to promote well-being and prevent disease.	Example <ul style="list-style-type: none"> • Nutritional choices • Sleep needs • Screen time • Wearing a helmet when biking
HE8.5.d	Critique the potential outcomes of health-related scenarios when making a decision.	Example <ul style="list-style-type: none"> • Healthy food selection • Car and bicycle safety • Reduce screen time and time to increase physical activity • Decrease sugary drinks and tooth decay
HE8.5.e	Support choosing a healthy option when making a decision.	Example <ul style="list-style-type: none"> • Sleep • Snacks • Regular dental care

Description: Students will demonstrate the ability to use goal-setting skills to enhance health. Eighth-grade students will utilize critical thinking skills to achieve both short-term and long-term personal health and well-being goals. Students should be prepared to adjust goals when faced with changing abilities, priorities, and responsibilities.		
HE8.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HE8.6.a	Evaluate personal health practices.	Example <ul style="list-style-type: none"> • Emotional well-being • Disease prevention • Injury prevention

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HE8.6.b	Develop a goal to adopt, maintain, or improve a personal health practice.	Example <ul style="list-style-type: none"> • Select a goal-setting model • Write clear and measurable goals
HE8.6.c	Outline the strategies and skills necessary to attain a personal health goal.	Example <ul style="list-style-type: none"> • Create a specific action plan • Read your goals and visualize yourself accomplishing them. • Reflect on your progress • Revise if needed • Celebrate accomplishments
HE8.6.d	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	Example <ul style="list-style-type: none"> • Goals aligned to school responsibilities • Goals aligned to abilities (swim, run or skate for aerobic fitness) • Food choices
HE8.6.e	Explain how risky health behaviors can affect achieving long-term health goals	Example <ul style="list-style-type: none"> • Sexual activity • Substance abuse • Physical activity

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Eighth-grade students will summarize strategies that improve healthy behaviors and collaborate with other students in developing healthy lifestyles to achieve wellness for a lifetime.

HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE8.7.a	Connect the relationship between assuming responsibility for personal health and avoiding risky behaviors.	Example <ul style="list-style-type: none"> • Discuss the importance, as well as the positive and negative consequences of personal health behaviors • Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity
HE8.7.b	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	Example <ul style="list-style-type: none"> • Sleep log, • Screen time log
HE8.7.c	Analyze and apply behaviors that eliminate or reduce health risks to self and/or others	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques • Positive peer influences, • Refusal skills

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

Description: Students will advocate for personal, family, and community health and well-being. Eighth-grade students will develop culturally competent advocacy skills and health messages to encourage others to adopt healthy behaviors.		
HE8.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE8.8.a	Debate a health issue using evidence-based information.	Example <ul style="list-style-type: none"> • Class debate presenting and supporting a position
HE8.8.b	Design strategies that will influence and support others to make positive health choices.	Example <ul style="list-style-type: none"> • Create a messaging strategy promoting positive health themes such as brushing teeth and wearing sunblock • Encourage friends and family to drink water through an infographic
HE8.8.c	Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools.	<ul style="list-style-type: none"> • Example: Work with the school council to add a drink more water campaign
HE8.8.d	Analyze ways in which health messages and communication methods can be delivered for all audiences.	Example <ul style="list-style-type: none"> • Music • Cartoons • Celebrities

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

GADOE Resources

Stanford's Tobacco Prevention Toolkit

<https://gpb.pbslearningmedia.org/subjects/health-and-physical-education/personal-mental-and-emotional-health/substance-misuse/>

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CIRRUS ACADEMY CHARTER SCHOOL
Health Education Georgia Standards of Excellence

CIRRUS ACADEMY CHARTER SCHOOL
HEALTH EDUCATION OPT-OUT FORM

I, _____ (parent/guardian) request that my child, _____ be excused from participating in certain units of health or sex education instruction based on religious objections (moral, ethical, personal beliefs).

I request that the district waive the class attendance of my child in a class or courses on:

- Comprehensive sex education, in Grade K-8 including instruction on the prevention, transmission, and spread of AIDS and other sexually transmitted diseases.
- Family life instruction, including in Grades K-8th grade, including instruction on healthy relationships.

I understand that I am requesting the school to excuse my child from certain units of curriculum that are required by state law. I further understand that in lieu of receiving instruction in this unit of health education, my child may be required to receive alternative learning in health education that is sufficient to enable my child to meet state requirements for health education. I further understand that this opt-out exemption is only valid for the school year in which it is signed, and subsequent waivers may be necessary.

Parent/Guardian Signature _____

Administrator Signature _____

Date Received _____

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Cirrus Academy Charter School

Dr. Gail Fowler, Superintendent/CEO

JOIN US FOR OUR VIRTUAL PARENT MEETING

Tuesday, September 20, 2022 @ 6PM

Join Zoom Meeting

Meeting ID: 363 520 7181

Passcode: Cirrus321

*Flight to
Excellence*

TOPICS OF DISCUSSION

- *Our Flight to Excellence
- *Target Goals for 2022-2023
 - *Title I Budget
- *The Importance of Attendance
 - *After School Tutoring
 - *Cardiac Arrest Policy
 - *COVID Protocol
- *School-Parent Compact/Policy
 - *Grading Calendar
 - *PPRA/FERPA
- *PTO (The first 25 parents to sign up for the PTO will win a prize!!!!)

For More Information Contact:
parents@cirrusacademy.org

Cirrus Academy is a Title I School
1870 Pio Nono Ave. Macon, GA 31204
478-250-1376 | www.cirrusacademy.org

FEDERAL PROGRAMS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

It is the policy of Cirrus Academy Charter School's Board of Directors, and Superintendent/CEO to comply with state and federal laws including Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA) and the Pupil Protection Rights Amendment (PPRA), adhering to the confidentiality and releasing of scholar records and information. The Superintendent/CEO, or designee have developed rules and procedures to be followed for parents, guardians, and eligible scholars of any type of information designated as *Directory Information* on an annual basis and provide parents, guardians, and eligible scholars with an opportunity to opt out of the disclosure of any type of directory information by submitting the appropriate documentations and forms.

Family Education Rights and Privacy Act (FERPA)

Statute: 20.U.S.C. 1232 Regulations: 34 C.F.R. Part 99

The Family Education Rights and Privacy Act (FERPA) provide parents and eligible scholars certain rights relating to accessing education records. An eligible scholar is a scholar that is at least eighteen years of age, or attends a postsecondary school. FERPA also restricts a school's disclosure of education records. Except in limited circumstances, a school cannot disclose educational records without prior written consent from the parent or eligible scholar.

Additionally, schools may release "directory information" of scholars after providing notice to parents and eligible scholars that includes the types of information that the school designated as directory information, the right of a parent or eligible scholar to refuse to designate information related to the scholar as directory information, and the period of time within which a parent or eligible scholar must notify the school in writing that the school may not designate the information related to the scholar as directory information.

Protection of Pupil Rights Amendment (PPRA) – Notice to Parents

August 1, 2022

Dear Parent(s)/Guardian(s)

This letter serves as official notice of Cirrus academy's policy regarding Protection of Pupil Rights Amendment (PPRA) which affords parents certain rights regarding the schools' conduct of surveys, collections and use of information for marketing purposes, and certain physical exams.

These include the right to:

- a) 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:
1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student nor parents; or
 8. Income, other than as required by law to determine program eligibility.
- b) Receive notice and an opportunity to opt a student out of:
1. Any other protected information survey, regardless of funding;
 2. 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; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- c) Inspect, upon request and before administration or use:
1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as a part of the educational curriculum.

Parents of eligible students should submit to the school principal a written request that identifies which items set forth above that they wish to inspect. The principal will make arrangements for access and notify the parents or the eligible student of the time and place where the materials may be inspected. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Cirrus Academy has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collections, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

Cirrus Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Cirrus Academy will also directly notify, such as through U.S. Mail, e-mail or website posting, 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.

Cirrus Academy will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. 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 are 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.

Following is a list of the specific activities and surveys covered under this requirement:

- a) Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- b) Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- c) 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**

Cirrus Academy thank you for doing your part to make 2022-2023 school years a healthy, safe, and positive learning experience for ALL students as we continue to more FULL STEAM AHEAD!

Superintendent/CEO
Dr. Gail M. Fowler

Title I Program



SUICIDE PROTOCOL RESPONSE PROCEDURE

1. Purpose

The Board of Cirrus Academy Charter School District in recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, hereby adopts this policy. This policy corresponds with and supports other federal, state and local efforts to provide prevention education, early identification, intervention and response procedures to ALL Staff members of Cirrus Academy.

2. Staff Training and Responsibilities

All staff members are responsible for safeguarding the health and safety of students. All staff members are expected to exercise sound professional judgment, err on the side of caution and demonstrate extreme sensitivity throughout any crisis situation. A set protocol has been implemented to handle a student crisis and the first part of this protocol involves defining exactly what makes a student crisis. According to *The Association for Children's Mental Health crisis definition which states that "a crisis situation exists any time that [the] child is no longer safe to himself or others..."*

The following conditions also constitute a student crisis:

- The student has or will physically hurt someone else
- The student has or will physically hurt himself/herself

The staff member who learns of the threat/attempt will provide constant **adult** supervision and immediately inform the Superintendent/principal or designee verbally or in person (**no email**).

NOTE: DO NOT LEAVE STUDENT ALONE AT ANY TIME.

Any staff member who is originally made aware of any threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the superintendent/principal or his/her designee. Any threat in any form must be treated as real and dealt with immediately. **No student should be left alone, nor confidences promised.** Thus, in cases of life threatening situations a student's confidentiality will be waived. The district's suicide crisis response procedures will be implemented.

1. The superintendent/principal/designee will immediately contact, in order of accessibility, the appropriate Response Team Member:
 - i. Student Services / Counseling Staff
 - ii. School Nurse / Health Services Coordinator
 - iii. Other trained Mental Health Professional in their absence
2. The appropriate staff team member will gather appropriate supportive documentation from teachers or others who witnessed the threat.
3. The Response Team Member will contact parent/guardian to inform him/her of the situation and screener results
 - Request parent/guardian (or designee as determined by parent to come to school and/or hospital, if necessary. *(Be mindful of confidentiality requirements)*)
4. A copy of the following documentation and information **MUST** be provided to the parent:
 - A copy of the Behavior Assessment Form
 - A copy of the Safety Contract (requiring parent signature)
 - List of Counseling Resources
5. If the parent does not cooperate with the school by failing to accept the seriousness of the self harm threat, they should be informed that DECS will be notified and asked to intervene. DFCS will be notified, if necessary.

The School Counselor MUST be notified and document all incidents on approved forms. Copies of all documentation should be maintained in the Counselor's Office.

