



# ATLANTA NEIGHBORHOOD CHARTER SCHOOL

helping students learn to use their minds well

## Atlanta Neighborhood Charter School

### Board Meeting

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**Date and Time**

Tuesday May 19, 2015 at 7:30 PM

**Location**

ANCS Middle Campus - 820 Essie Avenue 30316

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Notice of this meeting has been posted on the ANCS website and Facebook page and in the main office at each ANCS campus.

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## Agenda

	Purpose	Presenter	Duration
<b>I. Opening Items</b>			
A. Record Attendance and Guests		Melissa McKay-Hagan	2
B. Call the Meeting to Order		Grace Burley	2
C. Public Comment		Grace Burley	10
D. Approve Minutes	Approve Minutes	Melissa McKay-Hagan	3
E. Principals Open Forum		Cathey Goodgame	5
F. PTCA Report		Grace Burley	10
<b>II. Old Business</b>			
A. Charter Renewal, Attendance Zone, and Enrollment Policy	Discuss	Grace Burley	10
B. Class Size Reduction Plan for 2015-16 SY	Vote	Matt Underwood	5
C. Community Input and Decision Making Policy	Vote	Matt Underwood	5
<b>III. New Business</b>			
A. 2015-16 Required Board Governance Training	Discuss	Matt Underwood	7
<b>IV. Fund Development</b>			
A. Center for Collaborative Learning Update	FYI	Elizabeth Hearn	7
<b>V. Educational Excellence</b>			
A. ANCS Policy Manual	Vote	Alice Jonsson	15
<b>VI. CEO Support And Eval</b>			
A. Monthly Finance & Operations Report	FYI	Mitch White	10
B. FY16 Budget Presentation	Discuss	Mitch White	15
<b>VII. Business &amp; Operations</b>			
A. Monthly Fund Development Report	FYI	Narin Hassan	10

### **VIII. Board Governance**

<b>A.</b> FY16 Employee Hiring Update	FYI	Matt Underwood	5
<b>B.</b> FY16 Staffing Structure Changes	FYI	Matt Underwood	5
<b>C.</b> Monthly Personnel Report	FYI	Lia Santos	10

### **IX. Executive Session**

<b>A.</b> May be entered into to discuss matters related to real estate, litigation, and/or personnel	FYI		10
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### **X. Closing Items**

<b>A.</b> Brief Meeting Reflection	Discuss	Grace Burley	5
<b>B.</b> Adjourn Meeting	Vote	Grace Burley	2

## Agenda Cover Sheets

**Section:** **I. Opening Items**  
**Item:** F. PTCA Report  
**Purpose:** FYI  
**Goal:**  
**Submitted by:**  
**Related Material:** PTCA Report May 2015.pdf

**Section:** **II. Old Business**  
**Item:** B. Class Size Reduction Plan for 2015-16 SY  
**Purpose:** Vote  
**Goal:**  
**Submitted by:** Matt Underwood  
**Related Material:** Planforphasedclasssizereduction-2.pdf

**BACKGROUND:**

Strategic plan called for leadership team to present plan for phased class size reduction. Plan initially presented to board at March 2015 meeting.

**RECOMMENDATION:**

Vote to approve plan for phased class size reduction for SY 15-16

**Section:** **II. Old Business**  
**Item:** C. Community Input and Decision Making Policy  
**Purpose:** Vote  
**Goal:**  
**Submitted by:** Matt Underwood  
**Related Material:** ANCS Input and Decision Making.pdf

**BACKGROUND:**

In spring of 2014, board tasked leadership team to work in collaboration with parent leadership to develop policy for soliciting input before campus or schoolwide decisions were made.

**RECOMMENDATION:**

Vote to approve "Input and Decision Making Policy"

**Section:** **III. New Business**  
**Item:** A. 2015-16 Required Board Governance Training  
**Purpose:** Discuss  
**Goal:**  
**Submitted by:** Matt Underwood  
**Related Material:** 2015-16ANCSboardgovernancetrainingrecommendation.pdf

**BACKGROUND:**

Georgia State Board of Education rule 160-4-9-06 requires ongoing training sessions for the members of governing boards of all charter schools in the state.

**RECOMMENDATION:**

Review; recommendation to continue membership with Board on Track to serve as governance training provider

**Section:** **IV. Fund Development**  
**Item:** A. Center for Collaborative Learning Update  
**Purpose:** FYI  
**Goal:**  
**Submitted by:** Elizabeth Hearn  
**Related Material:** CCLupdate-spring2015.pdf

**BACKGROUND:**

The Center for Collaborative Learning at ANCS was launched this year to facilitate collaboration between ANCS and other area schools on efforts to create more student-centered learning environments.

**RECOMMENDATION:**

Review update

**Section:** **V. Educational Excellence**  
**Item:** A. ANCS Policy Manual  
**Purpose:** Vote  
**Goal:**  
**Submitted by:** Alice Jonsson  
**Related Material:** Board Review May 2015.pdf

**BACKGROUND:**

The Manual Makers has worked over the past 6 months with school staff to review and update the complete ANCS policy manual. An initial draft was presented to the board at the April 2015 meeting.

**RECOMMENDATION:**

Approve policy manual as presented (excluding policies tagged as "still under review")

**Section:** **VI. CEO Support And Eval**  
**Item:** A. Monthly Finance & Operations Report  
**Purpose:** FYI  
**Goal:**  
**Submitted by:**  
**Related Material:** 04\_30\_15 Cash Flow - Cash Flow.pdf  
04\_30\_15 Finance Committee Report.pdf

**Section:** **VI. CEO Support And Eval**  
**Item:** B. FY16 Budget Presentation  
**Purpose:** Discuss

**Goal:**

**Submitted by:**

**Related Material:**

ANCS-Proposed-Budget-FY2016 version 5\_13\_15 - Summary (1).pdf  
Budget Memo 5-19.pdf

**Section:**

**VII. Business & Operations**

**Item:**

A. Monthly Fund Development Report

**Purpose:**

FYI

**Goal:**

**Submitted by:**

**Related Material:**

Fund development report May.ppt  
May 2015 Report - Apr Donations -Report Only.xlsx

**Section:**

**VIII. Board Governance**

**Item:**

A. FY16 Employee Hiring Update

**Purpose:**

FYI

**Goal:**

**Submitted by:**

Matt Underwood

**Related Material:**

ANCS New Hires and Reassignments - 2015-16 SY.pdf

**BACKGROUND:**

Status report on new hires and reassignment of current employees for SY 15-16

**RECOMMENDATION:**

Review

**Section:**

**VIII. Board Governance**

**Item:**

B. FY16 Staffing Structure Changes

**Purpose:**

FYI

**Goal:**

**Submitted by:**

Matt Underwood

**Related Material:**

2015-16staffingstructurechanges.pdf

**BACKGROUND:**

Update on changes to certain aspects of staffing structure at each campus for SY 15-16

**RECOMMENDATION:**

Review update

**Section:**

**VIII. Board Governance**

**Item:**

C. Monthly Personnel Report

**Purpose:**

FYI

**Goal:**

**Submitted by:**

Lia Santos

**Related Material:**

2015.05.18.Personnel Committee Report May 2015.pdf

BACKGROUND:

Report from Lia Santos, Personnel Chair, documenting progress and next steps for the CEO Evaluation.

RECOMMENDATION:

Please review, as Lia will not be attending the meeting this month

## ANCS PTCA Board Report May 2015

### Overview

This year PTCA awarded over \$30,000 in gifts and grants to the school. Our meetings have averaged about 40-60 families represented this year and we hope to continue to see more participation next year.

Our newly elected officers for next year:  
President ..... Joy Prince  
VP, EC ..... Angela Hall-Godsey  
VP, MC ..... Mary Kathryn Kaye  
Treasurer ..... Erin Miller  
Volunteer Coord., EC ..... Anna Coan  
Volunteer Coord., MC..... Emily Howland  
Secretary ..... Megan Gatewood

### Challenges or Issues

Our recommendation to the Board is to continue to explore a formal way to link the work of the PTCA and the Board. As business comes before the Board, the PTCA offers a conduit for communication and decision-making that can provide a valuable tool for community collaboration.

### Monthly Highlights

- Our end-of-the-year family picnic was a success with approximately 50 families attending. A huge thank you to David Bradley and his team for preparing the meals.
- PTCA donated \$3000 to the Annual Campaign for this school year.
- Next year's budget includes grants to the school to bring back *Math at 688* at the elementary campus and to fund a new garden education program at the middle campus.

#### Upcoming 2015-16 PTCA Events

September 8: General PTCA  
Meeting



## **Plan for Phased Class Size Reduction at Atlanta Neighborhood Charter School**

### **Background**

In response to significant funding reductions, since 2010 class size maximums at both ANCS campuses have increased to their current levels:

- Kindergarten: 18 students
- 1st-5th Grades: 24 students
- 6th-8th Grades: 27 students

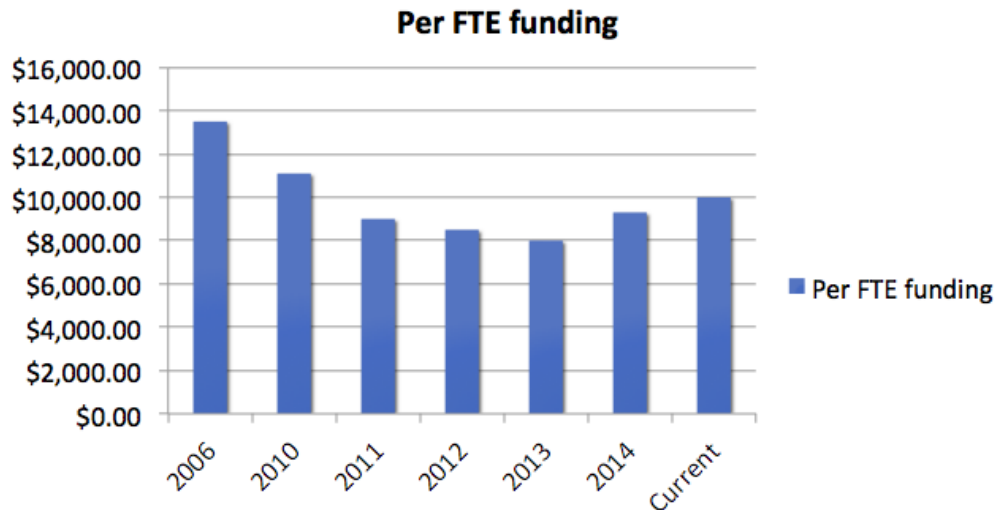
These class size maximums are similar to--or lower than--other area public schools. And when staffing of classrooms is considered, the average student-to-teacher ratio at ANCS is about five students lower than most other area public schools.

Given this comparison to other schools and the fact that research is mixed on the impact of class sizes on student learning and what the “optimum” class size may be, some may wonder why focus on class size at ANCS. Reducing class size remains a critical issue for our school because of the hands-on nature of learning in our classrooms and our desire to personalize the educational experience as much as feasible; based on feedback from our teachers and students, smaller class sizes will help both to occur more effectively. For that reason, our school’s strategic plan calls for a plan for phased class size reduction and this document represents the draft of that plan.

### **Funding**

At current funding levels, the approximate local/state funding per student (FTE) is \$10,000. The chart below shows that while this funding is rebounding from recent lows, it is by no means at previous levels. This fact is important to consider making plans for future class size reductions for two reasons:

1. Reducing class sizes means sacrificing revenue that could be used for other needs at our school.
2. Plans for class size reduction must still be squared with what per student funding levels end up being each year--if we experience another big drop in local/state funding, we will have to assess what class size maximums can be achieved.



### **Class Size Maximums for 2015-16 and Beyond**

With the preceding context, our school's leadership team recommends we begin moving towards the following maximum class size targets as funding allows in the next several years:

- Kindergarten: 16 students
- 1st-5th Grades: 22 students
- 6th-8th Grades: 25 students

Making it a priority to achieve these class size levels will mean carefully considering--and possibly putting off--adding additional personnel and resource expenses to our school's budget outside of those necessary to insure student safety and compliance with special program requirements (see *draft of FY16 budget assumptions in March 2015 finance committee reports*).

**For the 2015-16 school year, we recommend setting a class size maximum of 17 students in all kindergarten classes for the 2015-16 school year and, through any student attrition, aiming for a maximum of 23 students in all 1st and 2nd grade classrooms.** Class size maximums for 2015-16 would remain at their current level in grades 3rd-8th. The reduction in K-2nd would result in up to approximately \$100,000 less revenue for the 2015-16 school year.

Moving forward from the 2015-16 school year, our school's leadership team--with feedback from the faculty/staff--will evaluate and recommend continued lowering of class size maximums towards the targets listed above. While the recommended approach in 2015-16 begins with reductions in the lower grade levels because it is easier to control for class size as students enter the school in kindergarten and the critical needs of our youngest learners, that should not suggest that upper grades will not see lower class sizes until these classes of students move up through the school. We will assess needs each year and may recommend

reducing class size maximums in the upper grades while smaller classes in the lower grades begin to advance.

## **Input & Decision-Making at the Atlanta Neighborhood Charter School**

In making decisions for our school community, we are guided by principles and supported by practices that give voice to those directly impacted by decisions and provide clarity so that decisions can be made effectively *and* efficiently.

### **What principles guide the decision-making process at ANCS?**

Our ANCS Guiding Principles are used to guide the decision-making process at ANCS.

#### *1) We come to school and every class prepared to learn and do our best.*

- We define problems clearly and involve all those affected in inquiry before we advocate for solutions.
- We propose solutions that are crafted with thoughtful consideration primarily on how they affect teaching and learning and the health and wellbeing of the children in our community.
- We balance the need for efficient decision-making with the need to solve problems collectively and cooperatively.

#### *2) We respect each other, our surroundings, and ourselves.*

- We are all part of the same team; we collectively own problems, and we collectively solve them.
- We share feedback and input in a constructive way. We listen to feedback and input with an open-mind.

#### *3) We take responsibility for our actions and learning.*

- We accept the responsibilities associated with our role in the school community as teachers, parents, or administrators and respect the roles of others.
- We recognize that we can learn from the perspectives and experiences of others and commit to listening and assuming goodwill.

#### *4) We resolve conflicts in a peaceful, meaningful, thoughtful way*

- We allow conflict and differing ideas to exist, and we recognize that tension may be a part of making decisions.
- We focus on solutions, not blame, and presume positive and constructive intentions on the part of others.

#### *5) We celebrate our individual and collective successes.*

- We celebrate our culture of cooperation, trust, and partnership as part of what makes us special as a school community.