Understanding Confidentiality As It Relates To FERP

Confidentiality

The fundamental intent of confidentiality is to protect a person's right to privacy by ensuring that matters disclosed not be relayed to others without the informed consent of the person. Confidentiality is an ethical responsibility of mental health providers to safeguard unauthorized disclosures of personal information that is learned during the course of treatment.

FERPA

FERPA (*Family Educational Rights Privacy Act*) is a Federal law that protects the privacy of student education records.

According to the U.S. Department of Education, **FERPA** gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, **FERPA** allows schools to disclose those records, without consent, to the appropriate officials in cases of health and safety emergencies.

In some situations, school administrators may determine that it is necessary to disclose personally identifiable information from a student's education records to appropriate parties in order to address a health or safety emergency. **FERPA's** health or safety emergency provision permits such disclosures when the disclosure is necessary to protect the health or safety of the student or other individuals.

This exception to **FERPA's** general consent requirement is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education records. Rather, these disclosures must be related to an actual, impending, or imminent emergency.

SUICIDE POSTVENTION GUIDELINES

Definition: Suicide – Death caused self-directed injurious behavior with any intent to die as a result of the behavior.

NOTE: When a sudden unexplained death of a student or staff member occurs, the superintendent/principal/designee will confer with the SRO (Security Resource Officer) and promptly implement crisis response procedures as outlined in the District's Safe Schools Plan. These Actions may include the following:

- The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

A suicide death in a school community requires implementing a coordinated response to assist staff, students, and families. Major goals of postvention activities are to support students and staff, decrease the risk of another suicide, and to restore an environment focused on education. A meeting with the Administrators, school counselors and social workers, etc. should take place immediately after the basic facts about the death have been obtained.

STEP 1: Official Fact Gathering

The superintendent/principal, school counselor, or other designated staff should contact the SRO (Security Resource Officer) in order to verify the death and get the facts surrounding the death. Facts are important for school staff to know in order to raise awareness for and prevent imitation behaviors.

STEP 2: Parental Communication

The school must adhere to the wishes of the family in this regard and respect their rights to privacy and confidentiality.

Contact with the parent/guardian will be made in person or by phone call by the designated building administrator, and/or other designated personnel. The administrator or designated personnel will offer support to the family, letting them know specifically those services which the school can offer to any siblings at CACS, and referral information for the services that may be needed outside of the school setting. The administrator or designated personnel will ascertain any information that the family wants to make known, such as funeral arrangements, visitations, etc.

STEP 3: Parental Permission

Parent/family permission is not required to release information related to the death, since a death is public information. However, the death MUST have been officially been ruled a suicide for these procedures to be followed. When this is not the case, CACS will only acknowledge that the student's cause of death is unknown.

STEP 4: Notification for CACS Staff

Notify will occur in the following order:

- A. Superintendent
- B. Principal
- C. Assistant Principal
- D. Counseling Department

STEP 5: Preparation for communication

The superintendent/principal or other designee, will work to notify staff through memo or meeting of the necessary facts obtained regarding the death. If occurring overnight or on the weekend, the superintendent/principal should activate the calling tree as appropriate to schedule a meeting with staff prior to students arriving in the building. Write a statement for teachers to share with their class. This statement should only include basic facts of the death and the availability of student support services, by school counselors, social workers or other designated personnel.

Actions to Avoid:

- A. Do Not announce the death of anyone over the public address system.
- B. Do Not hold an assembly program or bring large groups of students together in one place to discuss suicide.
- C. Avoid canceling school, classes or pre-planned activities unless absolutely necessary; students find comfort in following their normal routine when they are under stress, within reason.

STEP 6: Staff Meeting

- A. Inform staff about the facts known up to this point.
- B. Allow time for staff to ask questions and express feelings.
- C. Review planned in-class discussion formats and disclosure guidelines for talking with students. Prepare staff for student reactions

- D. Provide the prepared statement that will be read by the teacher or designated personnel to notify students about the critical event.
- E. Alert staff of possible contagion effect and advise to watch for at-risk students.
- F. Compile a list of all students that are close to the deceased.
- G. Compile a list of all staff members who had contact with the deceased.
- H. Compile /Update a list of students who may be at-risk of suicide.
- I. Remind staff about risk factors and warning signs for adolescent suicide.
- J. Provide information regarding counseling/support opportunities for students and staff.

STEP 7: Student Communication and Support

- A. Do not use the name of the deceased on walkie-talkie or radio devices.
- B. Students should receive the prepared information in their classes from their teacher or designated personnel.
- C. School-wide announcements and assemblies should be avoided.
- D. School administrators and counselors will set up appropriate processes and locations to conduct individual and group counseling for students.
- E. School counselors and social workers will assist in providing appropriate suicide prevention resources to students and parents.
- F. School counselors and social workers will provide ongoing identification, monitoring, and support to students that may be at-risk.

STEP 8: Monitor Social Media

Students increasingly utilize social media as a means to commemorate those that have died. They might continue to post messages to a deceased person's site, create hashtags specific to a critical event, or even create a new site or account for this purpose. Cirrus Academy personnel should speak with students to gain information about what is posted. The goal is not to police, but to maintain a general level of awareness.

STEP 9: Parent Notification of students in School

The designated personnel should consult with the Superintendent and counseling staff for support on developing an appropriate parent communication from the school that includes facts about death, what the school is doing to support students, warning signs of suicidal behavior, and a list of resources available.

STEP 10: Participate in/Advise on Appropriate Memorialization in Immediate Aftermath

CACS Should avoid formal memorials such as a page in a yearbook, planting a tree, gardens, or placing a plaque to memorialize a death by suicide.

- Make shift memorials should be removed at the end of the day and included in family delivery, students will need to be notified of this.

Family Visits:

- Arrange for the collection of:
 - the individual's belongings
 - All cards/banners made by students that have been approved for family release
- Designate a representative to visit the home to deliver items

Informal, individualized responses that are meaningful to the students should be chosen instead. Students may wish to implement school based suicide prevention activities, activities related to student health, or a community service initiative. Monitor spontaneous memorial activity near lockers, school gathering places or parking spaces.

Other Actions to be considered:

1. Consider plans for providing ongoing, longer term counseling support for students and all faculty and staff.



HELPING HANDS PROVIDING HELP TO STUDENTS



CIRRUS ACADEMY CHARTER SCHOOL

Nursing Service Department



The Cirrus Academy Charter School 's Nursing Service Department believes that scholars can thrive and perform at their potential when they are healthy and present. The Nursing Service provides coordinated school-based nursing services and district health initiatives to ensure delivery of quality individualized support for scholars. A comprehensive nursing service approach provides support to enhance educational achievement by improving and protecting the health status of scholars through disease prevention, early detection, and removal or mitigation of health-related barriers to learning.

Student health and wellbeing is enhanced through intentional collaboration and partnership to foster optimal health outcomes. Standard Operating Procedures (SOPs), best practices, are aligned with School Health Law that provides for the Whole Child, Whole School, and Whole Community.

Cirrus Academy Charter School's Nursing Service Department's Infrastructure is comprised of a District/School Registered Nurse.

The Cirrus Academy Charter School's Nursing Service is responsible for the development of individualized health management plans for scholars with healthcare conditions and provide health-related support for scholars with documented health conditions. Below are some of these services:

Scholars and Partnerships

- Provide and coordinate, dental, scoliosis, and other required screenings for scholars, including referrals as needed.
- Ensure immunizations for scholars are current for school attendance.
- Provide first-aid, emergency care, and prescribed medical intervention as indicated by physician orders while at school.
- Promote awareness activities through education and targeted health initiatives

Parents/Guardians and Community

- Provide information for preventing common illnesses through health education, guidance to parents, and community resources.
- Serve as a resource and advocate to parents by identifying and seeking to eliminate health /safety hazards within the school.
- Assist parents with administration of prescribed medical treatment based on medical need with current physician order.

Student Health Services and Academic Success

Research studies have demonstrated a positive relationship with Comprehensive School Nursing Services on scholars' academic success.

School Nurses:

- Address medical needs for scholars in a school setting.
- Increase scholars' academic achievement grades, by managing health conditions.
- Decrease absences by managing health conditions.
- Identify and address health-related barriers to learning.
- Implement guidelines for school health and nursing services.

CIRRUS ACADEMY CHARTER SCHOOL

NURSE CONSENT FOR CLINIC SERVICES

2022-2023

Student Name: _____ Grade: _____
Homeroom Teacher: _____ Birthday: ____/____/____ Age: _____
Gender: _____ Male _____ Female

Emergency Contact Information:

Parent/Guardian: _____ Phone #: _____

Parent/Guardian email address: _____

Contact Person	Relationship	Cell Phone #	Work Phone #	Home Phone#	Email Address

A Management Plan or Authorization for Medicine Administration signed by your Doctor may be required.

Allergies (Specify type food, medicine, bees/ants) _____

My child's allergy is life-threatening and he/she carries an Epi-pen: _____ Yes _____ No

Asthma: _____ Yes _____ No Medication: _____

ADHD/other: _____ Yes _____ No Medication: _____

Diabetes: _____ Yes _____ No Medication: _____

Sickle Cell: _____ Yes _____ No Medication: _____

Seizures: _____ Yes _____ No Medication: _____

My child has been prescribed Diastat: _____ Yes _____ No

Any other health

concerns: _____

Student's Doctor's Name: _____ Phone Number: _____

DOES YOUR CHILD NEED TO CARRY ANYTHING SUCH AS DIASTAT, EPI-PEN, INHALER OR DIABETIC SUPPLIES WHILE AT SCHOOL? _____ YES _____ NO

IF YES PLEASE CONTACT THE **CIRRUS ACADEMY CHARTER SCHOOL NURSE (WILLIAM THOMASON, R.N.)** ASAP TO SET THIS UP AT **478-250-1376**.

My child takes the following medication(s) at home daily: _____

My child takes the following medication(s) at home occasionally/as needed: _____

Listed below are medications stocked in the Nurse's clinic. We do not have cold or allergy medicines. No medications will be administered without Parental written consent. The consent is for Nurse Use or Nurse designee only.

Please check all the medications your child may receive while at school.

Tylenol (Acetaminophen) _____

Advil _____

Antacids (Maalox/Tums) _____

Benadryl _____

The products listed below are used only if the parent or guardian states in writing not to use them:

Products	YES	NO	Comments
Eye drops			
Antibiotic			
Ointment			
Anti-fungal cream			
Peroxide			
Vaseline			
Cough drops			
Throat Lozenges/spray			

I understand that I can revoke this permission form by written notice to the school Nurse.

Parent/Legal Guardian

Signature: _____ Date: _____

Cirrus Academy Charter School Student/Parent Sudden Cardiac Arrest Awareness Form

Symptoms and Warning Signs

What is Sudden Cardiac Arrest (SCA)?

SCA is a life-threatening emergency that occurs when the heart suddenly and unexpectedly stops beating. This causes blood and oxygen to stop flowing to the rest of the body. The individual will not have a pulse. It can happen without warning and can lead to death within minutes if the person does not receive immediate help. Only **1 in 10** survives SCA. If Cardiopulmonary Resuscitation (CPR) is given and an Automatic External Defibrillator (AED) is administered early, **5 in 10** could survive.



SCA is NOT a heart attack, which is caused by reduced or blocked blood flow to the heart. However, a heart attack can increase the risk for SCA.

Watch for Warning Signs

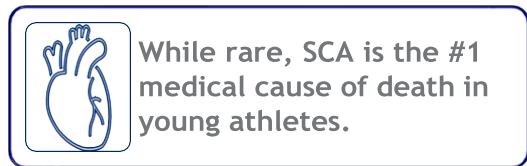
SCA usually happens without warning. SCA can happen in young people who don't know they have a heart problem, and it may be the first sign of a heart problem. When there are warning signs, the person may experience:



If any of these warning signs are present, it's important to talk with a health care provider. There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops due to SCA, blood stops flowing to the brain and other body organs. Death or permanent brain damage can occur in minutes.

Electrocardiogram (EKG) Testing

EKG is a noninvasive, quick, and painless test that looks at the heart's electrical activity. Small electrodes attached to the skin of the arms, legs, and chest capture the heartbeat



as it moves through the heart. An EKG can detect some heart problems that may lead to an increased risk of SCA.

Routine EKG testing is not currently recommended by national medical organizations, such as the American Academy of Pediatrics and the American College of Cardiology, unless the pre-participation physical exam reveals an indication for this test. The student or parent may request, from the student's health care provider, an EKG be administered in addition to the student's pre-participation physical exam, at a cost to be incurred by the student or the student's parent.

Limitations of EKG Testing

- An EKG may be expensive and cannot detect all conditions that predispose an individual to SCA.
- False positives (abnormalities identified during EKG testing that turn out to have no medical significance) may lead to unnecessary stress, additional testing, and unnecessary restriction from athletic participation.
- Accurate EKG interpretation requires adequate training.

I have reviewed and understand the symptoms and warning signs of SCA.

_____ Signature of Student-Athlete	_____ Print Student-Athlete's Name	_____ Date
_____ Signature of Parent/Guardian	_____ Print Parent/Guardian's Name	_____ Date

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.

By signing this sudden cardiac arrest form, I give _____ Cirrus Academy Charter School permission to transfer this sudden cardiac arrest form to the other sports that my child may play. I am aware of the dangers of sudden cardiac arrest and this signed sudden cardiac arrest form will represent myself and my child during the 2022-2023 school year. This form will be stored with the athletic physical form and other accompanying forms required by the Cirrus Academy Charter School System.

I HAVE READ THIS FORM AND I UNDERSTAND THE FACTS PRESENTED IN IT.

_____ <i>Student Name (Printed)</i>	_____ <i>Student Name (Signed)</i>	_____ <i>Date</i>
_____ <i>Parent Name (Printed)</i>	_____ <i>Parent Name (Signed)</i>	_____ <i>Date</i>

Infectious Disease Plan

OVERVIEW

An infectious disease is an illness caused by the presence of disease-causing agents or germs, including viruses, bacteria, fungi and parasites and other microbes. These diseases are called communicable diseases or transmissible diseases due to their potential of transmission from one person to another.

Transmission may occur by direct contact with an infected person or animal, by ingesting contaminated food or water, or by contact with infected surroundings or contaminated air. Infectious (communicable) diseases that usually require a more specialized route of infection— for example, by insects such as mosquitoes or ticks (disease vectors)—are usually not regarded as contagious. Contagious diseases acquired by blood or needle transmission or sexual contact require prophylactic strategies but not measures such as social distancing or quarantine. Strict measures, as addressed in annual Blood Borne Pathogen training, are a prevention strategy in place in the school system.

Purpose

This pandemic or infectious disease plan provides guidance for reducing illness at school on a regular basis as well as procedures during infectious disease outbreaks and pandemic periods.

The plan includes the following:

1. Strategies to prevent and reduce the spread of infectious diseases at our school.
2. Procedures for canceling school due to an infectious disease outbreak.
3. Considerations for reopening school.

Notification of confirmed pandemic or infectious disease threats to the district will come from Georgia Department of Public health (DPH).

1. DPH Disease Prevention Specialists will notify Cirrus Academy Charter School (CACS) School Nurse if the Centers for Disease Control (CDC) declares a pandemic event or an infectious disease threat to the district.
 - CACS School Nurse will receive guidance from DPH Disease Prevention Specialists regarding parent communication.
2. The School Nurse will notify the CACS Superintendent/CEO.
 - The Parent Engagement Coordinator will work with the School Nurse on communication to parents/guardians, students, and staff.
3. The School Nurse will work with the Superintendent and the Parent Engagement Coordinator to initiate the CACS Pandemic or Infectious Disease Plan.

At-Risk Populations

Students are a high- risk population for infectious disease, and exposure to a variety of infectious diseases in a school population is inevitable. Infectious diseases are common in young children who have immature immune systems and are developmentally unable to understand and practice the concepts of good personal hygiene. However, older youth and teenagers exposed to different social situations are also prone to certain infections. In any school population, there are certain individuals who may have a higher risk of complications if exposed to specific diseases. Students and staff who are medically fragile or are immunosuppressed, pregnant, and/or have chronic disease, nutritional deficiencies or debilitating illness should be informed of the possible risks of acquiring an infection.

The responsibility of the school is to inform those individuals to consult with their licensed health care provider. The licensed health care provider will assess the risk, provide appropriate treatment

and/or make recommendations so that reasonable accommodations are put in place for the individual by the school.

Exclusion From School For Health Reasons

The guidelines below have been developed for the exclusion of students who have communicable or contagious diseases. These regulations are in compliance with the requirements of the local health department.

- A student with any of the following symptoms will be excluded from school until such time as the student is free of symptoms, has been satisfactorily treated, or submits a signed physician's statement that he/she is no longer contagious.
 - A temperature of 100 degrees or more. Student must be fever free for 24 hours, without medication, before re-entry.
 - A deep, barking, unusually persistent cough/fits of coughing, or productive cough of colored mucous.
 - An undetermined rash, blisters, or scaly patches over any part of the body.
 - Nausea, vomiting, or diarrhea. A student must be symptom free for 24 hours without medication before re-entry.
 - Red, draining eyes.
 - Sore throat with fever.
 - Intense itching with signs and symptoms of secondary infection.
 - Open, draining lesions.
 - Jaundice-a yellowish tint to eyes or skin for unknown reason.
 - Pain and/or swelling at angle of jaw.
 - An unusual behavior changes such as irritability, lethargy, or listlessness.
- The school will segregate the ill child from well children at the school until he/she can go home to limit the spread of disease.
- Parents of children possibly exposed to infectious diseases, as well as staff, will be informed.
- The school will adhere to the exclusion and readmission recommendations.
- The staff will watch for signs and symptoms of communicable diseases in classrooms where one is identified.

Communicable Disease Transmission Routes

- Airborne
- Respiratory droplets from an infected person spread by sneezing, coughing, and speaking.
- Direct skin contacts with wounds or discharges from an infected person.
- Fecal-oral route when effective hand washing is not done after toileting and there is contamination of hands, food, drink, or of objects put in mouth.
- Indirect contact when microorganisms linger on objects such as doorknobs, faucet handles, desktops, phones, handrails, and computer keypads.

Disease, Illness or Organism Health Department	Report to County
Bronchiolitis, Bronchitis, Cold, Croup, Ear Infection	NO
Pneumonia, Sinus Infection and Most Sore Throats	NO
Cold Sore	NO
Conjunctivitis (Pink Eye)	NO
Diphtheria	YES
Influenza (The Flu)	NO
Mononucleosis (Mono)	NO
Mumps	YES
Respiratory Syncytial (Virus) (RSV)	NO
Strep Throat	NO
Tuberculosis (TB)	YES

Whooping Cough	YES
Gastroenteritis – Bacterial	YES
Gastroenteritis – Viral	NO
Giardia (a Parasite)	YES
Hepatitis A (virus)	YES
Pinworms	NO
Haemophilus Influenza Type B	YES
Neisseria Meningitides	YES
Streptococcus Pneumoniae	YES
Viral Meningitis	YES
Chickenpox	YES
Fifth Disease	NO
German Measles	YES
Hand, Foot and Mouth Disease	NO
Head Lice (A parasite)	NO
Impetigo	YES
Measles	NO
MRSA (Methicillin-resistant Staph aureus)	NO

Molluscum	NO
Ringworm on body and Ringworm on scalp	NO
Roseola (virus)	NO
Scabies (A parasite)	NO
COVID-19	YES

STRATEGIES TO PREVENT AND REDUCE THE SPREAD OF INFECTIOUS DISEASES

How Germs Spread: Illnesses such as the flu (influenza), Norovirus (sudden and violent nausea, vomiting and diarrhea), and colds are caused by viruses that infect the nose, throat, lungs, and gastrointestinal tract. Flu and cold viruses usually spread from person to person when an infected person coughs or sneezes and the virus is inhaled by another person. Norovirus is spread by infected persons passing germs through food or ineffective hand washing. Germs are also spread by droplets when a person touches something that is contaminated with a virus and then touches their eyes, nose, or mouth. The length of time germs can live on certain surfaces depends on the virus.

Disease Prevention & Education: To help prevent the spread of any infectious disease, schools have an opportunity to educate students, staff, and the community on social etiquette, good health and hygiene habits, and disease prevention. CACS will provide education and reminders on handwashing, coughing, and sneezing any time there is a suspected outbreak and during the school year as requested by staff. CACS will have current illness/disease prevention information on the CACS Health Services website. During times of suspected or identified infectious disease outbreaks, the school district will coordinate with DPH to address the outbreak.

Our basic educational message is:

4. Cover your cough
5. Wash your hands often
6. Stay home if you're sick
7. Wear appropriate PPE (Personal Protective Equipment) as recommended by DPH.

1. *Cover Your Cough:* Teach students coughing and sneezing etiquette in classrooms and hang instructional posters in the school buildings. Have an ample supply of tissues available in each classroom and school area.

8. Cover your mouth and nose with a tissue when you cough or sneeze.
9. Cough or sneeze into your upper sleeve, not your hands.
10. Wash your hands after you cough or sneeze or use hand sanitizer.

2. *Wash Your Hands Often:* Handwashing with soap and warm water is the best option. Hand sanitizers can be effective when there is no access to water, they are most effective if they have at least 60% alcohol in them. Staff are encouraged to provide time and opportunity each day for students to practice washing their hands with soap and water upon arrival at school, after coughing and/or sneezing in hands, at the beginning of the lunch line before eating, after bathroom use, and after recess.