**Who makes what decisions?**

<b>Decision-Making Body</b>	<b>Jurisdiction</b>	<b>Examples of Responsibilities</b>
<p><b>Governing Board</b></p> <p><i>ANCS by-laws require majority of board members to be ANCS parents</i></p>	State and federal law, the school's charter agreement, core strategic issues	Sets policies and priorities aimed at making sure school is in compliance with laws, charter, and mission and vision; approves budget; approves changes to school's charter and/or strategic plan
<p><b>K-8 Leadership Team</b></p> <p><i>Executive Director, Principals &amp; Assistant Principals, Director of Business/Operations, Special Education Coordinator, Director of Collaborative Learning &amp; Partnerships</i></p>	Big issues that affect core aspects of school life or school program	Implements Board policies, charter and strategic plan, and state mandates; directs the educational program and implementation of curriculum
<p><b>Executive Director/Principals</b></p>	Day-to-day operations; immediate student or personnel matters	Ensures student and employee safety; develops procedures to support state law and school policies; evaluates the quality of educational programs
<p><b>Campus Leadership Teams</b></p> <p><i>facilitated by Principals; representatives from grade levels</i></p>	Elements of the educational program that require professional design and affect one campus	Creates daily schedule for students and faculty/staff; Recommends and provides professional development; Establishes norms for common spaces; Organizes curricular goals and educational programs for grade level trips
<p><b>Full Faculty/Staff</b></p>	Elements of the educational program that require professional design and affect the whole school	Creates curriculum scope and sequences; Establishes grading practices
<p><b>Task Force</b></p> <p><i>Could include students, parents, teachers/staff</i></p>	Involves design after whole group instructions given; outcome is to make recommendation	IB task force
<p><b>PTCA</b></p> <p><i>led by Executive Committee made up of a president, an elementary campus vice-president, a middle campus</i></p>	Parent and community events and committees	Coordinates and promotes parent, teacher and community involvement and communication within the school; Provides financial and volunteer support for initiatives that reinforce the educational program

<p><i>vice-president, a secretary, a treasurer, two volunteer coordinators, one from each campus, and two faculty representatives, one from each campus</i></p>		
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At ANCS, we aim to live out the 10<sup>th</sup> common principle of the Coalition of Essential Schools by “modeling democratic practices that involve all who are directly affected by the school.” Therefore, although certain bodies have decision-making authority in certain areas, the input of those people—teachers, students, parents, etc.—who will be impacted by certain decisions is sought prior to a decision being made (see below).

**How are decisions made?**

In general, the appropriate decision-making body for a particular issue or proposal will be guided by the principles for decision-making at ANCS and, as appropriate:

- 1) outline a process that includes gathering input from those individuals and/or groups impacted by the decision;
- 2) specify a timeline by which a decision will be made.

In some rare instances where time is of the essence, it may be necessary to make a decision on an issue without gathering input.

The Executive Director and Governing Board Chair will determine which decision-making body should address a particular issue or proposal if it is unclear to whom the issue should go.

Unless otherwise specified by the decision-making body, decisions should stand for at least three months before changes are proposed.

**How is input gathered prior to making big decisions that impact all students, families, and/or faculty/staff at one or both campuses?**

Some decisions at our school will impact all (or most) of the students, families, and/or faculty/staff at one or both of our campuses. Examples of such decisions might include the adoption of our school’s annual budget, approval of the yearly school calendar, or the employee leave policy. For these decisions, the Executive Director and Board Chair will consult with the Principals and PTCA President about the process for gathering input from those groups most likely to be impacted by the decision. The process and timeline for gathering input along with key background information on the matter to be decided upon will be explained and communicated to impacted groups through a variety of means, such as:

- Courier
- Email and phone messaging system
- Website and social media

The actual gathering of input should also involve multiple avenues in order to give everyone in impacted groups an opportunity to express their opinion. Those avenues for gathering input and feedback can include (but do not need to be limited to):

- Anonymous surveys
- PTCA meetings and/or separate community meetings
- Focus groups

A summary of the feedback gathered should be presented along with the final recommendation to the decision-making body.

Draft

## Recommendation for complying with required board governance training in FY16

[Georgia State Board of Education rule 160-4-9-06](#) outlines training requirements for the governing boards of all charter schools in the state. The specific training requirements are as follows:

### **Governance Training**

#### *(1) TRAINING REQUIREMENTS.*

*(a) New members of charter school governing boards and members of newly approved charter schools shall participate, at a minimum, in 15 hours of training within one year of taking office. The training shall consist of the following minimum requirements; the remaining hours shall be in compliance with the State Board of Education-approved Governing Board Standards:*

- 1. Three hours of such training shall be in charter school finance and budgeting, and*
- 2. Three hours of such training shall be in best practices on charter school governance, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulations.*

*(b) Board members with one or more years of board service shall participate, as a minimum, in nine hours of training annually. Three of the nine required training hours shall include the whole board governance team training provision. Board members with a break in service of more than one year shall be considered new board members for training purposes.*

*(c) Whole Board Governance Team training, at a minimum of three hours, shall be conducted annually. The purpose of such training is to enhance the effectiveness of the governance team and to assess the continuing education needs of the board and school leader. The assessment of needs shall be based on the State Board-adopted standards for charter school governing boards and shall be used to plan the charter school adopted board training program.*

Training must be provided by a provider approved by the Georgia State Board of Education.

For the 2015-16 school year, the ANCS Board Chair, Chair-Elect, and Executive Director recommend our school's continued membership with [Board on Track](#) to serve as our governance training provider. The annual membership fee is \$9,995.

Board on Track is a well-regarded national provider of support to charter school governing boards. Board on Track is recommended because annual membership includes additional useful resources well beyond governance training which are summarized below and explained in greater detail in the [attached membership overview](#):

- Organize board documents to build institutional memory
- Simplifies processes to minimize board logistics
- 24/7 access to on-demand training and resources, members-only webinars, and monthly virtual coaching
- 11 online board assessment tools
- Quarterly customized coaching calls for the school leader and board chair
- Ability to set and track board and school goals through centralized dashboards
- Assistance for the board in its support and evaluation of school leader



## **ANCS Center for Collaborative Learning - Spring 2015 Update**

### **General activities of the center during 2014-15 SY**

Facilitated a range of workshops, ANCS school visits, and other activities for over 80 educators representing 11 different schools. Approximately \$2,800 in fees collected to offset the costs of these activities.

### **CREATE Teacher Residency Program update**

The program has launched in earnest over the past 4 months with the following highlights:

- 5 schools on board with CREATE project moving forward into 2015-16 school year
  - ANCS
  - Burgess Peterson
  - Toomer (FATE)
  - King Middle
  - Wesley International
- Team of teachers from ANCS, Wesley, and Toomer (FATE) traveled together to School Reform Initiative Winter Meeting in Tuscon, AZ in January
- Secured required private matching funds for grant (\$450,000 total)
- Submitted and have approved by Education Department detailed research plan
- 4 people for CREATE team going to Washington D.C. for annual i3 meeting at Education Department to learn with/from other grant awardees from around the country, some who direct teacher residency programs
- Have had 5 schools, GSU research team and an APS representative
  - at multiple planning meetings
  - for interview sessions to determine applicants for residency (35 applicants!)
  - weighing in on hiring new assistant program director
- Running two “critical friendship” summer institutes - total of 75 Jackson cluster educators will attend the 4-day training, mixing teams from different schools at each institute. Institute will be facilitated by critical friendship national facilitators, Elizabeth Hearn, and two ANCS teachers. In addition to CREATE schools, D.H. Stanton Elementary is also sending a team to an institute.
- Have 3 days of summer training planned for veteran educators of the CREATE schools who will be working with the incoming cohort of new teacher residents.
- In process: interviewing candidates for Assistant Program Director position.



# Statement

This manual contains all policies approved by the ANCS Governing Board or the Boards of its precursor schools, Neighborhood Charter School (NCS) and Atlanta Charter Middle School (ACMS). Policies are added and/or updated following Board approval and review by ANCS legal counsel. Any questions about the policies contained herein should be directed to the ANCS Executive Director or the ANCS Governing Board Chair.



# Table of Contents

---

Statement .....	1
Table of Contents .....	2
Bylaws of Atlanta Neighborhood Charter School, Inc. ....	8
Introduction to Board Governance Policies .....	18
Annual Adoption of School Year Calendar and Weekly Schedule .....	19
Board Member Conflict of Interest .....	20
Board Nominations .....	22
Board Roles and Job Descriptions .....	24
Committees .....	26
Development and Updating of Governing Board Policies .....	29
Executive Director Annual Evaluation .....	30
Executive Director Communication to the Board .....	32
Financial Resolutions .....	33
General Reimbursement for Board Members .....	34
Grievances .....	35
Input and Decision-Making <b>Ready for vote</b> .....	37
Meetings of the Governing Board .....	40
Parent/Guardian Involvement .....	44
School Community Communications .....	47
Social Media Use by Board Members .....	48
Trustee Emeritus .....	49
<b>Introduction to Business and Operations Policies .....</b>	<b>50</b>
<b>Buildings and Grounds .....</b>	<b>51</b>
Annual Safety Inspections .....	52
Asbestos Management .....	53
Building Maintenance and Repairs .....	54
Building Use .....	55
Improvements .....	56
School-Sponsored Event .....	57
<b>Finance, Payroll, and Benefits Administration .....</b>	<b>59</b>



---

Accounting System .....	60
Annual Operating Budget .....	62
Audit and Annual Report .....	64
Bank Accounts and Check Procedures .....	65
Benefits Administration .....	68
Capital Assets Accounting .....	70
Cash and Income Management .....	71
Debt and Mortgage Servicing .....	76
Disbursements .....	77
Family Financial Obligations .....	78
Fund Balance .....	80
Fund Development, Fundraising, and the Annual Campaign .....	81
Investment of Funds .....	85
Monthly Financial Statements .....	87
Payroll .....	88
Purchasing and Receiving .....	90
Reimbursement and Disbursement .....	94
Reporting .....	98
Resolution Designating Financial Institution .....	100
System of Internal Controls .....	101
Vendor and Supplier Conflict of Interest .....	103
Vendor Contracts and Purchasing Limits .....	104
<b>ANCS Food Service Program .....</b>	<b>105</b>
504 Medical Plan Accommodation .....	106
Federal Programs (Free and Reduced) .....	107
Food Safety Standards Compliance .....	108
Food Service Vendor Management .....	110
Health Inspections .....	111
Kitchen Hygiene .....	112
<b>Transportation .....</b>	<b>113</b>
Field Trips .....	114



---

Transportation Rentals .....	115
Use of Personal Vehicles to Transport Students .....	116
<b>Introduction to Student and Family Academic Program Policies .....</b>	<b>117</b>
<b>Academic Grading and Curriculum .....</b>	<b>118</b>
Class Size .....	119
Coalition of Essential Schools .....	120
Curriculum .....	122
Gifted Education .....	123
Guiding Principles .....	124
Library Media Center .....	125
Promotion, Retention, and Placement .....	126
Recess .....	129
Reporting System and Reporting of Student Progress .....	131
Student Support Team .....	133
<b>Athletics and Activities .....</b>	<b>134</b>
Athletic League Involvement .....	135
Before- and After-School Activities .....	136
Chaperone Duties and Responsibilities .....	138
Club and Extracurricular Programs .....	141
Enrichment Program .....	144
Field Trips .....	145
Participation in Athletics .....	146
<b>Campus and Student Discipline .....</b>	<b>148</b>
Due Process Procedures .....	149
Seclusion and Restraint .....	150
Student Discipline .....	153
Student Dress Code .....	161
Student Technology Use .....	163
<b>Community, Visitors, and Volunteers .....</b>	<b>165</b>
Mandated Reporter Training for Volunteers .....	166
Visitors, Classroom, and Student Observations .....	167



---

Volunteers .....	169
<b>Enrollment, Attendance, and Records .....</b>	<b>171</b>
Admissions, Registration, and Enrollment .....	172
Attendance Zones .....	175
Inclement Weather .....	176
Official School Year, Day, and Calendar .....	177
Orientation .....	178
Records .....	179
Student Attendance .....	182
Waiting List .....	186
Student Withdrawals and Transfers .....	187
<b>Family Involvement .....</b>	<b>188</b>
Family Involvement and Family Contract .....	189
Financial Obligations .....	190
Parent/Guardian and Student Complaints and Grievances .....	191
<b>Health and Safety .....</b>	<b>192</b>
Administration of Medicine .....	193
Allergen Management .....	195
Bullying .....	200
Child Abuse and/or Neglect .....	202
Communicable Diseases .....	203
Concussions .....	204
Drug-Free School Zone .....	205
Head Lice .....	206
Health and Safety Training .....	208
Helmet Use .....	209
Illness and Injury While at School or School Event .....	210
Immunizations .....	212
Mandated Reporters .....	214
Responsibility for Student Welfare .....	215
Return to School After Illness .....	216



---

Student Revelation of Suicidal Thoughts .....	217
Student Use of Drugs, Alcohol, or Tobacco .....	218
<b>Special Education</b> <b>Still under review by Ashley States</b> .....	<b>219</b>
Hospital and Homebound .....	220
Special Education Services .....	222
Student Support Team (SST) .....	226
<b>Technology and Library Media</b> .....	<b>227</b>
Citizen Request for Reconsideration of Library Materials .....	228
Collection Development Policy .....	229
Library Media Center Position Statements .....	232
Library Media Center .....	234
Social Media Use .....	238
Technology Acceptable Use .....	239
Use of Reading Levels in Library Media Center Materials .....	240
<b>Introduction to Personnel Policies</b> .....	<b>242</b>
Accident or Injury in the Workplace .....	243
Attendance and Leave .....	244
Background Checks .....	245
Benefits Offerings and Eligibility .....	246
Cell Phone and Computer/Internet Use .....	248
Compensation .....	250
Confidential Personnel File .....	252
Conflict of Interest – Employee .....	253
Drug, Alcohol, and Substance Abuse .....	255
Employee Evaluation .....	257
Employee Levels .....	260
Grievances – Employee .....	262
Hiring and Evaluation of Immediate Family Members .....	264
Hiring .....	266
Leave of Absence .....	268
Professional Conduct .....	272



## Policy and Procedures Guide

---

Professional Growth .....	274
Progressive Discipline .....	275
Reporting Misconduct .....	277
Sexual Discrimination, Harassment, and Misconduct .....	278
Smoke-Free School Zone .....	281
Weapons .....	282
Workplace Violence .....	283



# Bylaws of Atlanta Neighborhood Charter School, Inc.

## ARTICLE I. OFFICES

The principal office of the Atlanta Neighborhood Charter School, Inc. (hereinafter referred to as the “corporation” or “ANCS”) shall be located in the State of Georgia.