11. Wet hands with water, apply soap and scrub hands together for at least 20 seconds.

12. Thoroughly rinse under warm, running water.
13. Dry hands completely with a paper towel. Use a paper towel to turn off faucet handles and open restroom doors. If there are air dryers in the restrooms, rub hands vigorously together under the dryer until completely dry.
14. Handwashing and Respiratory Etiquette Websites:
 - Centers for Disease Control and Prevention (CDC)
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - Mayo Clinic
<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/handwashing/art-20046253>
 - National Science Foundation (NSF) Scrub Club
<https://www.scrubclub.org/index.php>

3. *Stay Home if You're Sick*: A primary strategy against the spread of illness is for sick people to stay home from school. This includes students, staff, and volunteers. In times of suspected or identified infectious disease outbreaks, sick leave policies for staff and students will be reviewed, modified (if needed), clearly communicated, and consistently enforced.

4. *Wear Appropriate PPE (Personal Protective Equipment)*: When working with students with suspected infectious disease, staff will wear PPE as recommended by DPH.

Illness/Disease Monitoring & Tracking: During times of a potential infectious disease outbreak, the registrar will inform the building nurse of increased absenteeism due to illness. If a building has 10% or more of their total enrollment absent due to illness, the building nurse will report it to the Georgia Department of Public Health through its online reporting system. The School Nurse will implement a surveillance system to detect unusual rates of illness in schools. The school nurse, registrar and parent engagement coordinator will monitor illnesses daily, track illness trends and report to DPH.

Staff are trained to be alert to children who are ill. Examples of symptoms include fever, frequent cough and/or sneezing, sore throat, and vomiting/diarrhea. Symptomatic students need to be sent to the health office for evaluation.

During periods of suspected or identified infectious disease outbreaks.

15. The school nurse should protect themselves by wearing appropriate Personal Protective Equipment (PPE) when deemed necessary by DPH.
16. Students who have a cough/sneezing with a fever will stay in the health office and will be reasonably distanced from healthy students until parents arrive. Having an ill person distanced can help to slow or prevent the spread of disease.

Disinfection & Cleaning Procedures: Keep commonly touched surfaces such as stairway railings, door handles, computer keyboards, bathroom faucets, and surfaces, drinking fountains, telephones, etc. clean by wiping down with a disinfectant. During an infectious disease outbreak, consideration will be given to increasing the frequency of cleaning these commonly touched surfaces and areas based on the nature of the disease. In addition, we will consult with DPH for guidance on any necessary operational procedures that need to be enacted (i.e., changing HVAC filters, specialized disinfectants to use, closing rooms for a period of time, proper ventilation, etc.). When an employee or student with a suspected infectious disease is identified and has left the building, it is important that their work area, along with any other known places they have been, are thoroughly cleaned and disinfected. Clean the surface to remove dirt and soil with a cleaning agent, if needed, and disinfect following manufacturers' recommendations, paying particular attention to dwell time requirements. The person cleaning and

disinfecting (usually a custodian) should wear appropriate PPE according to DPH recommendation. Hands must be washed or sanitized at the completion of the procedure. During times of a specifically known or suspected disease outbreak, the school district will consult with DPH for guidance.

Nutrition Services Food Safety/Sanitation Protocols: The CACS Nutrition Services Department follows safe food handling and storage practices from receiving through meal service. **Hazard Analysis and Critical Control Point (HACCP)** principles are followed in each step of the food preparation process. Nutrition staff receive training upon hire and at least three times a year which includes education on good personal hygiene and proper food handling practices. Staff are not allowed to come to work if they have a fever, diarrhea, jaundice, or vomiting. During periods of suspected or confirmed infectious disease outbreak, modifications will be considered to services based on the severity and nature of the outbreak. This could include discontinuing the use of self-serve salad bars, serving sack lunches instead of cafeteria-style lunches, and having more stringent sick employee policies. Nutrition Service Departments will follow guidance from the United States Department of Agriculture (USDA).

Social Distancing: During suspected or identified infectious disease outbreaks, several social distancing measures can be taken to reduce the spread of an infectious disease. Discourage handshaking. Discourage the sharing of drinks or food. Avoid touching your eyes, nose, or mouth. Avoid face-to-face meetings, however, if unavoidable, maintain a distance between individuals as determined by DPH. Cancel or postpone non-essential meetings, gatherings, assemblies, field trips, workshops, or training as deemed necessary by the superintendent in collaboration with DPH. Consider having flexible hours and attendance policies to maintain social distancing and reduce illness in district office facilities.

Where to Get Information: If an infectious disease outbreak or pandemic occurs, having accurate and reliable information will be critical. Here are several websites to consult.

1. Centers for Disease Control and Prevention World Health Organization (WHO)
<https://www.cdc.gov/> <https://www.who.int/>
2. Georgia Department of Public Health
<https://dph.georgia.gov/>
3. U.S. Department of Health & Human Services (HHS)
<https://www.hhs.gov/>

PREPAREDNESS

Effective preparedness includes establishing policies to maintain sanitation, keep records current, conduct periodic inspections and regular maintenance and training for staff.

General Activities

- Plan, exercise, evaluate and revise the Emergency Annex for Infectious Disease.
- Train and equip staff to assure competencies and capacities needed to respond to an infectious disease outbreak.
- Develop strategic partnerships with local community health care institutions and providers, and local, State, and federal response agencies and their staff.

- Develop and implement surveillance and reporting procedures to monitor illness patterns in the schools.
- Educate school and parents about infectious disease and recommend protective measures
- Inform and update school about the potential impacts of an infectious disease outbreak on essential services and city, county, and school infrastructure.
- Stockpile necessary equipment and supplies that will be needed to respond to a disease outbreak.
- Establish ventilation (HVAC) standards to be used during response and recovery (such as filter change schedules, etc.).

Personal Protective Equipment (PPE)

- Provide PPE to staff (For example, N-95, which must be fit-tested, or surgical masks and nitrile gloves, an alternative to latex gloves).
- Address PPE issues with staff (i.e., uncomfortable, frequent changes, difficulties recognizing coworkers, communication issues, one size does not fit all).
- Ensure that you have adequate stock and an array of sizes and types available.
- Provide and use alcohol-based hand sanitizer and non-aerosol spray disinfectant for commonly touched surfaces.
- Train all staff to use PPE, including administrators, maintenance, and security staff.
- Encourage staff to talk about the PPE issues and to develop a “we will get through this” mentality.

Training

- Require new staff, including substitutes and volunteers, to complete First Aid and CPR training, including child CPR.
- Provide refresher awareness training for all staff.
- Train maintenance staff to use chemicals properly to prevent accidental contamination and human exposure.
- Provide training on identifying symptoms of infectious disease.
- Educate school staff on the process and importance of routine hand hygiene and standard health precautions.

- Maintain training and attendance records on all staff (paid and volunteer).

Emergency Contacts

- Compile an emergency contact list of authorities. Include the names and phone numbers for specific personnel from each agency or authority.
- Determine which agency or authority would serve as first responder(s). The first responder represents the most important authority that needs to be involved in response to an infectious disease.
- Establish a relationship with local authorities to contact in relation to biosecurity concerns. Include law enforcement officials, hazardous material (HAZMAT) representatives, environmental health specialists/sanitarians, health officials, fire and rescue department representatives, or federal food safety regulatory agency representatives (FDA and FSIS) and U.S. Homeland Security officials.
- Distribute the emergency contact list to appropriate school staff.
- Post the emergency contact list in a secure yet prominent place; make it available in hardcopies, wallet cards, and on an intranet system.
- Ask key staff to program the emergency contact numbers into their telephones.
- Verify and update emergency contact information often. Note dates of revisions to prevent confusion.
- Establish procedures for communicating with students, parents, and the media when necessary (for example, notices of incidents or a press release). Follow an established plan as designated by the school board.

CANCELLING SCHOOL DUE TO AN INFECTIOUS DISEASE OUTBREAK

CACS will collaborate with DPH to monitor disease outbreaks in our school and to determine if and when school should be canceled. The information provided by DPH will also guide CACS decisions on the length of time for a school closure and the extent of the closure.

Legal Authorities for Cancellation of School: The CACS Superintendent has the authority to cancel classes when it is deemed necessary for the health and safety of students and staff. In the Superintendent's absence, Governing Board President or designee also carries that authority.

If school is canceled due to an infectious disease outbreak, all other school-related gatherings (athletic events, concerts, after school activities, field trips, etc.) will also be canceled. In some cases, non-academic events may be canceled even if classes are not.

Communicating with Stakeholders during an Infectious Disease Outbreak: CACS will attempt to provide accurate, consistent, and timely communication with staff, students, and parents. We will coordinate with DPH to disseminate critical information from the health department, to develop and deliver common health messages and educational materials to families as information is received.

Information will be disseminated via our normal emergency mass communication methods.

Continuity of Operations Plan: Certain essential district-level functions will need to continue even during a school closure situation. Essential services may include:

4. Payroll, Accounts Payable
5. Communications, Technology (website, press releases, learning at home resources, etc.)
6. Facilities Coordination
7. Emergency Operations Center (planning for the reopening of schools)

Identify essential personnel who will be needed to carry out essential services and determine if those services can be accomplished at home (by computer, through emails, conference calls, using Skype, etc.) or by staggering work schedules and locations and using social distancing measures. Essential personnel who report to work during a school closure should take precautions; Social distancing, and/or wear PPE as recommended by DPH.

Learning at Home: To help students stay educationally engaged while classes are canceled, CACS may provide a variety of Learning at Home resources for students. While not mandatory, we encourage parents and students to utilize these resources which would be provided in the event of a school cancellation. In addition, CACS has an online learning action plan that can be initiated in the event of extended school closures.

Staff Leave: In the event of school closures, information will be communicated to employees regarding the appropriate type of leave to be used.

REOPENING SCHOOLS

Our primary objective in the recovery phase is to restore the learning environment as soon as possible. Issues to consider include determining if schools need disinfection measures before reopening, staffing levels, and grief/mental health issues. The Superintendent's office may also need to develop a plan for students/staff to make up for lost school days.

As the district resumes normal operation, it will remain in contact with DPH regarding disease surveillance. An infectious disease outbreak often comes in waves and the response and recovery process may be repeated several times.

Disinfection: Disinfection needs will depend primarily on the severity, type, and duration of the pandemic. Viruses can live an extended time outside the human body on nonporous surfaces such as plastic, metal or wood (depending on the virus). Guidance will be obtained from DPH regarding our cleaning policies and practices.

Personnel: If there are multiple staff absences due to an infectious disease outbreak, a plan will be formulated to continue instructional programs and operations within the district.

Mental health issues: Depending on the severity of the outbreak, we will use or modify our Critical Incident Stress Management (CISM) protocols and/or collaborate with local mental health partners to assist with providing students and staff with the appropriate support.

Making up school days: The Superintendent's office will collaborate with the Georgia Department of Education to develop a plan for making up lost school days, if needed.

Concept of Operations

The **Macon-Bibb County Health Department** will be the lead agency in coordinating the local health and medical response to an epidemic or pandemic with state, federal, and local agencies, and officials.

The school will maintain increased communications with **Macon-Bibb County Health Department**, which will then provide information to the County Operational Area Emergency Operations Center (EOC) to implement those procedures that increase the health and safety of the school community.

The school assumes the following responsibilities:

- Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the **Macon-Bibb County Health Department**.
- Identify chain of command in case of illness with a minimum of two back-ups for key administrators.
- Develop plans to communicate regularly about the status of the situation and provide guidance throughout the duration of the pandemic outbreak.
- Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of the pandemic outbreak.
- Review sick leave policies and make adjustments as necessary to ensure non-punitive policies are in place.
- Review policies regarding quarantines and pay continuation and make adjustments as necessary.
- Communicate with and educate the school community and parents about approved public health practices and what each person can do to prepare or respond to minimize health risks.
- Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Macon-Bibb County Health Department and the Georgia Department of Education.
- Develop a recovery plan that provides for education support and emotional support for staff and students. If there is loss of life, implement procedures located in the School's Emergency Operations Plan.
- If needed, implement the School Crisis Response and Recovery Plan and activate Crisis Intervention Teams.
- Document all actions taken.

CACS assumes the following responsibilities:

- Identify chain of command in case of illness with a minimum of two back-ups for key administrators.

- Review best practices for respiratory hygiene and universal precautions and train all school staff, volunteers and students.
- Identify and procure needed resources.
- Review procedures for sending ill individuals' home and make adjustments, if necessary.
- Establish and implement surveillance process to report the number of absent staff and students due to communicable diseases.
- Document all actions taken.
- Update staff and provide information on extent of infection at school site and potential changes that might take place at school.
- Follow school recovery plan that provides for education support and emotional support for staff and students.
- Maintain communications with Administrative Office and Parent/ Community to update the status.

Exclusion Guidelines

The decision to exclude students who have an infectious disease from school should be made in conjunction with the school nurse, the State or local public health agency, health care professionals, and/or parents/guardians. These guidelines contain exclusion recommendations for each disease or condition. Students should be allowed to return to school once the exclusion period is met or a healthcare provider clears the student.

Generally, if any of the following conditions apply, exclusion from school should be considered:

- If the student does not feel well enough to participate comfortably in usual activities, it may be recommended that he/she stay or return home until feeling well.
- If the student requires more care due to illness than school personnel are able to provide.
- If the student has a high fever, behavior changes, persistent crying, difficulty breathing, lack of energy, uncontrolled coughing, or other signs suggesting a severe illness.
- If the student is ill with a potentially contagious illness and exclusion is recommended by a health care provider, the State or local public health agency, or these guidelines.

In cases where unvaccinated students are exposed to a vaccine preventable disease (such as measles, mumps, rubella, and pertussis), the State or local public health agency should be consulted in order to determine if exclusion of unvaccinated students is necessary.

If school personnel become ill with an infectious disease, the affected staff member should consult with a health care provider to determine if they can work. If ill with diarrhea or vomiting, school personnel should not work until the illness is over. This is especially important for staff who work in the cafeteria or handle food in any manner. A letter from the health care provider/physician may be required to return to work.

Social Distancing

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies include closing schools and public assemblies, cancelling athletic activities and social events, closing non-essential agency functions, implementing emergency staffing plans, increasing telecommuting and flexible scheduling and other options.

Quarantine

Quarantine is the physical separation and restriction of movement of individuals, families, groups and communities who, though not ill, have been exposed to a contagious disease. Quarantine may be required to prevent the spread of infectious disease that may be transmitted to other individuals before illness develops or is recognized. Quarantines may be done at home or in a restricted area, depending on the specific nature of the infectious agent.

Isolation

Isolation applies to persons who are ill with a contagious disease. Isolation is the physical separation and restriction of movement of an individual who is ill or is suspected of having an infectious illness from those who are not ill and have not been exposed to the contagion. Isolation may be required if medically necessary and reasonable to treat, prevent, or reduce the spread of the disease. Individuals may be isolated in a health care facility, the individual's home, or a non-health facility.

Communications

Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the infectious disease and for managing the utilization of health care services. This plan's communications goals are to:

1. Provide accurate, consistent, and comprehensive information about the infectious disease, including case definitions, symptom management, treatment options, infection control measures, and reporting requirements.
2. Instill and maintain public confidence in the schools and the County's public health care systems and their ability to respond to and manage an emerging infectious disease environment.
3. Ensure an efficient mechanism for managing information between Macon-Bibb County Health Department, emergency response agencies, health system partners and the schools.
4. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
5. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
6. Ensure that all information release to the public is provided through the School Public Information Officer as identified in the School Emergency Operations Plan.

Reporting Requirements

Individuals treating or having knowledge of a reportable disease, whether the disease is suspected or confirmed, should report the case to the State or local public health agency. In most cases, health care providers or laboratories report diseases. In certain circumstances, school nurses and personnel should

report diseases, such as when a student is suspected of having measles, chickenpox, a serious infectious disease, or when an outbreak occurs. It is important to remember that only qualified health care providers can diagnose an illness.

Regarding confidentiality, the Family Rights and Privacy Act prohibits sharing of health-related information except in certain well-defined circumstances, including, but not limited to specified officials for audit or evaluation purposes, and appropriate officials in cases of health and safety emergencies. Notifying the State or local public health agency of a reportable disease does not breach confidentiality laws.

When a case is reported, public health agencies may conduct an investigation to confirm the diagnosis, treatment, and cause of the illness, and determine the appropriate methods of disease control. Group outbreaks resulting from any cause, including foodborne outbreaks, must be reported to the State or local public health agency within 24 hours. In an outbreak situation, the goal of the public health agency is to assist the school in preventing further spread of the illness and to try to determine the cause of the outbreak.

To report a disease or outbreak, contact the **Macon-Bibb County Health Department** at (478) 745-0411

To the extent the following information is available, it should be reported when contacting the Public Health Department:

- Patient's name
- Diagnosis
- Date of birth
- Sex
- Ethnicity
- Address
- Phone number
- Name and address of the responsible health care provider
- Pertinent laboratory test results (if applicable)

RECOVERY

School recovery from the spread of an infectious disease will begin when school officials receive notice from the Macon-Bibb County Health Department that school may resume normal operations. The School Administrator will determine if normal supplies, resources, and response systems are adequate to manage ongoing school activities.

In consultation with Macon-Bibb County Health Department, the School Administration will recommend specific actions to be taken to return the schools to pre-event status.

The School will:

- Assess the economic and educational impact of the infectious disease on the schools.
- Evaluate the response actions taken by the school as a result of the infectious disease
- Determine effectiveness of existing plan to respond to similar events in the future.
- Revise existing plan as necessary to address any deficiencies.

After Action Review

- Implement sanitization and disinfection procedures
- Deploy solid waste disposal plans
- Review processes and incident communication protocols
- Review impact on the school and community
- Evaluate lessons learned
- Review and revise procedures, as needed
- Retrain staff

Document Archive

Maintain all information for the current year and the three prior years:

- Reports provided to the local Public Health Department or other government agencies o
 - Attendance rosters of affected classrooms or school
 - o Reports from students and staff with symptoms of illness
 - o Reports showing what materials were provided to families and staff
 - o Actions taken by nurses, teachers, office staff and school administrators
 - □ Protective eyewear or masks should be worn in situations where it is possible body fluids could come in contact with eyes or mouth.
 - o **Cleaning:**
 - □ Blood or body spills are to be wiped up as soon as possible. Spills are to be double bagged and disposed of in trash.
 - □ The area is to be cleaned with an approved disinfectant or bleach solution.
 - □ All soiled clothing should be double bagged and sent home with person.
- **Immunizations:**
 - o The state health regulations require students attending school to be up to date on all immunizations.
 - o A notarized waiver is required for a valid exemption (medical, religious, or personal exemption).
 - o The school will keep documentation of the immunization status of all students on file.
 - o If a reportable communicable disease is known, parents of students without that vaccine will be notified to check with their doctor regarding exclusion from school for a designated time.



Mrs. Cheryl Chapman, Counselor

CIRRUS ACADEMY
CHARTER SCHOOL

Dr. Gail Fowler, Principal

Policies and Procedures for Reporting Abuse or Neglect

In the case of suspected abuse or neglect, the PSC has a legal mandate to make a hotline call (Child Abuse/Neglect Reports by Mandated Reporters, Hotline Phone Call Information Form).

Steps in the Referral Process (Referral Process Flow Chart)

STEP 1. Concern for student arises

STEP 2. Student is referred to PSC/concern is identified on referral form(s). (Student Self-Referral Form, Parent/Guardian Referral Form, Faculty/Staff Referral Form, Information about Counseling, Informed Consent Form)

STEP 3. Once a concern is identified, the PSC uses objective and subjective data to assess the situation and determine the level and type of intervention to be taken on the student's behalf.

STEP 4. "HAND OFF" The student is brought directly to the Counselor or Principal if Counselor is not present and signs document stating date and time of delivery.

STEP 5. Once "HAND OFF" is completed the Counselor will alert the Principal or Superintendent if Principal is unavailable and wait for further instructions.

STEP 6. If instructed by Principal to call School Social Worker or DFCS make sure student is supervised and call immediately. Make sure to document the time the call was made as well as the name of the person you spoke with.

STEP 7. To follow up with the referring individual, the PSC maintains contact with the referring individual. Throughout this process the PSC observes the guidelines of confidentiality (see ASCA Ethical Standards) as well as family privacy as mandated by the Family Educational Rights and Privacy Act (FERPA1, FERPA2). Consult local school board policies regarding student confidentiality (ethical) and family privacy (legal) as well as procedures to follow for a referral to a community agency.