## ARTICLE II. GENERAL PURPOSE

The mission of ANCS is to create a small, focused, and diverse K-8 school that nurtures the whole child through strong parental/community involvement and challenging academics. The school will operate under a charter contract to be negotiated between the Board and the Atlanta Board of Education.

## ARTICLE III. Board

### SECTION 1. General Powers

The business and affairs of ANCS shall be managed under the direction of the Board. The members shall in all cases act as a Board, and they may adopt such rules and regulations for the conduct of their meetings and the management of the corporation as they may deem proper, not inconsistent with ANCS’ Articles of Incorporation, these Bylaws, and the laws of this State.

### SECTION 2. Duties of the Board

The Board shall be charged with the management of the affairs of the corporation, and shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation, these By-Laws, and any written charter entered into by the Board. The Board shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of the Nonprofit Corporation Law. By way of elucidation, and not in limitation, the Board shall be responsible to carry out the following duties and obligations:

- a. The Board shall uphold and promote the school’s mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the school’s short- term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school’s mission and plans;
- b. The Board shall either directly or through a governance committee provide for the annual appraisal of the Executive Director’s performance;
- c. The Board ensures the financial stability of the corporation through regular monthly review of financial statements and reports, an annual independent audit, and direct oversight of major financial commitments and decisions;
- d. The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents/guardians, staff, administration, and Board members.

To the extent permitted by law, the Board may, by general resolution, delegate to officers of the corporation or to committees of the Board such powers as it deems necessary or appropriate to carry out its duties and obligations.

### **SECTION 3. Structure, Number, Tenure, and Qualifications**

The Board shall consist of at least seven (7) and no more than thirteen (13) voting members, which number shall be fixed from time to time by the Board.

The membership of the Board will consist of a simple majority of parents/guardians of current and/or alumni students, including at least one (1) parent/guardian of a current elementary campus student and one (1) parent/guardian of a current middle campus student.

Members shall be natural persons who are 18 years of age or older and must be residents of the State of Georgia. Regularly elected Board member terms are for up to three years and begin July 1 of the year in which they were appointed.

### **SECTION 4. Ex-Officio Members and Community Members**

The Board will also include the Executive Director as an Ex-Officio member.

School Principals of ANCS' elementary and middle school campuses, and the Director of Business and Operations, are required to attend Board meetings per their job descriptions, but will not be Ex-Officio members. They may be invited to address the Board if they are actively presenting or addressing questions.

The Board, by a vote of two-thirds, may also appoint a community member to serve on the Board in a non-voting capacity as an adviser. The term for this position is for one year.

### **SECTION 5. Trustee Emeritus Members**

The Board may also establish Trustee Emeritus membership to honor past Board members who may have specialized knowledge or qualifications to act in an advisory capacity.

The Board Chair and Executive Director will nominate past Board members for this role. Approval from the Board requires a two-thirds majority vote. This position shall be non-voting and hold a term of five years.

### **SECTION 6. Election of Members**

Members shall be elected by the ANCS Board from nominations made by the ANCS Board's Nominating Committee. An affirmative vote of two-thirds of the Directors shall be required for election.

A member appointed to fill a vacancy shall be appointed for the unexpired term of their predecessor in office.

### **SECTION 7. Voting Rights**

Each member shall be entitled to one vote on each matter submitted to a vote of the members.

### **SECTION 8. Termination of Membership**

The Governing Board, by affirmative vote of two-thirds of all of the members of the Board, may suspend or expel a member for cause after an appropriate hearing, and may, by a majority vote of those present at any regularly constituted meeting, terminate the membership of any member who becomes ineligible for membership.

### **SECTION 9. Annual Meeting**

An annual meeting of the members shall be held every May, the date, time, and place to be fixed by the Board and notice given to all members, at least three weeks in advance, for the purpose of electing Board members and officers, approving the budget for the following year, and for the transaction of such other business as may come before the meeting.



### **SECTION 10. Meetings of the Board**

The order of business at all meetings shall be set by the Board Chair.

The Board must have a quorum of five (5) voting members present in order to conduct business.

The Board shall be subject to the provisions of Open Meetings Law, O.C.G.A. § 50-14-1, and Inspection of Public Records Law, O.C.G.A. § 50-18-70.

The Monthly Meeting Agenda shall include a separate report from each Board standing committee, any Appointed Committees as requested by the Board Chair, and any school-based committees such as the PTCA.

### **SECTION 11. Attendance**

Board members are not allowed to miss more than two Board meetings per year. If they miss more than two meetings, the Board Chair will meet with them to discuss their participation. If they are unable to fulfill their responsibilities, they will be asked to resign from the Board.

### **SECTION 12. Conflict of Interest**

Members shall comply with ethics and conflict of interest provisions applicable to members of the Atlanta Board of Education. Board members shall not participate in discussions or votes related to any ANCS business transactions or affairs which would cause an actual, or would give an appearance of a, conflict of interest.

### **SECTION 13. Resignation**

A member may resign at any time by giving written notice to the Chair, Chair-Elect, or Recorder of the Board of ANCS. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the officers, and the acceptance of the resignation shall not be necessary to make it effective.

A member who resigns may postpone the effectiveness of their resignation to a future date or to the occurrence of a future event specified in a written tender of resignation. A vacancy shall be deemed to exist at the time of such tender; and the Board may then or thereafter elect or appoint a successor to take office when the resignation, by its terms, becomes effective.

## **ARTICLE IV. OFFICERS**

### **SECTION 1. Number and Qualifications**

The officers of ANCS shall consist of a Chair, a Chair-Elect, a Recorder, and such other officers and assistant officers as may be deemed necessary, each of whom shall be confirmed by the Board. The same individual may simultaneously hold more than one office of the corporation except that the Chair may not simultaneously hold another office.

### **SECTION 2. Election and Term of Office**

The officers of ANCS shall be elected by the Board at the annual meeting held each May, except for the office of Chair-Elect, which shall be elected at the January meeting. Each officer shall hold office for a term of one year or until their successor has been duly elected and has qualified, or until their earlier death, resignation, or removal from office as hereinafter provided. The Chair-Elect shall hold office until the July meeting.

### **SECTION 3. Resignation, Removal, and Vacancies**

In the event that any one of the officers shall resign, such officer shall immediately cease to be an officer. Any such resignation shall be in writing and shall be delivered to the Chair, Chair-Elect, or Recorder. Any officer or agent may be removed by the Board whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. A two-thirds majority vote of the Board shall be required to remove any officer or agent. Election or appointment of an officer or agent shall not of itself create contract rights. Any vacancy in any office for whatever reason may be filled, for the unexpired portion of the term, by the Board.

### **SECTION 4. Chair**

The Chair shall be the principal executive officer of ANCS and, subject to the general direction of the Board, shall supervise and control the business and affairs of the corporation. The Chair shall, when present, preside at all meetings of the Board. The Chair or Chair-Elect or both may sign with any other proper officer of the corporation thereunto authorized by the Board, deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof is expressly delegated by the Board or by these Bylaws to some other officer or agent of the corporation, or is required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board from time to time. The Chair shall have authority to institute or defend legal proceedings when the members are deadlocked. An individual may serve as Chair for two consecutive one-year terms, provided they are duly re-elected by the Board. An individual may serve as Chair again after either their one-year term or two consecutive terms, as long as they are off the Board for a minimum of two years before serving again.

### **SECTION 5. Chair-Elect**

The Chair-Elect shall: (a) assume duties of Chair in his/her absence; (b) assist Chair in planning meetings; (c) plan the annual meeting and/or Board retreat; and (d) serve as the Chair of the Board Nominating Committee. The Chair-Elect should be selected from among the Board members who are not in the last year of their term on the Board.

### **SECTION 6. Recorder**

The Recorder shall: (a) keep the minutes of the proceedings of the Board in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) keep a register of the mailing address of each member which shall be furnished to the Recorder by such member; (d) in general, perform all duties incident to the office of Recorder and such other duties as from time to time may be assigned to him/her by the Chair or by the Board; and (e) ensure that all Board minutes are prepared for Board review at each subsequent Board meeting and therefore made available to the school community.

### **SECTION 7. Executive Director**

The Executive Director shall: (a) hire the Principals with the advice and consent of the Board; (b) supervise the Principals and otherwise meet all criteria outlined in the Executive Director's written job description; (c) ensure that the Charter contract goals are being met; (d) report quarterly to the Board on Charter compliance and progress toward meeting goals; (e) assist the Board Chair with scheduling and setting agendas for meetings; (f) facilitate and implement Board decisions; (g) act as liaison between the school and the district office; (h) provide knowledge of federal, state, and district policies/regulations; (i) encourage bottom-up decision making and participation by all; (j) facilitate and implement school's Vision and Goals; and (k) report to the Board.

## SECTION 8. Role of the Immediate Past Chair

After a new Board Chair is elected each year, the Immediate Past Chair shall continue to perform a vital role for the school. The Immediate Past Chair shall serve as an advisor to the Board. The Immediate Past Chair shall be an ex officio member of the Board during such time unless they are still a voting member of the Board, in which case, in addition to any other role they may accept on the Board, they shall also assist and advise the new Chair until the new Chair-Elect is elected.

# ARTICLE V. COMMITTEES

## SECTION 1. Board Standing Committees

The standing committees of the Board are each chaired by a member of the Board; the Chair is not permitted to chair committees.

The standing committees and their respective responsibilities are as follows:

**Accountability, Compliance, and Curriculum.** Review Executive Director–prepared reports, and present such reports at each Board meeting, on one or more compliance items from the charter; district, state, or federal law, policy, or regulation; or any other source – including any annual accountability and compliance reports required by the district or state, and a monthly academic performance report.

**Business Operations.** Review and recommend annual budget for Board approval. Monitor budget compliance, all financial expenditures, and revenues and other financial issues throughout the year. Recommend financial policies to the Board. Work with the Director of Business and Operations, Executive Director, and other staff to establish financial goals and policies. Work to secure funding and grants to support ANCS. Business Operations Chair will, in collaboration with the Executive Director, prepare and present a report on current financial and operational performance at each Board meeting.

**Executive.** At its discretion each year, the Board may vote to create an Executive Committee, which will include at a minimum the Chair, Chair-Elect (when such an officer is in place), Business Operations Chair, Recorder, and Executive Director, with the authority to handle urgent or routine issues during the period between regular monthly Board meetings. All meetings and decisions of the Executive Committee must be reported to the Board at the regular meeting and any actions taken may be overruled by simple majority vote of the full Board.

**Fund Development.** Raise funds through an Annual Campaign to supplement the per-pupil funding received from Atlanta Public Schools. Ensure that all fundraising at school is vetted through the development committee.

**Governance.** Develop the Board policies, procedures, and training. Act as the parliamentarian. Establish hiring, grievance, transfer, evaluation, and other personnel procedures. Provide support for the Executive Director in the implementation of these policies. Conduct, and report to the Board on, an annual performance review of the Executive Director and the Principals.

**Nominating.** Announce openings, accept nominations for, review candidates, and make recommendation(s) to the full Board candidates for open Board positions. Obtain school community input on nominations prior to selecting and recommending Board members for election by the Board.

## SECTION 2. Board-Appointed Committees

In addition to the standing committees, the Chair may appoint other committees to fulfill a need. Any appointed committees shall be chaired by a member of the Board. The duration of the committee, members, and duties shall be outlined by the Chair and presented to the Board and approved by two-thirds vote.

Sub-committees are generally on-going committees.

Task forces are created by the Board to address specific projects or issues. Task forces are temporary committees which are dissolved once the specific issue they were created for has been addressed.

Responsibilities of the sub-committees and task forces may be reduced or expanded by the Board or upon recommendation of the particular sub-committee or task forces concerned and after discussion/approval by the Board. Other sub-committees and task forces may be established as the need arises. All sub-committees and task forces shall report to the Board.

In addition, all sub-committees and task forces must present a status report to the Board at least once annually. Sub-committees and task forces are welcome to present more often if there are matters requiring Board approval or attention – this should be coordinated through the Executive Director.

The Board is the school's legal representative body and has final approval of all recommendations made by committees, sub-committees, and task forces.

### **SECTION 3. School-Based Committees**

The Parent Teacher Community Association (PTCA) coordinates parent/guardian, teacher, and community involvement within the school.

In general, the following duties are assigned to the PTCA:

- Gather and share with the Board at its monthly meetings parent/guardian interests, opinions, and input on any important issue that comes before the Board or is deemed important by parents/guardians.
- Host all school meetings (curriculum night, back-to-school night, student orientation, etc.). Hosting includes promotion, providing refreshments, assisting with sign-in sheets, etc. PTCA is not responsible for content development unless it is specifically a PTCA event.
- Coordinate advisory class parents.
- Coordinate two committee chair meetings each year.
- Coordinate all teacher appreciation activities.
- Coordinate all PTCA fundraising (box-tops, etc.).
- Coordinate the summer ice-cream social.
- Coordinate Grandparents and Special Friends Day.
- Develop the school calendar in conjunction with the Principals and Executive Director.
- Develop and meet the PTCA budget

The PTCA will define any other specific goals and operating procedures each year and present them to the Board for approval.

## **ARTICLE VI. CONTRACTS, LOANS, CHECKS, AND DEPOSITS**

### **SECTION 1. Contracts**

The Board may authorize via resolution any officer or officers, agent, or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of ANCS, and such authority may be general or may be confined to specific instances.

### **SECTION 2. Loans**

No loans shall be contracted on behalf of ANCS, and no evidence of indebtedness shall be issued in its name, unless authorized by a resolution of the Board. Such authority may be general or confined to specific

instances.

### **SECTION 3. Checks, Drafts, Etc.**

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of ANCS shall be signed by such officer or officers, agent, or agents of the corporation and in such manner as shall be determined from time to time by resolution of the Board.

### **SECTION 4. Deposits**

All funds of ANCS not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board may select.

## **ARTICLE VII. FISCAL YEAR**

The fiscal year of ANCS shall end on the thirtieth (30th) day of June of each year, in keeping with the APS fiscal year.

## **ARTICLE VIII. CORPORATE SEAL**

The Board shall provide a corporate seal which shall be circular in form and have inscribed thereon the name of ANCS, the state of incorporation, the words "Not For Profit," and the words "Corporate Seal." The seal of the corporation may be affixed to any document executed by ANCS, but the absence of the seal shall not impair the validity of the document or any action taken in pursuance thereof or in reliance thereon.

## **ARTICLE IX. WAIVER OF NOTICE**

Whenever any notice is required to be given to any member of ANCS under the provisions of these Bylaws or under the provisions of the Articles of Incorporation or under the provisions of the Georgia Nonprofit Corporation Code, a waiver thereof may be made, whether before or after the times stated therein, in writing signed by the person or persons entitled to such notice and delivered to the corporation for inclusion in the minutes or corporate records. Such written waiver shall be deemed equivalent to the giving of such notice.

## **ARTICLE X. AMENDMENTS**

### **SECTION 1. Power to Amend Bylaws**

The Board shall have the power to alter, amend, or repeal these Bylaws or adopt new bylaws, but any bylaws adopted by the Board must be consistent with the Articles of Incorporation of ANCS and the laws of the State of Georgia.

### **SECTION 2. Conditions**

Action by the Board with respect to bylaws shall be taken by an affirmative vote of a majority of all members then holding office.

## **ARTICLE XI. EMERGENCY BYLAWS**

The Emergency Bylaws provided in this Article XI shall be operative during any emergency in the conduct of the operations and affairs of ANCS resulting from any catastrophic event because of which a quorum of the corporation's members cannot be readily assembled, notwithstanding any different provision in the preceding Articles of these Bylaws or in the Articles of Incorporation of ANCS or in the Georgia Nonprofit Corporation Code. To the extent not inconsistent with the provisions of this Article, the Bylaws provided in the preceding

Articles shall remain in effect during such emergency, and upon its termination the Emergency Bylaws shall cease to be operative. During any such emergency:

- (a) A meeting of the Board may be called by any officer or member of ANCS. Notice of the place, date, and hour of the meeting shall be given by the person calling the meeting to such of the members as it may be feasible to reach by any available means of communication. Such notice shall be given at such time in advance of the meeting as circumstances permit in the judgment of the person calling the meeting.
- (b) At any such meeting of the Board a quorum shall consist of one member and any other members available.
- (c) Either before or during any such emergency, the Board may provide and from time to time modify lines of succession in the event that during such an emergency any or all officers or agents of the corporation shall for any reason be rendered incapable of discharging their duties.

These Emergency Bylaws shall be subject to repeal or change by further action of the Board, but no officer, member, or employee acting in accordance with these Emergency Bylaws shall be liable for any corporate action taken in good faith. Any amendment of these Emergency Bylaws may make any further or different provision that may be practical and necessary for the circumstances of the emergency.

## ARTICLE XII. INDEMNIFICATION

### SECTION 1. Actions Against Officers and Members

Pursuant to the provisions set forth in Sections 3 and 4 of this Article, ANCS shall indemnify and hold harmless any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the corporation) by reason of the fact that they were or are a member, officer, employee, or agent of the corporation, or were or are serving at the request of ANCS, as a member, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against reasonable expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by them in connection with such action, suit, or proceeding if they acted in a manner they reasonably believed in good faith to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe their conduct was unlawful; provided, however, that the corporation shall not indemnify a member, officer, employee, or agent for any liability incurred in a proceeding in which the person is adjudged liable to the corporation or is subjected to injunctive relief in favor of the corporation: (a) for any appropriation, in violation of their duties, of any business opportunity of the corporation; (b) for acts or omissions which involve intentional misconduct or a knowing violation of law; (c) for the types of liability set forth in Section 14-2-831 of the Official Code of Georgia Annotated; or (d) for any transaction from which they received an improper personal benefit. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of contumacia or its equivalent, shall not in itself create a presumption that the person did not act in a manner they reasonably believed to be in or not opposed to the best interests of the non-profit corporation, nor, with respect to any criminal action or proceeding, that the person did not have reasonable cause to believe that their conduct was lawful.

### SECTION 2. Actions By or In the Right of the Corporation

Pursuant to the provisions set forth in Sections 3 and 4 of this Article, ANCS shall indemnify and hold harmless any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action or suit, by or in the right of the corporation to procure a judgment in its favor by reason of the fact that they were or are a member, officer, employee, or agent of the corporation, or were or are serving at the request of ANCS, as a member, officer, employee, or agent of another corporation, partnership, joint



venture, trust, or other enterprise, against expenses (including attorneys' fees) actually and reasonably incurred by them in connection with the defense or settlement of such action or suit, if they acted in good faith and in a manner they reasonably believed to be in or not opposed to the best interests of the corporation; provided, however, that the corporation shall not indemnify a member, officer, employee, or agent for any liability incurred in a proceeding in which the person is adjudged liable to the corporation or is subjected to injunctive relief in favor of the corporation: (a) for any appropriation, in violation of their duties, of any business opportunity of the corporation; (b) for acts or omissions which involve intentional misconduct or a knowing violation of law; (c) for the types of liability set forth in Section 14-2-831 of the Official Code of Georgia Annotated; or (d) for any transaction from which they received an improper personal benefit.

### **SECTION 3. Expenses**

To the extent that a member, officer, employee, or agent of ANCS has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to in Sections 1 and 2 of this Article, or in defense of any claim, issue, or matter therein, they shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by them in connection therewith.

### **SECTION 4. Determination and Authorization**

Except as provided in Section 3 of this Article, and except as may be ordered by a court, any indemnification under Sections 1 and 2 of this Article shall be made by ANCS only as authorized in the specific case upon a determination that indemnification of the member, officer, employee, or agent is proper in the circumstances because they have met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board by a majority vote of a quorum consisting of members who were not parties to such action, suit, or proceeding; or (b) if such a quorum is not obtainable, by majority vote of a committee duly designated by the Board, consisting solely of two or more members not at the time parties to the action, suit, or proceeding; or (c) by special legal counsel employed by the corporation for that purpose. Authorization of indemnification or an obligation to indemnify, and evaluation as to reasonableness of expenses, shall be made in the same manner as the determination that indemnification is permissible.

### **SECTION 5. Prepayment**

Expenses incurred in defending or prosecuting a civil or criminal action, suit, or proceeding may be paid by ANCS in advance of the final disposition of such action, suit, or proceeding as authorized by the Board if: (a) the member, officer, employee, or agent furnishes the corporation a written affirmation of their good faith belief that their conduct merits indemnification under Section 1 or Section 2 of this Article; and (b) the member, officer, employee, or agent furnishes the corporation a written undertaking, executed personally on their behalf, to repay advances if it is ultimately determined that they are not entitled to indemnification pursuant to the laws of this State.

### **SECTION 6. Rights**

The indemnification provided by this Article shall not be deemed exclusive of any other rights, with respect to indemnification or otherwise, to which those seeking indemnification may be entitled under any bylaw or resolution adopted or approved by a majority of the full Board, both as to an action by a member, officer, employee, or agent in their official capacity, and as to an action in another capacity while holding such office or position, and shall continue as to a person who has ceased to be a member, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

### **SECTION 7. Insurance**

ANCS may purchase and maintain insurance on behalf of any person who is or was a member, officer, employee, or agent of the corporation, or is or was serving at the request of ANCS as a member, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against any



liability asserted against them or incurred by them in that capacity, or arising from their status as such, whether or not the corporation would have the power to indemnify them against such liability under the provisions of this Article.

### **SECTION 8. Mergers/Consolidations**

For purposes of Sections 1 and 2 of this Article, reference to “the corporation” or “ANCS” shall include, in addition to the surviving or new corporation, any merging or consolidating corporation which is merged or consolidated with ANCS so that any person who is or was a member, officer, employee, or agent of such merging or consolidating corporation, or is or was serving at the request of such merging or consolidating corporation as a member, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, shall stand in the same position under the provision of Sections 1 and 2 of this Article with respect to the corporation as they would if they had served the corporation in the same capacity. However, no indemnification under Sections 1 and 2 of this Article shall be mandatory without the approval of such indemnification by the Board of ANCS in the manner provided in Section 4 of this Article.

## **ARTICLE XIII. PAYMENTS TO MEMBERS AND OFFICERS**

No part of the net income or profit of ANCS, if any, shall be distributed to the members or officers.

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# Introduction to Board Governance Policies

All Governing Board members are responsible for reading and understanding the policies. These policies have been prepared to define procedures that affect the relationship between the Governing Board and the organization.

For matters covered by these policies, no person is authorized to deviate from these policies and any deviation must be approved in writing.

The Board of ANCS may change these policies and procedures, in whole or in part, at any time upon a two-thirds majority vote.

Recognition of these rights and prerogatives of the organization is a term and condition of serving as a Board member.

## Document Owners

The annual review, maintenance, and upkeep of these policies is a shared responsibility between the Chair, Chair-Elect, Executive Director, Governance Chair, Accountability and Compliance Chair, and Recorder.

## Review Schedule

Each policy lists the duration of the policy. In general, all policies should be reviewed once per year at the August retreat and then voted upon via resolution at the first public Board meeting of the year. If any policies must undergo a thorough revision, the Board may opt to approve them after discussion.

## Publication

These policies are to remain in the public domain via the school website.

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# Annual Adoption of School Year Calendar and Weekly Schedule

## Purpose

This policy governs the annual adoption of the school year calendar and weekly schedule.

## Duration

This policy is permanent.

## Policy

The ANCS Governing Board will—no later than its March Board meeting each year—annually approve the ANCS school calendar and daily school day start and end times for the following school year.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Board Member Conflict of Interest

## Purpose

This policy outlines the Conflict of Interest statements for Governing Board members.

## Duration

This policy is permanent.

## Policy

**Pursuant to the Charter governing the Atlanta Neighborhood Charter School (ANCS), no member of the Board shall knowingly:**

1. Engage in any business or transaction with, or have a financial or other personal interest, direct or indirect, in the affairs of ANCS that would result in a financial benefit, except for a financial benefit of a nominal or incidental amount, to the official, appointed officer, employee, or relative of such person, or which would tend to impair his/her independence of judgment or action in the performance of official duties.
2. Engage in or accept private employment or render services for private interests when such employment or service is incompatible with the proper discharge of his/her official duties or would tend to impair his/her independence of judgment or action in the performance of his/her official duties.
3. Disclose information or use information, including information obtained at meetings that are closed pursuant to Title 50, Chapter L4, of the O.C.G.A. concerning the property, government, or affairs of ANCS or any office, department, or agency thereof, not available to members of the general public and gained by reason of his/her official position for his/her personal gain or benefit, or to advance his/her financial interests or that of any other person or business entity.
4. Represent private interests in any action or proceeding against ANCS or any office, department, or agency thereof.
5. Vote or otherwise participate in the negotiation or the making of any contract with any business or entity in which he/she, or his/her relative, has a financial interest.
6. Solicit, accept, or agree to accept gifts, loans, gratuities, discounts, payment, or services from any employee, person, firm, or corporation that to his/her knowledge is interested directly or indirectly in any manner whatsoever in business dealings with ANCS or any office, department, or agency thereof; provided, however, that an elected official or a candidate for public office may accept campaign contributions and services in connection with any campaign.
7. Vote or otherwise participate in an appointment, employment, or promotion decision related to anyone he/she knows or should know would create a direct or indirect monetary benefit or economic opportunity for himself/herself.
8. Have a personal interest, directly or indirectly, in school real estate, school textbooks, or school materials and supplies of any kind whatsoever.
9. Sell, solicit, or offer for sale, to the Board or to any official or employee of the Board, directly or indirectly, any kind of school real estate, textbooks, or school materials and supplies, nor receive any salary, bonus, or commission on any such sales.

**The Board of ANCS may not:**



1. Employ one of its members for any position at ANCS.
2. Do business with a partnership or corporation partially owned by a Board member.
3. Do business with a bank or financial institution where a Board member is an employee, stockholder, director, or officer when such member owns 30 percent or more stock in that institution.

In addition, no Board member may employ or promote any person who is a relative of any Board member unless a public, recorded vote is taken on such employment or promotion as a separate matter from any other personnel matter. Any Board member whose relative is being considered for employment shall not vote on such employment.

## Related Policies

See "Vendor and Supplier Conflict of Interest" on page 103.

See "Hiring and Evaluation of Immediate Family Members" on page 264.

## Approval

**Policy approval date:**

03/19/2013

**Policy effective date:**

11/18/2013

**Policy review date:**

08/2014

# Board Nominations

## Purpose

This policy outlines the steps involved in the nomination of Board members.

## Duration

This policy is permanent, but it is subject to yearly revision in February by the Board Chair and Nominating Committee.

## Policy

The ANCS Nominating Committee is elected by and accountable to the Board of Directors to recruit Board members who shall carry out the mission, vision, and strategic plans of ANCS.

In accordance with the values of the ANCS, the Nominating Committee shall seek to ensure that the Board of Directors is inclusive and at least parallels the diversity of our community. If there is a high degree of diversity at the Board leadership level, we hope that our policies, priorities, and plans will include those diverse perspectives.

### SECTION 1. The Nominating Committee

1. At the January Board meeting, the current Board Chair will appoint a Nominating Committee to solicit and review nominations, and to bring a recommended slate of Board members to the Board for approval at the March Board meeting.
2. This committee will include at least the Board Chair, Chair-Elect, Executive Director, and Campus Principals.
3. The Chair of the Nominating Committee is the Chair-Elect.
4. Limited additional members of the Board or school community may also be appointed (for example, a member of the PTCA Executive Committee, a community member with board leadership development experience, etc).
5. Sessions of the Nominating Committee regarding individual candidates shall be considered confidential.
6. At the first Nominating Committee meeting each year, the committee shall review the nominating policy and procedures and recommend changes to or continuation of the existing policy and procedures to the Board of Directors at the February Board meeting.
7. The Nominating Committee will survey current Board members to determine the range of skills, knowledge, interests, experience, diversity, geographic location, available volunteer time, and length of time on the Board.
8. The Nominating Committee will report the survey findings to the Board Chair and Chair-Elect to facilitate discussion and identify priority needs for that year's recruiting.

### SECTION 2. Call for Nominations

1. After determining the Board positions to be filled, a call for nominations for Board members will be made to the school community in February, allowing at least two weeks for a response.
2. This call for nominations will be distributed to all current families, shared with faculty and staff, and shared at informational meetings for new families.

3. The notice will describe the skills and experience the Nominating Committee is seeking and ask suitable interested candidates to contact the Nominating Committee Chair.

### **SECTION 3. Vetting of Candidates**

1. Persons submitting their names will receive a package of information about ANCS. The package will contain the following:
  - The election process, as determined by ANCS Bylaws and this policy
  - Expected commitment and applicable Board job descriptions
  - An overview of the ANCS mission and vision
2. They will be asked to confirm their intention to attend by filling out a brief application form, to include personal profile information and references.
3. References may be consulted when the candidate is unknown to the committee, when the candidate has been unable to attend the information meeting, or when the committee feels that reference checking will assist it in making appropriate recommendations.
4. Interviews of selected candidates will be conducted in person by the Nominating Committee.
5. Candidates who have passed the committee interview will be invited to attend the March Board meeting. They may then be asked, at the discretion of the Chair-Elect, to submit a written assessment of the meeting. This assessment will be used to ascertain their specific fit for the Board given their observations and ideas.