REFERRAL PROCESS FLOW CHART

Concern for student

Referral made to Professional School Counselor by:

- Self (Student)-Student Self-Referral Form
- Parent/Guardian-Parent/Guardian Referral Form
- Teacher-Faculty/Staff Referral Form
- Administrator
- School Nurse
- Peer
- Outside Agency
- Other

See Information about Counseling, Informed Consent Form

Concern is identified on Referral Form(s)

Counselor assesses concern by collecting/reviewing data
Level and type of intervention are determined
(See Student Behavior Data Collection Form, Student Contact Data Table)

Counselor In-School Interventions:

- Emergency Intervention
- Consultation/Collaboration with Student, Parents/Guardians, and/or Teachers/Other School Personnel
- Implementation of home/classroom intervention strategies
- Individual Counseling
- Small Group Counseling

Counselor Referral to In-School Resource(s):

- Administrator
- School Nurse
- Special Services
- School Social Worker
- Resource Officer
- Peer Mediation Team

Counselor Referral to Community Resources:

- Mandated Reporting/Hotline
- Outside Counseling (e.g., Community Counseling Services)
- Division of Children's Services
- Juvenile Office
- Other Community Services (e.g., Food Pantry, Homeless Shelter, Church Outreach)

Consent for Release of Information Form

Implement intervention, monitor student's response to the intervention, periodically re-assess as needed

Follow-up with the referring individual within the guidelines of confidentiality
(ASCA Ethical Standards, FERPA1, FERPA2)



Mrs. Cheryl Chapman, Counselor

Dr. Gail Fowler, Principal

REFERRAL PROCESS

Staff Development Training on the Referral Process

It is imperative that Professional School Counselors (PSCs) provide in-service training for staff members regarding the referral process. Training sessions may be presented in conjunction with community mental health workers, district/building administrators, the school nurse, and/or the school social worker. Confidentiality and family privacy must be addressed during the in-service. These session(s) should begin with a brief overview of the Cirrus Academy's Comprehensive Guidance and Counseling Program with an emphasis on the Responsive Services Component. Topics to include during the in-service are: potential interventions, referral forms, follow-up contacts, confidentiality issues, data collection, school board policies and outside referrals.

The PSC will provide staff training information regarding potential interventions that may be implemented prior to a formal referral. These interventions may include, but are not limited to, student behavior charts, positive reinforcement, parent/guardian contact, proximity to teacher, etc. If these strategies prove to be ineffective the student may be referred to the PSC.

The PSC distributes referral forms (Student Self-Referral Form, Parent/Guardian Referral Form, Faculty/Staff Referral Form) and reviews them with the staff. These forms may also be used as a way to educate staff about the three conceptual concepts of the Charter Schools Comprehensive Guidance and Counseling Program: Personal/Social Development, Academic Development, and Career Development. (See Counseling Referral Process Power Point Presentation)

The PSC needs to educate staff regarding local school board policies concerning referral procedures, confidentiality, mandated reporting, referral to an outside source, documentation, and legal and ethical issues. If the district does not have policies on these topics, policies should be developed in collaboration with the Professional School Counselor, administrators, school board members, and other district professionals. PSCs should have a copy of the relevant district policies available during staff development.

The PSC describes his/her role in the referral process: development and implementation of an action plan, making follow-up contact with the referring individual, and maintaining parent/guardian contact. Throughout the referral and intervention process it is imperative that the PSC avoids breaching student confidentiality guidelines (see ASCA Ethical Standards, FERPA1, FERPA2). Written parent/guardian consent is necessary before implementing the action plan. (See Information about Counseling, Informed Consent Form)

The PSC informs the staff of the need to collect quantitative and qualitative data regarding the referred student from a variety of sources, including the staff. This data is used to identify appropriate Responsive Service interventions for the student and to determine the effectiveness of the intervention plan.

Note: Referrals for outside counseling must be approached with caution due to the financial liability involved. Board policy should be clear on the parameters of financial obligations of the district and in any event, approval must be obtained for any services that might obligate district funds.



Mrs. Cheryl Chapman, Counselor

CIRRUS ACADEMY
CHARTER SCHOOL

Dr. Gail Fowler, Principal

RESPONSIVE SERVICES: REFERRAL PROCESS
Student Self-Referral Form (Elementary/Middle School)

Dear School Counselor,

My name is _____ I am in grade _____.

My teacher is _____ My classroom number is _____.

I need to talk with you about:

- URGENT!!! Something private right away!!!
- The death of a person or a pet I love
- A friend I am worried about
- My angry feelings
- How to get along better with friends/peers
- How to get along better with adults (parents/teachers)
- How to get along better with brothers and sisters
- How others are treating me
- Feeling better about myself
- Saying "NO!" and "STOP IT" when people want me to do things I don't want to do
- My grades and schoolwork
- Planning now for the future
- Something else

Other comments _____

Signed _____ Date _____

Return this form to the Guidance and Counseling Office. I will contact you as soon as possible. If you have indicated this is URGENT!! return the form to a person in the guidance and counseling office or your classroom teacher.



Mrs. Cheryl Chapman, Counselor

CIRRUS ACADEMY
CHARTER SCHOOL

Dr. Gail Fowler, Principal

RESPONSIVE SERVICES: REFERRAL PROCESS
Parent/Guardian Referral Form

A Professional School Counselor is available for students, parents, faculty and staff by appointment. Please call (_____), stop by the counseling office, or e-mail (_____) to schedule an appointment.

I am requesting that the Professional School Counselor talk with my child:

___ **Urgent—today!** ___ As soon as possible ___ After the school counselor and I talk

Student's Name _____ Grade _____

Classroom/Homeroom Teacher _____

Your Name _____ Relationship to Student _____

Phone _____ Best times to reach me _____

Your Signature _____ Date _____

My child's strengths include _____

My primary concern(s) (Check all that apply):

- Something's wrong but I don't know what
- A loss (e.g. death of a person or pet, loss of a friendship, parents' divorce)
- Anger
- Perfectionism
- Relationships with friends/peers
- Relationships with adults (parents/teachers)
- Relationships with brothers/sisters
- How my child is treated by others
- Feelings of negativity, discouragement, self-doubt
- Unhealthy or unsafe choices
- Study skills, grades and schoolwork
- Post-secondary options/Planning now for future
- Other

Concern(s) _____

Additional information regarding concern(s) _____



Mrs. Cheryl Chapman, Counselor

CIRRUS ACADEMY
CHARTER SCHOOL

Dr. Gail Fowler, Principal

RESPONSIVE SERVICES: REFERRAL PROCESS
Faculty/Staff Referral Form

Student: _____ Date _____

Grade _____ Teacher _____

Reason for referral (check all that apply)

Academic:

- Attendance Study Skills
- Underachievement Organization
- Homework Goal Setting
- Other _____

Personal/Social:

- Anger Management Adjustment
- Bullying Family Conflict
- Social Skills/Friends Health (family or self)
- Negative Attitude Grief (Loss/Death)
- Withdrawn/Shy Uncooperative/ Defiant
- Honesty Anxiety
- Self-Esteem Theft/ Vandalism
- Personal Hygiene
- Other _____

Comments: _____

Best time to take student

Time 1: _____ Time 2: _____ Time 3: _____

◆◆◆ Please reach out to parent so that they know you are making a referral unless you are uncomfortable doing so. ◆◆◆

For Professional School Counselor Use Only:

Informed Consent (attached) Yes Date _____ No

Action Plan Date: _____

- Parent/Guardian Contact Group Counseling Individual Counseling Hotline School Nurse Referral
- Outside Resource(s) Special Services Administrator Referral Other _____

Follow-up with referring person **Date:** _____



Mrs. Cheryl Chapman, Counselor

Dr. Gail Fowler, Principal

Information about Counseling: Letter to Parent for Informed Consent (page 1)

Dear Parent,

If your child is referred to the school counselor, the very word “counseling” may make it sound like a mysterious process, but it is not. Counseling is a relationship built on confidentiality and trust—student trust, parent trust, teacher trust. Adequate information is the foundation of trust—all involved must have information about the limits and processes of counseling. The following information describes the overall process of counseling.

How does a student receive counseling at school?: Students may be referred to the Professional School Counselor (PSC) for individual and/or small group counseling by their parents or guardians, school faculty, school staff, a concerned friend, or they may refer themselves. Once a referral is made the PSC sets up a meeting with the referred student.

Who provides the counseling at school? Counseling is provided by a state certified Professional School Counselor (PSC). The PSC has a Master’s degree with an emphasis in School Counseling. School Counseling focuses on the academic development, personal/social development, and career development of students.

Is counseling required? It is your choice to give consent for your child to receive counseling.

What will counseling for your child involve? Counseling may include small group or individual sessions. During the sessions, your child and a PSC will work together to understand the problem, the present and future consequences, develop goals for change and a plan of action for change.

How is information shared? Trust is the basis for effective counseling. The ethical guidelines of the American School Counselor Association emphasize the importance of confidentiality between school counselors and students at the same time recognizing the rights of parents. As a parent or guardian, you must trust that the PSC will “take good care of” one of your most prized possessions. Your child must know and trust that, what is shared with the counselor will stay with the counselor unless he or she gives permission to share information or if the counselor suspects the child is in danger of being hurt by others, hurting himself, or hurting others. ,

Confidentiality: Trust and confidentiality work together. Counseling records do not become a part of the permanent record of the student except as required by school safety policy. A record may indicate that a student was seen by the Professional School Counselor; however, the topics discussed are not included unless required by the school board safety policy. The requirements of the Family Education Rights and Privacy Act (FERPA) are enforced—information will not be released to anyone outside our school without your written permission. The PSC may talk with the classroom teacher about how he or she can help your child in the classroom; however, specific information will not be shared.

Possible outcomes: Through counseling, your child may be taught strategies to help him or her make more effective and healthier decisions, increase the ability to set and reach goals, build better relationships with others, and be more successful in school. We all must realize that changes take time; his or her problem did not develop overnight, nor will it disappear overnight. Counseling will be successful when students, school counselors, teachers, and family members work together.

Cost: There is no cost to you for any of the counseling your child receives as a part of our district’s Comprehensive Guidance and Counseling Program.

Please contact me if you want more information or have ideas about how we can better help your child. Professional School Counselor contact information:



Mrs. Cheryl Chapman, Counselor

CIRRUS ACADEMY
CHARTER SCHOOL

Dr. Gail Fowler, Principal

Informed Consent Form (page2)

I have read and understand the information provided by the Professional School Counselor and have had an opportunity to ask questions about counseling.

I consent for my child to participate in counseling.

I understand that participation is completely voluntary and that classroom requirements take precedence over participation in counseling.

I do not consent for my child to participate in counseling.

I understand that this consent is effective for the current school year _____ to _____.

Student First/Last Names (please print) _____
Home Room

Parent/Guardian/Student Signature* _____
Date

Professional School Counselor contact information:

School Phone: _____ e-mail _____

Please return this form to the Guidance and Counseling Office by
_____.



Mrs. Cheryl Chapman, Counselor

Dr. Gail Fowler, Principal

RESPONSIVE SERVICES: REFERRAL PROCESS
Outside Referral Contact Form Cover Letter

Date

Dear Provider,

I am the Professional School Counselor at (school name). I am compiling a file of contacts, agencies and other resources I can use with my students, parents and families. I would like to include information about your services for children and families. Will you please complete and return the enclosed form? I would appreciate your including brochures or helpful handouts about your services with the form. I plan to make completed forms and informational materials available to parents/guardians, teachers and students. Your contribution will add to the resources I provide for families, staff and students at my school.