### **SECTION 4. Filing the Slate, Presentation, and Approval**

**NOTE:** While employees of the school (other than the Principals and Executive Director) may not serve on the Governing Board, they may make nominations and participate in the PTCA ratification vote.

1. To prepare a slate of Board nominees, the Nominating Committee will first consider those Board members who wish to renew their membership for another term, providing those members have demonstrated by meeting attendance and active participation an interest and commitment to ANCS.
2. In filling the slate, the Nominating Committee will consider continuity, access to new or a variety of networks in the community, skills, and diversity.
3. The Nominating Committee will then choose from the signed applications those persons who might best meet the needs of the Board.
4. The full Board shall consider and vote on the slate as recommended at the April Board meeting.

### **SECTION 5. Ratification of the Slate**

The slate shall be presented to the PTCA for ratification at the May PTCA meeting.

If the slate is not approved by the Board or ratified by the PTCA, the process must start again, with a second slate being brought to the PTCA for ratification by June.

## **Approval**

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014



# Board Roles and Job Descriptions

## Purpose

This policy outlines the various ANCS Board roles and job descriptions.

## Duration

This policy must be reviewed every year in conjunction with the nominations process. See "Board Nominations" on page 22.

## Policy

### Board Chair

**Duties:** The Board Chair shall be the principal executive officer of ANCS and, subject to the general direction of the Governing Board, shall supervise and control the business and affairs of the corporation. The Board Chair shall, when present, preside at all meetings of the Governing Board.

### Past Chair

**Duties:** The Immediate Past Chair shall serve as an advisor to the Governing Board. The Immediate Past Chair shall be an ex officio member of the Governing Board during such time unless they are still a voting member of the Governing Board, in which case, in addition to any other role they may accept on the Board, they shall also assist and advise the new Chair until the new Chair-Elect is elected.

### Vice Chair

Optional, at the discretion of the Board Chair, one member may be asked to serve as Vice Chair.

**Duties:** The Vice Chair is the secondary volunteer leader of the Governing Board and, as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair, including sharing responsibilities as appropriate.

### Recorder

**Duties:** The Recorder shall keep the minutes of the proceedings of the Governing Board, see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, and ensure that all Board minutes are prepared for Board review at each subsequent Board meeting and therefore made available to the school community. The Recorder shall also ensure that all reports are submitted and sent to the Board in a timely manner for review prior to each meeting and that all reports are shared 24 hours before each meeting to ensure adequate time for public review. The Recorder shall also work with the Executive Director and the Board Chair to schedule, plan, and conduct the annual Board retreat.

### Accountability and Charter Compliance Chair

**Committees:** Policy and Procedure, Curriculum

**Duties:** Review Executive Director-prepared reports and present such reports at each Board meeting on one or more compliance items from the charter; district, state, or federal law, policy, or regulation; or any other source, including any annual accountability and compliance reports required by the district or state, and a monthly academic performance report.

### Business and Operations Chair



**Committees:** Finance, APS Coordination, Operations

**Duties:** Review and recommend annual budget for Board approval. Monitor budget compliance, financial expenditures and revenues, and other financial issues throughout the year. Recommend financial policies to the Board. Work with the Development Committee, Executive Director, and other staff to establish financial goals and policies. Finance Chair will, in collaboration with the Executive Director, prepare and present a report on current financial performance at each Board meeting. Provide support for the Executive Director in the implementation of facility operations policies.

### **Fund Development Chair**

**Committees:** Auction, Annual Campaign

**Duties:** Raise funds through an annual campaign to supplement the per-pupil funding received from Atlanta Public Schools and the Georgia Department of Education. Ensure that all fundraising at school is vetted through the Development Committee. Work to secure funding and grants to support ANCS.

### **Governance Chair**

**Committees:** Policy and Procedure, Personnel

**Duties:** Develop the Governing Board policies, procedures, and training. Act as the parliamentarian. Provide support for the Executive Director in the implementation of hiring, evaluation, and other personnel policies. Work with the Chair-Elect to provide training for new Board members. Conduct, and report to the Board on, an annual performance review of the Executive Director and the Principals.

### **At-Large Members**

**Duties:** At-large members are expected to chair a task force as requested by the Board Chair.

## **Approval**

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014

# Committees

## Purpose

This policy outlines the committee structure of the entire ANCS system. The intent of this policy is to create a system of checks and balances that outlines clearly where decisions are made and how reporting from the various committees is handled. Since the Board is the school's legal representative body and has final approval of all recommendations made by committees, sub-committees, and task forces, the structure of all committees must take into consideration the final authority of the Board.

The intention behind this policy is not to create an exhaustive reporting system but to instead ensure that decisions made in committees are supported and encouraged by Board action and that the legal and financial interests of ANCS are protected at all times.

## Duration

This policy is permanent, but it is subject to revision.

## Policy

See Article 5 of "Bylaws of Atlanta Neighborhood Charter School, Inc." on page 8 for more information about the various committee structures.

ANCS maintains two main bodies that oversee committee work. These two bodies are:

1. Governing Board-Based Committees – Overseen by the Governing Board
2. School Community-Based Committees – Overseen by the PTCA

There are also faculty and student committees at ANCS.

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**NOTE:** The PTCA is chartered by the Governing Board and, as such, nominally reports to the Board.

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### SECTION 1. Approval of Committees

Per the ANCS Bylaws, all Governing Board standing committees, sub-committees, and task forces must be confirmed by the Governing Board.

All School Community-Based Committees must be confirmed via resolution by the Governing Board via a yearly report from the PTCA.

### SECTION 2. Publicizing Committee Meetings

All Governing Board-Based Committees and School Community-Based Committees must publicize the date, time, and location of meetings via the web-based school calendar and/or monthly Board reports, or via any applicable announcements.

### SECTION 3. Governing Board-Based Committees

#### Standing Committees

Governing Board-Based Committees are to be chaired by Governing Board members. The Board Chair is not permitted to chair a committee. Standing committees are outlined in the Bylaws.

## **Task Forces**

Task forces are created by the Governing Board to address specific projects or issues. Task forces are temporary committees that are dissolved once the specific issue they were created for has been addressed. All task forces shall report to the Governing Board.

## **Sub-Committees**

Within each standing committee there is the potential to have sub-committees. For example, the Business Operations Committee might have a Technology sub-committee.

## **Guidelines for Board Sub-Committees and Task Forces**

1. The Board Sub-Committees may be chaired by a Board member OR chaired by someone appointed by a Board member.
2. If the Board Sub-Committee is chaired by someone appointed by the Board member, that appointment must be approved by a two-thirds vote of the Board.
3. Board Sub-Committees must submit a yearly report to the Board via the sponsoring Board member.

## **SECTION 4. School Community-Based Committees**

School Community-Based Committees are sponsored through the PTCA and overseen by the PTCA Executive Board.

### **Guidelines for School Community-Based Committees**

1. Committee chairs are named and overseen by the PTCA Executive Board.
2. Committee chair provides leadership to the committee.
3. Committee chairs serve one-year terms. They may serve up to two consecutive terms but must be approved by the PTCA Executive Board to serve more than two terms.
4. Executive Director serves as an ex officio (non-voting) committee member, as well as the liaison between School Community-Based Committees and the Board.

## **SECTION 5. Faculty and Student Committees**

### **Faculty Committees**

This type of committee includes the K-8 Task Force, grade-level committees, and any committees working on specific issues related to faculty concerns.

### **Student Committees**

This type of committee includes student government and activity-type committees, such as band boosters or athletics.

### **Guidelines for Faculty and Student Committees**

1. Committee chairs are overseen by the Executive Director and/or each Campus Principal as applicable.
2. The Executive Director reports on the ongoing activities of these committees in the monthly Executive Director report.
3. The expectation is that these committees will prepare a report for the Board at least once per year updating their major initiatives and progress and that the committee chair or a representative from the committee will deliver this report in person.



4. Any decisions made in these committees that will impact the entire school community or a majority of the school community at either campus must come before the Board as a resolution seeking the Board's support of the decision/recommendation. The Executive Director and Board Chair will make this determination.

## Approval

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014

# Development and Updating of Governing Board Policies

## Purpose

This policy describes how Board policies and procedures are maintained and updated.

## Duration

This policy is permanent, but it is subject to review annually.

## Policy

Policies and procedures must be approved following the process outlined in the Charter:

1. The Board will make collaborative decisions through a formal, public voting process. A simple majority will be required for a motion to pass.
2. A quorum must be present for a vote to take place. All policies must be submitted to the ANCS attorney for review prior to presentation to the Board for a vote or within 30 days of approval by the Board.
3. In addition, all finance-related policies must be reviewed by the ANCS accountant within the same time frame.
4. The Executive Director is responsible for securing review of all policies by our attorney and, when applicable, our accountant.
5. The Executive Director is responsible for ensuring that a copy of each adopted policy is placed in the ANCS Policy Notebook maintained in the Main Office or other central location of the school, such as the website.
6. Each policy should include:
  - Purpose
  - Duration
  - The date approved by the Board, attorney, and, when applicable, accountant
  - Policies that are revised or eliminated by the Board should be maintained in the Policy Notebook, with the date of the revision noted on the policy.

## Approval

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014

# Executive Director Annual Evaluation

## Purpose

To outline the policy for the annual review of the Executive Director.

## Duration

This policy is permanent.

## Policy

It is the responsibility of every Board member to participate in the annual evaluation of the Executive Director. The following process will be followed:

1. At the April Board meeting, the Governance Chair will distribute the following to every Board member (alternatively, these items may be distributed electronically to the Board by the date of the April Board meeting):
  - A blank copy of the Executive Director evaluation tool
  - A copy of the Executive Director's goals and objectives from the previous year's evaluation
  - A copy of the Executive Director's job description
  - A copy of the Executive Director's contract
  - A copy of this procedure
2. The Governance Chair will review with the Board the evaluation tool and this procedure for completing the Executive Director evaluation. All Board members will have an agreed-upon period of time (not to exceed two weeks) to complete the evaluation and return it to the Personnel Chair. All evaluations will be confidential and reviewed only by members of the Executive Committee and the Personnel Chair.
3. The Governance Chair will ensure that the staff feedback survey is distributed to and collected from all staff in a timely manner.
4. The Executive Director will put together an Executive Director summary of the year's accomplishments and areas of focus for the upcoming year. The Executive Director will present the Executive Director summary to the Executive Committee.
5. The Governance Chair, in conjunction with the Board Chair, will compile the results of the Board evaluation tool and the staff feedback survey and present the results to the Executive Committee of the Board. The Executive Committee, along with the Governance Chair, will review the information and determine the following:
  - The final ratings to be included in the Executive Director evaluation tool
  - The goals and objectives for the upcoming year
  - Any other pertinent evaluation information
  - Financial compensation (raise, bonus, etc.). Refer to the Executive Director contract for guidance on salary increase amounts.
6. The Governance Chair and/or Board Chair will compile a memo outlining the Executive Committee's findings—including compensation information—to be shared with the Executive Director.
7. The Board Chair will meet with the Executive Director to review the final evaluation tool and Executive Committee memo.
8. The Governance Chair will distribute a copy of the Executive Committee memo, the final evaluation tool, and the Executive Director summary to every Board member at the May or June Board meeting.



9. The Governance Chair will ensure that a copy of this information is also provided to all new incoming Board members by the first meeting of the new Board.
10. Copies of the individual evaluation tools and staff feedback surveys will be destroyed once the evaluation has been completed.
11. A copy of the final evaluation tool, Executive Committee memo, Executive Director summary, and any staff survey summary will be kept on file in the Main Office of the school.

## Approval

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014



# Executive Director Communication to the Board

## Purpose

This policy ensures Board members are informed in a timely manner for all incidents that go outside of normal Board and Executive Director reporting and communications. The intention behind this policy is to maintain a flow of information that appraises Board members of events that might generate further action of a legal nature.

## Duration

This policy is permanent.

## Policy

Outside of monthly reports to the full Board, the following matrix outlines other types of communication that may occur between the Executive Director and Board:

Type of Event	Communication	Lead Time
Level 4 behavior incident and/or deployment of first responders	Full Board	Within 24 hours of incident
Pending legal action against school	Full Board and school's legal counsel	Within 2 business days of notice
Incident requiring immediate termination of employee with cause	Full Board and school's legal counsel	Within 24 hours of incident
APS and/or GADOE directives requiring immediate action	Full Board	Within 2 business days of notice (as appropriate)
Unsatisfactory employee evaluation; employee resignation	Personnel/Governance Committee Chair	Within 2 business days of evaluation/resignation

## Approval

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014

# Financial Resolutions

## Purpose

This policy outlines yearly financial resolutions that must be made by the Board.

## Duration

This policy is permanent.

## Policy

At the first Board meeting of the year, the Director of Business and Operations will present a list of financial resolutions for approval and ratification by the Board. The list should include the following:

1. Banks where ANCS has accounts
2. Designated check signatories
3. Limits of checks and payments expressed in dollar amounts
4. Designee/signatory for all employee contracts
5. Confirmation and approval of any ongoing vendor contracts that may have changed since the approval of the budget. This includes any contracts for outside services, such as field trip operators/providers. This also includes contract limits.
6. Confirmation of any lines of credit or loans that need to be re-signed/re-authorized
7. Confirmation of reserve fund policy
8. Confirmation of where financial records and documents are kept and how they are accessed

## Related Policies and Procedures

See "Finance, Payroll, and Benefits Administration" on page 59.

## Approval

**Policy approval date:**

08/20/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014



# General Reimbursement for Board Members

## Purpose

This policy outlines how Board members are to be reimbursed for expenses related to the Board.

## Duration

The policy is permanent.

## Policy

Board members are subject to the general reimbursement policy and process. See "Reimbursement and Disbursement" on page 94.

## Approval

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014

# Grievances

## Purpose

This policy outlines how the Board will handle general grievances.

For grievances arising out of disciplinary matters, please see "Student Discipline" on page 153 and "Professional Conduct" on page 272.

## Duration

This policy is permanent, but it is subject to review to remain in accordance with policies as required by the Atlanta Board of Education.

## Policy

**Any grievance at the school will fall into one of three primary categories:**

1. Complaints about a student, the classroom experience, or a teacher.
2. Complaints or concerns about a school-wide policy or administration.
3. Complaints or concerns about a parent/guardian or community member involved with the school.

Where a grievance involves an issue arising in the classroom, parents/guardians should first seek to resolve the issue with the classroom teacher.

If resolution with the teacher is not feasible or the grievance involves a school-wide policy or another parent/guardian at the school, the parent/guardian pursuing the grievance should seek to resolve the issue with the Campus Principal. The grievance should be acknowledged via written response within 10 business days.

If resolution with the Campus Principal is not feasible or efforts to resolve the issue have been exhausted, then the parent/guardian should bring the grievance to the attention of the Executive Director. The grievance should be acknowledged via written response within 10 business days.

Once all efforts to resolve a grievance have been exhausted with the school's staff and leadership, then a parent/guardian may bring a grievance to the attention of the Governing Board as follows:

- Any grievances should be made in writing. This allows all parties involved to work from a consistent body of information. Submission may be made by one of the methods below:
  - Via email to the Board chairperson or a member of the Executive Committee. All grievances sent via email should include "Grievance" in the subject line to clearly delineate a formal grievance.
  - Via mail addressed to the attention of the Board chairperson at the school. All grievances sent via mail should include "Grievance" in the Re: line to clearly delineate a formal grievance.
- Generally, the Board will not address a grievance that is made anonymously, based on hearsay, or made on behalf of another family.
- Generally, the Board will not address a grievance where resolution has not been exhausted through the teachers, the Campus Principals, or Executive Director.
- Generally, the Board will not address specific grievances about the performance of an individual school employee in a public meeting. Any such grievances brought at a public meeting will be taken under advisement by the Board and responded to at a later time.



- The Board may, at its discretion, notify individual school employees about grievances brought against them. Parents/guardians may, however, request that they not be personally identified as the party bringing the grievance.

For any grievance presented to the Board, discussion will take place in a closed session. A response via written letter will be sent within (30) thirty days of receipt of the grievance.

## Related Policies

See "School Community Communications" on page 47.

See "Meetings of the Governing Board" on page 40.

## Approval

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014

# Input and Decision-Making

## Purpose

This policy governs input and decision-making at ANCS.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Guiding Principles

- a. In making decisions for our school community, we are guided by principles and supported by practices that give voice to those directly impacted by decisions and provide clarity so that decisions can be made effectively and efficiently.
- b. Our ANCS Guiding Principles are used to guide the decision-making process at ANCS:
  - i. We come to school and every class prepared to learn and do our best.
    - We define problems clearly and involve all those affected in inquiry before we advocate for solutions.
    - We propose solutions that are crafted with thoughtful consideration primarily on how they affect teaching and learning and the health and well-being of the children in our community.
    - We balance the need for efficient decision-making with the need to solve problems collectively and cooperatively.
  - ii. We respect each other, our surroundings, and ourselves.
    - We are all part of the same team; we collectively own problems, and we collectively solve them.
    - We share feedback and input in a constructive way. We listen to feedback and input with an open mind.
  - iii. We take responsibility for our actions and learning.
    - We accept the responsibilities associated with our role in the school community as teachers, parents/guardians, or administrators, and we respect the roles of others.
    - We recognize that we can learn from the perspectives and experiences of others and commit to listening and assuming goodwill.
  - iv. We resolve conflicts in a peaceful, meaningful, thoughtful way.
    - We allow conflict and differing ideas to exist, and we recognize that tension may be a part of making decisions.
    - We focus on solutions, not blame, and presume positive and constructive intentions on the part of others.
  - v. We celebrate our individual and collective successes.
    - We celebrate our culture of cooperation, trust, and partnership as part of what makes us special as a school community.

**SECTION 2. Decision-Making Bodies and Jurisdictions**

a. The framework below indicates what types of decisions are made by various people/groups:

Decision-Making Body	Jurisdiction	Examples
Governing Board*	State and federal law, the school's charter agreement, core strategic issues	Sets policies aimed at making sure school is in compliance with laws and charter; approval of budget; changes to school's charter and/or strategic plan
K-8 Leadership Team**	Big issues that affect core aspects of school life or school program	Implementation of charter and strategic plan; state mandates; changes to academic program
Executive Director / Campus Principals	Day-to-day "nitty gritty," immediate student or employee matters	Oversight of faculty/staff, student, and employee safety; procedures to support school policies
Campus Leadership Teams***	Elements of the educational program that require professional design and affect one campus	Daily schedule for students and faculty/staff; professional development; norms for common spaces; grade-level trips
Full Faculty/Staff	Elements of the educational program that require professional design and affect the whole school	Creation of curriculum scope and sequence; grading practices
Task Force	Involves design after whole group instructions given; outcome is to make recommendations.	IB Task Force

\***Governing Board:** ANCS bylaws require the majority of Board members to be ANCS parents/guardians.

\*\***K-8 Leadership Team:** Executive Director, Campus Principals and Assistant Principals, Director of Business and Operations, Special Education Coordinator, Director of Collaborative Learning and Partnerships.

\*\*\***Campus Leadership Teams:** Facilitated by Campus Principals; representatives from grade levels.

b. We aim to live out the 10th common principle of the Coalition of Essential Schools by “modeling democratic practices that involve all who are directly affected by the school.” Therefore, although certain bodies have decision-making authority in certain areas, the input of those people—teachers, students, parents, etc.—who will be impacted by certain decisions is sought prior to a decision being made.

**SECTION 3. Decision-Making**

- a. In general, the appropriate decision-making body for a particular issue or proposal will:
  - i. Outline a process for a decision to be reached on the issue or proposal, including a mechanism for the gathering of input from those individuals and/or groups likely to be impacted by the decision.
  - ii. Specify a timeline by which a decision will be made.

- b. The decision-making process—which might include the creation of a short-term task force or working group—will be communicated to those individuals and/or groups likely to be impacted by the decision.
- c. In some rare instances where time is of the essence, the decision-making body may make a decision on an issue without gathering input.
- d. The Executive Director and Governing Board Chair will determine which decision-making body should address a particular issue or proposal if it is unclear to whom the issue should go.
- e. Unless otherwise specified by the decision-making body, decisions should stand for at least three months before changes can be proposed.

#### **SECTION 4. Input**

- a. Some decisions at our school will impact all (or most) of the students, families, and/or faculty/staff at one or both of our campuses. Examples of such decisions might include the adoption of our school's annual budget, approval of the yearly school calendar, or the employee leave policy. For these decisions, the Executive Director and Board Chair will consult with the Principals and PTCA President about the process for gathering input from those groups most likely to be impacted by the decision. The process and timeline for gathering input along with key background information on the matter to be decided upon will be explained and communicated to impacted groups through a variety of means, such as the following:
  - i. Courier
  - ii. Email and phone messaging system
  - iii. Website and social media
- b. The actual gathering of input should also involve multiple avenues in order to give everyone in impacted groups an opportunity to express their opinion. Those avenues for gathering input and feedback can include (but do not need to be limited to) the following:
  - i. Anonymous surveys
  - ii. PTCA meetings and/or separate community meetings
  - iii. Focus groups
- c. A summary of the feedback gathered should be presented along with the final recommendation to the decision-making body.

## **Related Policies**

See "Guiding Principles" on page 124.

## **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Meetings of the Governing Board

## Purpose

The adoption of this policy is to ensure majority rule; protect the rights of the minority, the absentees, and individual members; provide order, fairness, and decorum; facilitate the transaction of business; and expedite meetings.

## Duration

This policy is permanent, but it is subject to revision each year by the Board Chair.

## Policy and Guidelines

### SECTION 1. Public Notification of Meetings

The public must be given at least 24 hours notice of a Board meeting or an Executive Committee Meeting. Standing committee meetings must be publicized via the school calendar.

### SECTION 2. Development of the Meeting Agenda and Reports

1. The development of the agenda is the responsibility of the Board Chair.
2. The Executive Director should be consulted in the development of the agenda.
3. Ten days prior to the Board meeting, the Chair requests from Board members any agenda items, committee reports, and actions that need to be taken. The Chair takes this list under advisement.
4. Seven days prior to the Board meeting, the Chair and Recorder finalize the agenda and send it to Board members. At this time, all Board members and committee chairs who will be presenting will submit their written reports to the Recorder.
5. The Friday prior to the meeting, the Recorder will send all reports via email to all Board members.
6. Board members are required to read all reports prior to the Board meeting.
7. The Monday prior to the meeting, the agenda and all reports are posted to the school website.

### SECTION 3. Use of Simplified Parliamentary Procedure

The Board follows a simplified version of parliamentary procedure as outlined.

#### Basic Principles

1. All members have equal rights, privileges, and obligations.
2. A quorum must be present for the group to act.
3. Full and free discussion of every motion is a basic right.
4. Only one question at a time may be considered, and only one person may have the floor at any one time.
5. Members have a right to know what the immediately pending question is and to have it restated before a vote is taken.
6. Generally, no member should speak more than twice on each motion or until all other members have had a chance to speak, with a total of a 10-minute limit. Generally, the Chair should let the floor alternate between those speaking in support of and those speaking in opposition to the motion.
7. Personal remarks are always out of order.



8. A majority decides a question except when basic rights of members are involved. (A two-thirds vote is required for any motion that deprives a member of rights in any way, like cutting off debate.)
9. Silence gives consent. Those who do not vote allow the decision to be made by those who do vote.
10. The Chair should always remain impartial.

### How the Board Adopts a Motion

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**NOTE:** In simplified version, a “second” is not needed in order to move a motion to a vote.

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1. Presentation is made of a policy, procedure, contract, etc.
2. Motion is made to approve or table
3. Discussion
4. Vote

### Common Motions to be Used

**Motion:** To introduce a new piece of business or propose a decision or action, a motion must be made by a group member (“I move that...”). After limited discussion, the group then votes on the motion.

**Friendly Amendment:** This is the process used to change a motion under consideration. Perhaps you like the idea proposed but not exactly as offered. Raise your hand and make the following motion: “I move to amend the motion on the floor.” If the person who made the original motion agrees with the suggested changes, the amended motion may be voted on without a separate vote to approve the amendment.

**Move to Committee:** This is used to place a motion in committee when an issue appears to not have easy resolution or more research is needed before action can be taken. A majority vote must rule to carry it. If an appropriate committee exists, the motion goes to that committee. If not, a new committee is established. The Chair will note when findings from the committee must be returned to the Board. The Recorder notes in the minutes when the committee should present and when the motion should be back on the agenda.

**Question:** To end a debate immediately, the question is called (say “I call the question”) and needs a “second.” A vote is held immediately (no further discussion is allowed). A two-thirds vote is required for passage. If it is passed, the motion on the floor is voted on immediately.

**Table:** To table a discussion is to lay aside the business at hand in such a manner that it will be considered later in the meeting or at another time (“I make a motion to table this discussion until the next meeting. In the meantime, we will get more information so we can better discuss the issue.”). A majority vote is required to table the item being discussed. This motion is similar to Move to Committee.

**Adjourn:** A motion is made to end the meeting. A majority vote is then required for the meeting to be adjourned (ended).

### SECTION 4. Meeting Minutes

The ANCS Board has opted to go beyond the basics and include additional items that represent a factual record of business. For example, the minutes give a summary of a discussion and provide a more complete picture of the meeting. This is helpful to members who could not attend the meeting and to those looking back at the historical record of the organization. Summaries should be balanced and include major opposing viewpoints, even if they are not adopted.

Per the ANCS Bylaws, the minutes may be taken by someone appointed by the Board in order to allow the Recorder to participate in the meeting. The Recorder maintains responsibility for the minutes even if they are taken by an appointee.

**The minutes should not include the following:**

1. Opinions or judgments like “a well-done report” or “a heated discussion.”
2. Criticisms or accolades, unless thanks or expressions of appreciation were clearly the consensus of all the meeting participants.
3. Extended rehashing of reports should not be included. Just hit the highlights or key facts, particularly if a written report is attached.

**Approval and Adoption of Minutes**

1. The minutes are presented to the Board at the following Board meeting for approval.
2. Minutes may be sent out to the Board members prior to the meeting via email or other method to expedite the review of and vote on the minutes.
3. After the Board minutes have been approved, they are to be filed in the minutes notebook maintained in the Main Office or other central location of the school, such as on the school website.
4. The agenda and Executive Director’s report for the meeting should be filed in the notebook with the minutes.
5. It is the responsibility of the Recorder to maintain, file, and post the minutes.

**SECTION 5. Public Comment**

Everyone in the community is welcome to attend the monthly ANCS Board meetings. At each and every meeting, the Board members will be seated around a primary conference table. Any guests and other members of the community will be invited to sit in designated areas around the room.

For those community members who have a specific issue that they wish to be addressed by the Board, they may submit to the Board Chair in writing an outline of their issues or concerns two (2) weeks before the next scheduled Board meeting. Such advance notice will give the Board Chair flexibility to reserve time on the agenda and prepare for discussion of any concerns raised by the community members.

For any concerns that are raised much closer to the next Board meeting, community members should submit to the Board Chair a request in writing at least 24 hours prior to the meeting.

In both cases where advance written notice is provided, the Board Chair will have the discretion to determine whether the issue presented may be better resolved by having it first addressed by the Executive Director and/or Principals or an existing Board committee.

If the issue presented will be afforded time on the agenda for an upcoming Board meeting, notice will be given to the community member at least 24 hours in advance.

Where advance notice is not able to be given in a timely manner, any member of the community is welcome to speak at the monthly Board meetings during the “public comment” portion of the agenda, which is usually scheduled toward the first part of the meeting; however, the Chair may move public comment to a different place on the agenda when appropriate. If numerous members of the public indicate a desire to speak on the subject, the Chair may limit the time of each public speaker. In such instances, the Board reserves the right to withhold any discussion of the issue immediately. In lieu of any immediate discussion, however, the Board will respond in a timely manner to the concerns of the community member who made the request. The Board Chair will also have the discretion to include continued public discussion of the issues presented at a later monthly Board meeting.

**SECTION 6. Executive Committee Meetings**

**Executive Committee meetings** are held to conduct routine business in between regular Board meetings.



1. The Executive Committee is authorized to take a binding vote and must report its action to the Governing Board at the next Board meeting.
2. Decisions made by the Executive Committee do not require a vote of affirmation by the full Board.
3. However, decisions of the Executive Committee may be overruled by the full Board.

### **SECTION 7. Executive Session**

**Executive Session** may be entered into by the Board to discuss legal, real estate, or personnel issues only.

1. Chair makes a motion to go into Executive Session to discuss a legal, real estate, or personnel matter.
2. Discussion is confidential and must stay relevant to the topic.
3. No votes may be taken.
4. Staff members of the Board may be excused from the discussions during Executive Session if conflict is possible due to personnel discussions; however, they should return after Executive Session to participate in the vote on all issues.
5. Minutes are to be taken by the Recorder and filed in the Recorder's records with a copy given to the Chair. These minutes are not to be public unless requested as part of a claim or case through legal means.
6. Motion is made to exit Executive Session.
7. Vote is taken outside of Executive Session.