Thank you ahead of time for your time and assistance! Students will benefit from your investment!

Educationally,

Mrs. Cheryl Chapman
Cirrus Academy Charter School
1870 Pio Nono Ave
(478) 250-1376
Cheryl.Chapman@cirrusacademy.org



Welcome, Wendy Brinson (/lms/public/account/profile) | Logout

School Drill Records

Pursuant to Life Safety Code 11-7-.1, all public and private schools must conduct monthly fire drills while in session. This web page enables you to check a school's fire safety drill record. To date, for July, we have received fire drill reports from 59 schools out of 3529 (1%).

To view your child's school fire and severe weather reports, you must first select the county in which the school is located from the listing below, then the next drop down will display a new selection option of schools within the chosen school system. School names with a + have submitted a fire drill report for this month. Once you select the school from the drop down, the chosen school fire drill report will display at the bottom.

If you do not see your school listed below, please contact the State Fire Marshal's Office, Fire Safety Education Section at 404-463-6512.

***School System:**

Bibb County ▼

***School:**

Cirrus Academy Charter School ▼

Year:

2022 ▼

Search Results

08/16/2022	470	01:26	Fire Drill
06/17/2022	325	09:36	Fire Drill
05/19/2022	515	15:35	Fire Drill
04/25/2022	576	10:37	Fire Drill
03/30/2022	524	01:35	Fire Drill
02/14/2022	575	01:30	Fire Drill
02/09/2022	583	10:00	Severe Weather Drill
02/03/2022	578	11:04	Fire Drill
01/27/2022	533	08:55	Fire Drill

Policy for Reporting Sexual Abuse or Sexual Abuse or Sexual Misconduct by Staff Members

O.C.G.A. § 20-2-751.7(a) provides that: “The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.”

a

The following is the reporting process:

- A. Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
- B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of 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 superintendent or the superintendent’s designee.
- C. 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 to the school social worker, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The school social worker’s Child Protection Report may be submitted via telephone, fax, or in written form (preferred method for the school district is written report) to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

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 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel is required to take a written statement from the student prior to any other person. 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 designated Regional Superintendent, Chief Officer of Public Safety, and Coordinator of School Social Work. The Superintendent and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.



Cirrus Academy Charter School
Finance Department
2022-2023
Conflict of Interest Policy and Procedure

Conflict of Interest Policy

Definitions.

- a. "Board Members" means individuals serving on the governing Board of Directors of Cirrus Academy;
- b. "Board Chair" means the individual serving on the governing Board of Directors of Cirrus Academy who has been appointed to serve as the Chair; and
- c. "Key Personnel" means individuals serving in a management capacity.

Policy Statement. Board Members must demonstrate unconflicted loyalty to the interests of Cirrus Academy. All Board Members and Key Personnel shall conduct their personal business and private affairs to avoid any potential or actual conflict of interest between themselves and Cirrus Academy and shall take immediate and appropriate action to resolve any conflict of interest which actually arises. All Board Members and Key Personnel shall report to the Board Chair any facts or circumstances which they know, or suspect to have resulted, or will result in a potential or actual conflict of interest on the Annual Conflict of Interest Questionnaire, as soon as possible after the facts become known. The Board Chair shall have ultimate and final responsibility for determining whether a potential or actual conflict of interest exists and for enforcement of this policy.

Avoiding potential or actual conflicts. In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of Cirrus Academy's Board of Directors following full disclosure by the affected Board Member or Key Personnel:

1. No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of Cirrus Academy, any money or valuable thing because of any purchase, sale, investment or loan made by or for Cirrus Academy nor shall any person have any pecuniary (financial, fiscal, monetary, commercial) interest in any such purchase, sale, investment or loan.
2. No Board Member or Key Personnel or member of his/her family shall obtain any loan from Cirrus Academy nor, without the consent of the Board, hold or acquire a financial interest in any enterprise which is in competition with Cirrus Academy or which, to the knowledge of the individual, has any business relationship with Cirrus Academy as a vendor, or which, to the knowledge of the individual, has any outstanding loan from Cirrus Academy or is negotiating any such loan.
3. No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with Cirrus Academy, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.
4. However a gift may be accepted under the following

circumstances:

- a. The gift has no more than a token value; and
 - b. It is in the normal exchange of hospitality or a customary gesture of courtesy between persons doing business together.
6. No Board Member or Key Personnel or any member of his/her family, shall divulge to others confidential Cirrus Academy information, or use such information for personal profit.
6. No Board Member or Key Personnel or any member of his/her family shall accept or maintain any position with any other business which position would conflict or might reasonably conflict with the individual's performance of Cirrus Academy duties or responsibilities, without full disclosure thereof to all of the other Board Members.
7. Board Members must not use their positions to obtain employment or Cirrus Academy formal contracts, for themselves, family members or close associates. If a Board Member desires employment at Cirrus Academy he or she must first resign from his or her duties as Board Member.
8. There will be no self-dealing or any conduct of private business or personal services between any Board Member and Cirrus Academy. The Board may resolve to allow for business arrangements which meet established procedures for openness, competitive opportunity, and equal access to inside information.
9. No Board Member or Key Personnel or any member of his/her family shall engage in any other activity or take any other action not enumerated herein where the interests of the Board Member or Key Personnel may compete or conflict with the interests of Cirrus Academy.

Knowledge of, solicitation for, or participation in any activity described above must be reported to the Board Chair as prescribed in Section 13.2 above.

Conflict of Interest Annual Questionnaire. Each Board Member and Key Personnel, as applicable, shall submit a fully executed copy of the Annual Conflict of Interest Questionnaire to the Board Chair or his or her designee within thirty (30) days of receipt. The Board Chair will note receipt of the Questionnaire in the minutes of the Board meeting, and will take whatever action he or she deems appropriate to resolve such potential or actual conflicts of interest as disclosed on the Questionnaire.

Effective date. This policy shall become effective upon its adoption to all Board Members and Key Personnel. All new Board Members and Key Personnel shall complete the Questionnaire prior to assumption of their responsibilities.

Confidentiality. Any information disclosed in the Questionnaire shall be confidential and used only for purposes of enforcing this Policy.



Cirrus Academy Charter School
Finance Department
2022-2023

Conflict of Interest Questionnaire

This questionnaire has been prepared in accordance with Cirrus Academy's Policy Statement on Conflicts of Interest and is to be completed by Cirrus Academy's Board Members and Key Personnel of Cirrus Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will immediately disclose it to the Board Chair and refrain from participating, discussing, and/or voting on affected issues.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

No area of potential or actual conflicts of interest.

No area of potential or actual conflicts of interest except as follows:

Olagunju

Signed:

Oluwatosin Olagunju

(Print or type title)

Date: 09/7/2022



Cirrus Academy Charter School
Finance Department
2022-2023
Conflict of Interest Policy and Procedure

Conflict of Interest Policy

Definitions.

- a. "Board Members" means individuals serving on the governing Board of Directors of Cirrus Academy;
- b. "Board Chair" means the individual serving on the governing Board of Directors of Cirrus Academy who has been appointed to serve as the Chair; and
- c. "Key Personnel" means individuals serving in a management capacity.

Policy Statement. Board Members must demonstrate unconflicted loyalty to the interests of Cirrus Academy. All Board Members and Key Personnel shall conduct their personal business and private affairs to avoid any potential or actual conflict of interest between themselves and Cirrus Academy and shall take immediate and appropriate action to resolve any conflict of interest which actually arises. All Board Members and Key Personnel shall report to the Board Chair any facts or circumstances which they know, or suspect to have resulted, or will result in a potential or actual conflict of interest on the Annual Conflict of Interest Questionnaire, as soon as possible after the facts become known. The Board Chair shall have ultimate and final responsibility for determining whether a potential or actual conflict of interest exists and for enforcement of this policy.

Avoiding potential or actual conflicts. In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of Cirrus Academy's Board of Directors following full disclosure by the affected Board Member or Key Personnel:

1. No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of Cirrus Academy, any money or valuable thing because of any purchase, sale, investment or loan made by or for Cirrus Academy nor shall any person have any pecuniary (financial, fiscal, monetary, commercial) interest in any such purchase, sale, investment or loan.
2. No Board Member or Key Personnel or member of his/her family shall obtain any loan from Cirrus Academy nor, without the consent of the Board, hold or acquire a financial interest in any enterprise which is in competition with Cirrus Academy or which, to the knowledge of the individual, has any business relationship with Cirrus Academy as a vendor, or which, to the knowledge of the individual, has any outstanding loan from Cirrus Academy or is negotiating any such loan.
3. No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with Cirrus Academy, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.
4. However, a gift may be accepted under the following circumstances:



CIRRUS ACADEMY
CHARTER SCHOOL

Cirrus Academy Charter School
Finance Department
2022-2023

Conflict of Interest Questionnaire

This questionnaire has been prepared in accordance with Cirrus Academy's Policy Statement on Conflicts of Interest and is to be completed by Cirrus Academy's Board Members and Key Personnel of Cirrus Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will immediately disclose it to the Board Chair and refrain from participating, discussing, and/or voting on affected issues.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

No area of potential or actual conflicts of interest.

No area of potential or actual conflicts of interest except as follows:

Shirlynn Kelly

Signed:

Shirlynn Kelly
(Print or type title)

Date: 8/17/22



Cirrus Academy Charter School
Finance Department
2022-2023
Conflict of Interest Policy and Procedure

Conflict of Interest Policy

Definitions.

- a. "Board Members" means individuals serving on the governing Board of Directors of Cirrus Academy;
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- c. "Key Personnel" means individuals serving in a management capacity.

Policy Statement. Board Members must demonstrate unconflicted loyalty to the interests of Cirrus Academy. All Board Members and Key Personnel shall conduct their personal business and private affairs to avoid any potential or actual conflict of interest between themselves and Cirrus Academy and shall take immediate and appropriate action to resolve any conflict of interest which actually arises. All Board Members and Key Personnel shall report to the Board Chair any facts or circumstances which they know, or suspect to have resulted, or will result in a potential or actual conflict of interest on the Annual Conflict of Interest Questionnaire, as soon as possible after the facts become known. The Board Chair shall have ultimate and final responsibility for determining whether a potential or actual conflict of interest exists and for enforcement of this policy.