## **Related Policies**

See "Committees" on page 26.

See "Board Roles and Job Descriptions" on page 24.

See "School Community Communications" on page 47.

See "Grievances" on page 35.

## **Approval**

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014

# Parent/Guardian Involvement

## Purpose

The Governing Board will jointly develop with parents/guardians and distribute to parents/guardians of participating children a Parent/Guardian Involvement Policy that the school and parents/guardians of participating children agree on.

The school will notify parents/guardians about the Parent/Guardian Involvement Policy in an understandable and uniform format and, to the extent practical, will distribute this policy to parents/guardians in a language the parents/guardians can understand.

The school will make the Parent/Guardian Involvement Policy available to the local community.

## Duration

This policy is permanent. The school will periodically update the Parent/Guardian Involvement Policy to meet the changing needs of parents/guardians and the school.

## Policy

### SECTION 1. Definition of Parental Involvement

The school agrees to be governed by the following definition of parental involvement, and it will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

- a. That parents/guardians play an integral role in assisting their child's learning.
- b. That parents/guardians are encouraged to be actively involved in their child's education at school.
- c. That parents/guardians 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.

Following are the actions that ANCS will take to involve parents/guardians in the joint development and joint agreement of its Parent/Guardian Involvement Policy.

### SECTION 2. Parent/Guardian Involvement in Decision-Making Process

Parent/guardian input will be solicited in several different ways.

#### First-Level Input – ANCS Parent Leaders:

- The Principal of each campus and/or the Executive Director will meet with the Governing Board Chair and the PTCA Parent Advisory Council to gather input and refine ideas.

#### Second-Level Input – ANCS Parent Community Mass Communication, Survey, Input-Gathering Meetings

- The Principal of each campus and/or the Executive Director will lead discussion on the topic at Board meetings and PTCA meetings.
- An article will be included in the Courier requesting input from parents/guardians with an invitation to input-gathering meetings.

- The Principal of each campus and/or the Executive Director will write the article, which will run in several issues and be available on the ANCS website, Facebook page, and any other means used to communicate with the entire parent/guardian community.
- The article will include links to a survey if deemed an appropriate input method.

**Use of Parent/Guardian Input and Feedback**

The information from parents/guardians will be compiled and used in the presentation to the Governing Board as a factor in policy and procedure decision-making as appropriate. The Governing Board will make a final determination on governance matters and policy decisions as outlined in "Development and Updating of Governing Board Policies" on page 29.

**SECTION 3. Parent/Guardian Involvement in Academic and Curricular Plans and Progress**

ANCS will take the following actions to involve parents/guardians in the process of school review and improvement:

- a. At least once each year, ANCS parents/guardians will be invited to enter into focused inquiry and conversation with school staff regarding annual state assessment results and curriculum-embedded benchmark assessment results. The school will share their analysis of the results and elicit parent/guardian feedback regarding the school's analysis. Together, staff and parents/guardians will discuss adjustments to the school academic program that are deemed necessary in response to the data analysis.
- b. The Governing Board will analyze the school academic performance data each year. This data will serve as the basis for updating the Strategic Plan.
- c. ANCS will provide to parents/guardians a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- d. This information will be distributed at school tours for prospective families; Back to School Nights for each grade level; and New Parent Coffee, Governing Board, and PTCA meetings.
- e. ANCS will hold an annual school data meeting on each campus for parents/guardians. Attention will be given to presenting information in a that which makes the information understandable and accessible. Topics will include analysis of school College and Career Ready Performance Index (CCRPI) results, sub-group data, and, when appropriate, program improvement status. The meeting format will include input from the Campus Principal regarding the data and school interventions currently in place to address achievement gaps. Parents/guardians will be invited to share their view of the data and to offer suggestions for improved connections between home and school.
- f. Parents/guardians will receive their student's assessment results and be invited to speak with school personnel regarding the state results.
- g. ANCS will provide materials and training to help parents/guardians with working with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
- h. Information about how to help students at home with homework, support key grade-level standards, and other curriculum-related activities will be offered to families at the annual Back to School Night and in the school newsletter, as well as in parent/guardian-teacher conferences.

**SECTION 4. Building Strong Ties Between Parents/Guardians and Teachers**

- a. ANCS will, with the assistance of the PTCA and Parent Advisory Council, educate its teachers and other staff in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents/guardians, and in how to implement and



- coordinate parent/guardian programs and build ties between parents/guardians and schools.
- b. Faculty will receive training in how to reach out to parents/guardians in ways that establish trust and rapport and build strong partnership aimed at student success.
  - c. Faculty will maintain a system of classroom parent communication that is regular, accessible, and communicates key information about ongoing student work, upcoming projects and assignments, and critical deadlines.
  - d. The Courier, ANCS website, and classroom parent communications will be used to inform parents/guardians of important school information.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# School Community Communications

## Purpose

This policy describes how the ANCS Governing Board manages communications with the larger ANCS community.

## Duration

This policy is permanent.

## Policy

Communication with the Board is encouraged in several different ways.

- All parents/guardians, staff, and community members are invited to attend the monthly meetings of the Board. These meetings are open, and anyone interested may attend. The agenda for the meetings is posted on the school website 24 hours before the meeting.
- A period of public comment is included at each Board meeting.
- Letters sharing concerns may be sent to the Board by one of the following methods:
  - Via email to the Board chairperson or a member of the Executive Committee.
  - Via mail addressed to the attention of the Board chairperson at the school.
  - By hand, placed in the Board chairperson's box in the Parent Room.

Letters will be read at the next Board meeting. The same procedure is followed for any letter received. Parents/guardians should always feel free to identify themselves if the issue is of a serious nature that requires followup. Unsigned (anonymous) letters may or may not be presented depending on the appropriateness of the content.

It is the desire of the Board to have open, effective communication with the school community. Families should feel comfortable and not fear retaliation for expressing their concerns. Constructive criticism is always welcome. We ask that persons submitting concerns that call for action be prepared to assist with the solution where possible. We are a Board of parents, faculty, and community members and will make every effort to address concerns.

## Related Policies

See "Grievances" on page 35.

See "Social Media Use by Board Members" on page 48.

## Approval

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014



# Social Media Use by Board Members

## Purpose

This policy outlines the rights and responsibilities of Board members in the use of social media as it relates to ANCS.

## Duration

This policy is permanent, but it is subject to yearly review as platforms change.

## Policy

- a. The Governing Board supports the expansion of technology systems to effectively meet student and staff needs in the twenty-first century. The Board recognizes the value of social media and networking sites and emerging platforms for online collaboration and interaction to enhance communication; strengthening connections with students, parents/guardians, staff, and community members; and supporting student learning and staff development. The use of social media shall support the Board's goals and focus areas and be coordinated with other communication strategies.
- b. Board members are subject to the general Social Media Use policy.

## Related Policies

See "Social Media Use" on page 238.

## Approval

**Policy approval date:**

11/19/2013

**Policy effective date:**

11/19/2013

**Policy review date:**

08/2014

# Trustee Emeritus

## Purpose

This policy outlines the appointment and expectations of the Trustee Emeritus position.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Criteria for the Emeritus Position

This is an honorary position and is offered to a former Board member who has given distinguished service to ANCS.

Distinguished service is defined as: a former Board member's active participation and engagement when serving as a full member of the Board for a period that extended for more than one complete term; consistent philanthropic support; and demonstrated interest in the institution.

### SECTION 2. Responsibilities and Expectations

1. The position is non-voting.
2. A person can be appointed as a Trustee Emeritus upon the recommendation of the Executive Director or the Board. Approval requires a two-thirds majority vote by the Board.
3. The Trustee's participation at Board meetings is limited to the official "annual" meeting, although they may also be invited to a portion of the Board retreat.
4. Trustees emeriti should be kept informed about the issues being addressed by the Board and the institution through regular communications from institution leadership.
5. Trustees emeriti should be engaged at occasional Board gatherings and special meetings with institution leadership; as participants on ad hoc committees that might benefit from their expertise; and as special guests at institution functions.
6. Trustees emeriti should be part of fundraising activities of the institution and the Board and willingly serve as advocates on behalf of the institution and its priorities.

## Approval

**Policy approval date:**  
08/20/2013

**Policy effective date:**  
11/19/2013

**Policy review date:**  
08/2014



# Introduction to Business and Operations Policies



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# Buildings and Grounds

---

Annual Safety Inspections .....	52
Asbestos Management .....	53
Building Maintenance and Repairs .....	54
Building Use .....	55
Improvements .....	56
School-Sponsored Event .....	57



# Annual Safety Inspections

## Purpose

Each campus will be inspected per the following schedule.

## Duration

This policy is permanent, but it is subject to revision based on equipment in use and facilities changes.

## Policy

- a. The Director of Business and Operations is responsible for scheduling and overseeing all safety inspections.
- b. For any inspections performed by an outside service or regulatory official, a representative from ANCS must accompany the inspector.
- c. Proof of inspection must be submitted in writing to APS' Office of Innovation for some items.

Equipment Inspections	Frequency/Notes
Sprinkler System	Triton - Yearly
Kitchen Hoods—Middle Campus	Pyro Protection
Elevator—Elementary Campus	Schindler
Fire Marshal	Unannounced visit to each campus prior to the start of school.
Security System	Typically scheduled in July for the upcoming school year.
Alarm Certification	Sent to APS prior to school opening.
Back Flow Test	Back flow valve for City of Atlanta water. A&R Plumbing does a back flow test every year.
Fire Extinguisher	Inspected per the schedule on the tag. MC inspected by Pyro Protection. EC inspected by Cliff's.
Grease Trap	Yearly
Food Service Permit	As required by the Fulton County Department of Health.

## Approval

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# Asbestos Management

## Purpose

To remain in compliance with all federal and state laws on the use and abatement of asbestos-related materials.

## Duration

This policy is permanent.

## Policy

- a. The Director of Business and Operations will maintain documentation outlining all asbestos in use at ANCS.
- b. As of 2005, the Elementary Campus is certified asbestos-free.
- c. The Middle Campus maintains a binder outlining all asbestos-related materials and their abatement requirements.
- d. This notebook is under the jurisdiction of the Director of Business and Operations and can be viewed with prior permission.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Building Maintenance and Repairs

## Purpose

This policy relates to the maintenance schedule and the process for submitting work requests.

## Duration

This policy is permanent, but it is subject to change based upon changing maintenance needs.

## Policy

### SECTION 1. Regular Maintenance

- a. The Director of Business and Operations shall maintain a system of building maintenance that prioritizes regular maintenance and repairs.
- b. Preventative/scheduled maintenance and any associated plans shall be accounted for as part of the annual operating budget. See "Annual Operating Budget" on page 62.

### SECTION 2. Repair Requests

- a. A ticketing system will be in place that allows for requests to be submitted to the Director of Business and Operations. The ticket can be filled out by any employee of ANCS.
- b. The Director of Business and Operations reviews all tickets and turns over requests to the Maintenance Supervisor.
- c. The Maintenance Supervisor prioritizes approved requests.

### SECTION 3. Emergency Repairs

- a. For emergencies, the Maintenance Supervisor can be contacted directly via email, phone, or in person.
- b. If the emergency is impacting students, every effort should be made to attend to the repair as quickly as possible.
- c. Emergency repairs may be outsourced at the discretion of the Director of Business and Operations and the Maintenance Supervisor.
- d. Emergency repairs should not be undertaken without the permission of at least one of the following people:
  - a. Director of Business and Operations
  - b. Maintenance Supervisor
  - c. Executive Director

## Resources

See "Annual Operating Budget" on page 62.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Building Use

## Purpose

This policy outlines the conditions under which groups (external and those associated with ANCS) may use the buildings and grounds of either campus.

## Duration

This policy is permanent.

## Policy

- a. Any requests for use of ANCS facilities by individuals, groups, and/or organizations not affiliated with ANCS must be directed to the school's Director of Business and Operations for approval by the school's Executive Director.
- b. Any individuals, groups, and organizations receiving approval for such requests must sign the school's Facilities Use Agreement.
- c. Any individuals, groups, and organizations paying a fee to use the facilities must provide a certificate of insurance for \$1,000,000 in liability coverage listing ANCS as a named insured.

## Resources

See "School-Sponsored Event" on page 57 for additional guidelines governing internal events.

## Approval

**Policy approval date:**  
10/2008

**Policy effective date:**  
10/2008

**Policy review date:**  
[dd mm yyyy]





# Improvements

## Purpose

This policy outlines facility as well as buildings and grounds improvements and the Site Strategic Plan process.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Improvements in the Annual Operating Budget

- a. All anticipated improvements should be incorporated into the annual operating budget during the budget process in the spring. See "Annual Operating Budget" on page 62.
- b. The Director of Business and Operations will use the Site Strategic Improvement Plan matrixed against the expected budget to develop priorities for improvements.
- c. During the course of the fiscal year, it may be necessary for the Director of Business and Operations to review the budget and adjust improvement expenditures based upon other expenditures that impact the budget. Any adjustments should be reviewed with the Finance Chair and the Executive Director.

### SECTION 2. Site Strategic Improvement Plan

- a. In order to guide improvements, each campus should follow a Site Strategic Improvement Plan.
- b. The Site Strategic Improvement Plan should be developed by the Director of Business and Operations in consultation with the Executive Director, Maintenance Supervisor, Finance Chair, and Board Chair. Additional members may include people from the Buildings and Grounds Committee, Principals, and faculty representatives. The composition of the committee is under the jurisdiction of the Director of Business and Operations.
- c. The Site Strategic Improvement Plan will outline expected improvements using a three-year rolling cycle.
- d. Expected improvements are to address items in need of regular replacement, such as carpeting, flooring, painting, bathroom upgrades, and tile remediation.
- e. The Site Strategic Improvement Plan may also outline larger improvements that are considered capital improvements, such as mechanical systems, roofs, playground refurbishment, tree maintenance, and window replacement.
- f. The Site Strategic Improvement Plan will be reviewed with the Governing Board as part of the overall budget review process.

## Resources

See "Annual Operating Budget" on page 62.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# School-Sponsored Event

## Purpose

The following procedures are in place to ensure the safety of all students, faculty, parents/guardians, and community members attending school-sponsored events held at either campus of ANCS or offsite outside of regular school hours.

## Duration

This policy is permanent.

## Policy

Any school-sponsored events—including those coordinated by the PTCA—must be approved by the Principal of the campus where the event will be held.