Avoiding potential or actual conflicts. In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of Cirrus Academy's Board of Directors following full disclosure by the affected Board Member or Key Personnel:

1. No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of Cirrus Academy, any money or valuable thing because of any purchase, sale, investment or loan made by or for Cirrus Academy nor shall any person have any pecuniary (financial, fiscal, monetary, commercial) interest in any such purchase, sale, investment or loan.
2. No Board Member or Key Personnel or member of his/her family shall obtain any loan from Cirrus Academy nor, without the consent of the Board, hold or acquire a financial interest in any enterprise which is in competition with Cirrus Academy or which, to the knowledge of the individual, has any business relationship with Cirrus Academy as a vendor, or which, to the knowledge of the individual, has any outstanding loan from Cirrus Academy or is negotiating any such loan.
3. No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with Cirrus Academy, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.
4. However, a gift may be accepted under the following circumstances:



CIRRUS ACADEMY
CHARTER SCHOOL

Cirrus Academy Charter School
Finance Department
2022-2023

Conflict of Interest Questionnaire

This questionnaire has been prepared in accordance with Cirrus Academy's Policy Statement on Conflicts of Interest and is to be completed by Cirrus Academy's Board Members and Key Personnel of Cirrus Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will immediately disclose it to the Board Chair and refrain from participating, discussing, and/or voting on affected issues.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

No area of potential or actual conflicts of interest.

No area of potential or actual conflicts of interest except as follows:

Sheldon Hart

Signed:

Sheldon Hart

(Print or type title)

Date: 8/15/22



Cirrus Academy Charter School
Finance Department
2022-2023
Conflict of Interest Policy and Procedure

Conflict of Interest Policy

Definitions.

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Avoiding potential or actual conflicts. In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of Cirrus Academy's Board of Directors following full disclosure by the affected Board Member or Key Personnel:

1. No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of Cirrus Academy, any money or valuable thing because of any purchase, sale, investment or loan made by or for Cirrus Academy nor shall any person have any pecuniary (financial, fiscal, monetary, commercial) interest in any such purchase, sale, investment or loan.
2. No Board Member or Key Personnel or member of his/her family shall obtain any loan from Cirrus Academy nor, without the consent of the Board, hold or acquire a financial interest in any enterprise which is in competition with Cirrus Academy or which, to the knowledge of the individual, has any business relationship with Cirrus Academy as a vendor, or which, to the knowledge of the individual, has any outstanding loan from Cirrus Academy or is negotiating any such loan.
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CIRRUS ACADEMY
CHARTER SCHOOL

Cirrus Academy Charter School
Finance Department
2022-2023

Conflict of Interest Questionnaire

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Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

No area of potential or actual conflicts of interest.

No area of potential or actual conflicts of interest except as follows:

Nathan Lewis

Signed:

Nathan Lewis, Board Member

(Print or type title)

Date: August 15, 2022



CIRRUS ACADEMY
CHARTER SCHOOL

Cirrus Academy Charter School
Finance Department
2022-2023
Conflict of Interest Policy and Procedure

Conflict of Interest Policy

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1. No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of Cirrus Academy, any money or valuable thing because of any purchase, sale, investment or loan made by or for Cirrus Academy nor shall any person have any pecuniary (financial, fiscal, monetary, commercial) interest in any such purchase, sale, investment or loan.
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**Cirrus Academy Charter School
Finance Department
2022-2023**

Conflict of Interest Questionnaire

This questionnaire has been prepared in accordance with Cirrus Academy's Policy Statement on Conflicts of Interest and is to be completed by Cirrus Academy's Board Members and Key Personnel of Cirrus Academy as deemed necessary.

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Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

- No area of potential or actual conflicts of interest.
- No area of potential or actual conflicts of interest except as follows:

Albert H. Rogers

Signed:

ALBERT H. ROGERS
(Print or type title)

Date: 8/15/22



Cirrus Academy Charter School
Finance Department
2022-2023
Conflict of Interest Policy and Procedure

Conflict of Interest Policy

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2. No Board Member or Key Personnel or member of his/her family shall obtain any loan from Cirrus Academy nor, without the consent of the Board, hold or acquire a financial interest in any enterprise which is in competition with Cirrus Academy or which, to the knowledge of the individual, has any business relationship with Cirrus Academy as a vendor, or which, to the knowledge of the individual, has any outstanding loan from Cirrus Academy or is negotiating any such loan.
3. No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with Cirrus Academy, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.
4. However, a gift may be accepted under the following circumstances:



Cirrus Academy Charter School
Finance Department
2022-2023

Conflict of Interest Questionnaire

This questionnaire has been prepared in accordance with Cirrus Academy's Policy Statement on Conflicts of Interest and is to be completed by Cirrus Academy's Board Members and Key Personnel of Cirrus Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will immediately disclose it to the Board Chair and refrain from participating, discussing, and/or voting on affected issues.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

- (x) No area of potential or actual conflicts of interest.
- () No area of potential or actual conflicts of interest except as follows:

Latrell Taylor

Signed:

Cirrus Academy Charter School Board Member
(Print or type title)

Date:

8/17/22



Cirrus Academy Charter School
Finance Department
2022-2023
Conflict of Interest Policy and Procedure

Conflict of Interest Policy

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Avoiding potential or actual conflicts. In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of Cirrus Academy's Board of Directors following full disclosure by the affected Board Member or Key Personnel:

1. No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of Cirrus Academy, any money or valuable thing because of any purchase, sale, investment or loan made by or for Cirrus Academy nor shall any person have any pecuniary (financial, fiscal, monetary, commercial) interest in any such purchase, sale, investment or loan.
2. No Board Member or Key Personnel or member of his/her family shall obtain any loan from Cirrus Academy nor, without the consent of the Board, hold or acquire a financial interest in any enterprise which is in competition with Cirrus Academy or which, to the knowledge of the individual, has any business relationship with Cirrus Academy as a vendor, or which, to the knowledge of the individual, has any outstanding loan from Cirrus Academy or is negotiating any such loan.
3. No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with Cirrus Academy, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.
4. However, a gift may be accepted under the following circumstances:

- a. The gift has no more than a token value; and
 - b. It is in the normal exchange of hospitality or a customary gesture of courtesy between persons doing business together.
5. No Board Member or Key Personnel or any member of his/her family, shall divulge to others confidential Cirrus Academy information, or use such information for personal profit.
 6. No Board Member or Key Personnel or any member of his/her family shall accept or maintain any position with any other business which position would conflict or might reasonably conflict with the individual's performance of Cirrus Academy duties or responsibilities, without full disclosure thereof to all of the other Board Members.
 7. Board Members must not use their positions to obtain employment or Cirrus Academy formal contracts, for themselves, family members or close associates. If a Board Member desires employment at Cirrus Academy he or she must first resign from his or her duties as Board Member.
 8. There will be no self-dealing or any conduct of private business or personal services between any Board Member and Cirrus Academy. The Board may resolve to allow for business arrangements which meet established procedures for openness, competitive opportunity, and equal access to inside information.
 9. No Board Member or Key Personnel or any member of his/her family shall engage in any other activity or take any other action not enumerated herein where the interests of the Board Member or Key Personnel may compete or conflict with the interests of Cirrus Academy.

Knowledge of, solicitation for, or participation in any activity described above must be reported to the Board Chair as prescribed in Section 13.2 above.

Conflict of Interest Annual Questionnaire. Each Board Member and Key Personnel, as applicable, shall submit a fully executed copy of the Annual Conflict of Interest Questionnaire to the Board Chair or his or her designee within thirty (30) days of receipt. The Board Chair will note receipt of the Questionnaire in the minutes of the Board meeting, and will take whatever action he or she deems appropriate to resolve such potential or actual conflicts of interest as disclosed on the Questionnaire.

Effective date. This policy shall become effective upon its adoption to all Board Members and Key Personnel. All new Board Members and Key Personnel shall complete the Questionnaire prior to assumption of their responsibilities.

Confidentiality. Any information disclosed in the Questionnaire shall be confidential and used only for purposes of enforcing this Policy.



Cirrus Academy Charter School
Finance Department
2022-2023

Conflict of Interest Questionnaire

This questionnaire has been prepared in accordance with Cirrus Academy's Policy Statement on Conflicts of Interest and is to be completed by Cirrus Academy's Board Members and Key Personnel of Cirrus Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will immediately disclose it to the Board Chair and refrain from participating, discussing, and/or voting on affected issues.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return the form to the Board Chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

- No area of potential or actual conflicts of interest.
- No area of potential or actual conflicts of interest except as follows:

Signed: _____



(Print or type title)

Date: 9/7/22

Scholar, Employee, Parent or Third-Party Grievance

All parties are encouraged to solve issues at the lowest level prior to filing a formal grievance. The process below is a formalized and much more serious step to helping resolve conflicts. This procedure applies to all Scholars, Employees, Parents or Third Parties including any complaint or report alleging discrimination or harassment based on sex/gender, race, color, national origin, religion or genetics. For the purposes of this procedure the defined parties for the purposes of the assorted notice provisions are as follows:

Level I

The complaint shall be presented orally or in writing to the HR within then (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time by the Complaint. HR will conduct an investigation taking into consideration the information provided by the Complaint as well as performing an independent investigation to provide evidence, defenses and other due processes rights in order to ensure that they receive equitable treatment during this investigation. Following the investigation, HR shall then render a written decision within ten (10) calendar days of the filing of the complaint and that written decision shall be delivered to the Complaint, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, HR shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

Level II

A Complainant or the subject of the Complaint that is dissatisfied with the decision of HR may appeal to the Superintendent/CEO by filing a written request to meet with the Superintendent/CEO. This request must be filed within ten (10) calendar days after the Complainant, or the subject of the Complaint receives the decision from HR. Following the Appeal, the Superintendent /CEO shall meet with the Complainant or the subject of the Complaint within five (10) days of A Complainant or the subject of the Complaint that is dissatisfied with the decision of the principal or the assistant principal may appeal to the Superintendent/CEO by filing a written request to meet with the Superintendent/CEO. This request must be filed within ten (10) calendar days after the Complainant, or the subject of the Complaint receives the decision from the principal or assistant principal. Following the Appeal, the Superintendent /CEO shall meet with the Complainant or the subject of the Complaint within five (10) days of receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant or the subject Complaint as well as prior investigation. During that investigation the Complaint or the subject of the Complaint shall be given the opportunity to provide evidence, defenses, and other due process rights in order to ensure that they receive equitable treatment during this investigation.

Subsequently, the Superintendent/ CEO will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written decision shall be delivered to the appealing Complainant, the subject of the Complainant and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Superintendent/CEO shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

Level III

A Complainant or subject of the Complaint that is dissatisfied with the decision of the Superintendent/CEO may appeal to the CACS Board of Directors by filing a written request. The appeal must be filed within ten (10) calendar days after the Complainant, or the subject of Complaint receives the decision from the Superintendent/ CEO. Following that Appeal, the Board shall meet with the Complaint or the subject of the Complaint at the next scheduled Board meeting following the receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant or the subject Complaint as well as the prior investigation. Subsequently, The Board will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written shall be delivered to the Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Board shall provide affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