### SECTION 1. Request Requirements for Building Use

- a. Requests must be received at least two weeks, but preferably one month, in advance of the event.
- b. Any PTCA-sponsored event must first be approved by the PTCA President prior to going to the Campus Principal for approval.
- c. At a minimum, requests for approval of the event must include the following:
  - i. Name of lead organizer(s) for event
  - ii. Name of school employee(s) who will attend event to assist
  - iii. Purpose of event
  - iv. Location of event
  - v. Date and start/end times of event
  - vi. Expected number of attendees
  - vii. Cost, if any, of admission to event

### SECTION 2. Required School Personnel

- a. For all school-sponsored events expected to have **fewer than 75 people** in attendance, there must be at least one school employee in attendance to assist at the event (in addition to lead organizer[s]).
- b. For all school-sponsored events for which attendance is expected to be **in excess of 75 people**, at least two school employees must be in attendance to assist at the event (in addition to the lead organizer[s]).

### SECTION 3. Capacity Limits

- a. All school-sponsored events must comply with posted capacity limits for the locations in which they are being held.
- b. If attendance at an event is expected to be **in excess of 75 people**, tickets for the event must be sold (in advance, at the event itself, or both), and the lead organizers must stop admitting people to the event once the number of tickets sold reaches the capacity limit for the location of the event.

### SECTION 4. Emergency Procedures

- a. At all school-sponsored events, the school employee(s) in attendance to assist with the event must have access to an emergency kit that includes the emergency procedures for the building and a



bullhorn.

- b. Within the first 15 minutes of the start of all school-sponsored events, one of the school employees in attendance to assist at the event must review with those in attendance the emergency evacuation procedures for the location at which the event is being held.
- c. If for any reason the building needs to be evacuated during a school-sponsored event, the school employee(s) at the event should ensure no one re-enters the building until clearance to do so has been given by emergency personnel.
- d. The administrator on call should be contacted immediately if the building has to be evacuated for any reason.

### **SECTION 5. Administrative Support**

During all school-sponsored events, at least one of the following administrators will be “on call” and available by phone to consult with the employee(s) in attendance at the event and available to come to the school building within 30 minutes in the event of an emergency:

- a. Elementary or Middle Campus Principal
- b. Elementary or Middle Campus Assistant Principal
- c. Director of Business and Operations

### **SECTION 6. End-of-Event Procedures**

- a. Upon the conclusion of all school-sponsored events, the school employee(s) and lead organizer(s) should remain on site until the building is empty and all attendees have left.
- b. The school employee(s) in attendance to assist should secure the building and notify the administrator on call that the building is secure prior to departure.

## **Approval**

**Policy approval date:**

2007

**Policy effective date:**

2007

**Policy review date:**

[dd mm yyyy]



# Finance, Payroll, and Benefits Administration

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Accounting System .....	60
Annual Operating Budget .....	62
Audit and Annual Report .....	64
Bank Accounts and Check Procedures .....	65
Benefits Administration .....	68
Capital Assets Accounting .....	70
Cash and Income Management .....	71
Debt and Mortgage Servicing .....	76
Disbursements .....	77
Family Financial Obligations .....	78
Fund Balance .....	80
Fund Development, Fundraising, and the Annual Campaign .....	81
Investment of Funds .....	85
Monthly Financial Statements .....	87
Payroll .....	88
Purchasing and Receiving .....	90
Reimbursement and Disbursement .....	94
Reporting .....	98
Resolution Designating Financial Institution .....	100
System of Internal Controls .....	101
Vendor and Supplier Conflict of Interest .....	103
Vendor Contracts and Purchasing Limits .....	104



# Accounting System

## Purpose

This policy controls the overall structure of the accounting system in use by ANCS.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Fiscal Year

ANCS adopts a fiscal year that begins on July 1 and ends June 30 of the following year.

### SECTION 2. Financial Accounting

ANCS fully complies with generally accepted accounting principles (GAAP) and any other applicable state and federal standards for financial management systems.

### SECTION 3. Accounting Records

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

### SECTION 4. Internal Controls

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

### SECTION 5. Source Documentation

Accounting records must be supported by such source documentation as canceled checks, paid bills, payrolls, time and attendance records, contract and subgrant award documents, etc.

### SECTION 6. Budget Control

The school shall compare actual expenditures or outlays of state or federal funds with budget amounts for each fund, grant, or subgrant. Financial information must be related to performance or productivity data, including the development of unit cost information whenever appropriate or specifically required in the grant or subgrant agreement. Applicable federal cost principles, agency program regulations, and the terms of grant and subgrant agreements will be followed in determining the reasonableness, allowability, and allocability of costs.

### SECTION 7. Account Code Structure

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

### SECTION 8. Accounting Software and Systems

The Director of Business and Operations will seek the approval of the Executive Director and the Finance Chair before changing software systems used in accounting. This does not apply to regular updates and



upgrades of the system in current use.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Annual Operating Budget

## Purpose

This policy outlines budget development, reporting, and stakeholder approval of the budget.

## Duration

This policy is permanent.

## Policy

The Governing Board of ANCS adopts the following policy, which shall be effective on the date that the policy is adopted by the Board.

### SECTION 1. Budget Development

The Director of Business and Operations shall ensure that ANCS complies with all state and federal laws and rules concerning the budget and related processes of the school.

### SECTION 2. Budget Process

- a. The Executive Director will ensure that ANCS follows a budgeting process that is consistent with the requirements of federal and Georgia statutes, State Board of Education Rules and Regulations, and any other applicable laws or rules.
- b. The Director of Business and Operations is responsible for the preparation of the annual budget.
- c. **Needs Assessment.** Each spring, before the annual operating budget is drafted, the Director of Business and Operations shall ensure that a needs assessment is drafted and finalized by a Budget Committee consisting of the school's Executive Director, the Finance Chair, and other individuals as designated by the Board. The needs assessment shall inform the drafting of the annual budget.
  - i. Request that budget holders within the school send in any updated information to the Finance Committee. Example: Curriculum materials are projected to go from \$30,000 to \$40,000.
  - ii. Stakeholders and the Leadership Team send in expected requests via a document supplied by the Director of Business and Operations that addresses their particular budget area.
  - iii. The Finance Committee will start setting standing meetings in March where, in addition to regular Finance Committee meetings, it reviews all budget requests as well as projections and information provided by APS. The Leadership Team, as well as other stakeholders (PTCA, Aftercare, etc.) with budget input, is invited.
  - iv. The Finance Committee drafts a balanced budget that follows the fiscal year.
  - v. At least one open community meeting on the annual operating budget will be held prior to the Board's adoption of the budget.
- d. **Adoption.** The Director of Business and Operations and the Finance Chair present the draft budget to the Governing Board at the May Board meeting. The Board shall formally adopt the budget in an open meeting held in accordance with the Board's bylaws before the fiscal year begins (prior to July 1) and before the expenditure of any funds.
- e. **Minutes.** The Governing Board Secretary will record the adoption of the budget and any amendments in the Board meeting minutes in which the adoption occurs.

### SECTION 3. Budget Reporting

At each meeting of the Governing Board, the Finance Chair presents a report comparing budget to actual.



### SECTION 4. Post-Adoption Budget Amendment

After the adoption of the budget, the Executive Director and the Board shall review actual fund disbursements compared to the adopted budget and direct the Director of Business and Operations and the Finance Chair to make amendments as needed. This shall occur soon after actual student enrollment is determined. The budget may also be amended if any changes in income have occurred, such as grants. The Finance Committee is responsible for drafting a proposed amended budget, which must then be presented to the Board and officially adopted.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]





# Audit and Annual Report

## Purpose

This policy outlines steps taken to create the annual report and oversee the outside audit process.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Annual Audit

- a. Annually, the Governing Board shall ensure the engagement of a certified public accountant (CPA) to audit the financial and programmatic operations of ANCS. The Board shall select and contract only with Georgia-licensed CPAs. The Board shall ensure that the school provides timely assistance to the auditors in order to provide them with the necessary information for the audit.
- b. Once the Governing Board 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.
- c. The Director of Business and Operations shall ensure that a copy of the annual audit report is filed in a timely manner with Atlanta Public Schools. The audit report should include a certificate signed by the Chair of the Board indicating that the Board voted to accept the contents of the audit. If the Board did not accept the contents of the audit report, that should be noted with the submission.

### SECTION 2. Annual Financial Statement

- a. The Director of Business and Operations shall prepare, or cause to be prepared, an annual financial statement subject to the authority of the Board during the fiscal year showing all of the following:
  - i. The total receipts of all funds, itemized by source of revenue, including taxes, assessments, service charges, grants of state money, gifts, or other general sources from which funds are derived
  - ii. The total disbursements of funds, itemized by the nature of the expenditure
  - iii. The balance at the close of the fiscal year
- b. The Director of Business and Operations shall ensure that the annual financial statement is submitted to all authorizers concurrent with the submission of the annual audit.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Bank Accounts and Check Procedures

## Purpose

This policy governs the type of bank accounts used and the rules around check management and check signing.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Bank Accounts

- a. The Director of Business and Operations has the authority to open a business checking account and a business operating account on behalf of ANCS to be used to hold the school's assets.
- b. The Director of Business and Operations has 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 bank for the school to use for its financial transactions. Once the resolution has been adopted, the Director of Business and Operations has the authority to enter into an agreement with the selected financial institution. This agreement should be signed by the Executive Director and the Chair of the Governing Board.

### SECTION 2. Checks

- a. **Drafting Checks.** Any authorized check drafted on the school's designated bank account shall follow these guidelines:
  - i. Checks of less than \$10,000 require a single signature of a Principal, the Executive Director, or the Nutrition Director.
  - ii. Checks in excess of \$10,000 require the signature of the Executive Director.
  - iii. No checks shall be signed prior to the check being completed in its entirety—no signing of blank checks.
- b. **Checks Received.** Checks received shall be endorsed "for deposit only," and deposits should be made weekly by someone other than the person who prepared the deposit. See "Cash and Income Management" on page 71.
- c. **Check Requests.** Services or products rendered, reimbursement requests with original receipts, or mileage reimbursements may receive payment with a check. For more information, see "Reimbursement and Disbursement" on page 94.
  - i. All check requests shall be submitted to the Director of Business and Operations for processing.
  - ii. All check request forms shall be maintained by the Director of Business and Operations.
- d. **Vendor Check Requests.** See "Vendor Contracts and Purchasing Limits" on page 104.
- e. **Manual Checks.** The Nutrition Director will use manual checks for COD vendors.
- f. **Petty Cash.** See "Cash and Income Management" on page 71 for more information.
- g. **Refunds.** In situations where, for example, a student will be unable to attend a planned field trip for which the parents/guardians have pre-paid, and the teacher or program coordinator elects to refund the amount paid for the trip, they may do so by using a Purchase/Disbursement Request form.



- i. Complete the form by circling check request.
  - ii. Indicate the name and address of the payee (parent/guardian).
  - iii. Provide a full and complete description of the purpose for the payment.
  - iv. Fill in the total amount of the check request, account/budget to be charged, person requesting payment, and date payment is needed.
  - v. Indicate whether the check should be mailed or returned to a specific individual.
  - vi. Attach supporting documents, which must include a copy of the original deposit form identifying their check information and when the original deposit was made, and a letter, if applicable, indicating the reason for the refund.
  - vii. Submit the disbursement request form to the appropriate budget stakeholder (e.g., Content Coordinator, Principal, Executive Director) for approval and forward the approved form to the Business Office. Allow two weeks for check processing.
- h. Checks payable to cash for any reason are prohibited.

### **SECTION 3. Mail Procedures**

- a. The receptionist receives the mail, opens it, and then delivers it to the Business Office.
- b. An accounting staff member should receive the checks and daily collection report or receipt book from the person opening the mail.

### **SECTION 4. Bank Reconciliation**

- a. There will be segregation of duties between individuals responsible for cash receipts and cash disbursement and the individual(s) responsible for bank reconciliations.
- b. The Director of Business and Operations or designee is responsible for bank reconciliations at a minimum of once monthly. Bank statements should be delivered to the Director of Business and Operations unopened.
- c. Each bank statement, assets, and liabilities shall be reconciled to both the checkbook and the general ledger.

### **SECTION 5. Executive Director Bank Review**

- a. The Executive Director will maintain a separate bank login and password for all bank accounts.
- b. The Executive Director will maintain a log book documenting the review of bank activity.
- c. This log book will become part of the record submitted for the annual audit.

### **SECTION 6. Credit/Debit Card Procedures**

- a. It is the policy of ANCS that credit card use shall be limited and only the following employees or Board members are authorized to use credit cards:
  - i. Principals, Maintenance Supervisor, Director of Business and Operations, Executive Director
  - ii. Credit cards shall be used for school business expenditures only.
  - iii. Credit cards may not be used for personal purchases and/or cash transactions and shall be maintained by the highest level of security.
  - iv. All credit card purchases must be approved by the Principal / Executive Director.
  - v. When returning the card, the Reimbursement / Check Request / Credit Card Transaction form must also be submitted with "Credit Card Transaction" circled or highlighted.
  - vi. This form must be accompanied by a receipt or other type of invoice for the charge and the applicable budget the charge goes against.



- b. ANCS does not use debit cards for the general operating funds.
- c. Aftercare, Nutrition, and the PTCA may use debit cards for purchases, but the debit cards may not be used with a PIN and must be structured to require a signature.

### SECTION 7. Transfer of Information

- a. If the individual serving as the Director of Business and Operations ends his or her term with the Board/employment with ANCS or is terminated by the school or otherwise removed from his or her duties, he or she shall immediately give the school management all necessary passwords and other related information.
- b. The school will change the passwords and other security information once the individual serving as the Director of Business and Operations ends his or her employment with the school.

## Resources

See "Cash and Income Management" on page 71, "Reimbursement and Disbursement" on page 94, and "Vendor Contracts and Purchasing Limits" on page 104.

**Reimbursement / Check Request / Credit Card Transaction form**

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Benefits Administration

## Purpose

To describe the administration of benefits at ANCS and the regulations that apply to it.

## Duration

This policy is subject to yearly review.

## Policy

### SECTION 1. Policies Offered

- a. Policies offered are subject to yearly review and may change according to current market conditions and the budget process. See "Annual Operating Budget" on page 62.
- b. Major policies offered include health, dental, and vision.
- c. Supplemental policies offered but not covered by ANCS include short-term disability (STD) and accidental death and dismemberment (AD&D).
- d. Supplemental policies offered and covered by the school: \$50,000 life insurance policy.

### SECTION 2. Annual Health Insurance Negotiation

- a. The Director of Business and Operations is responsible for seeking bids and managing benefits negotiation on an annual basis.
- b. A broker may be used to assist in gathering information and seeking updated bids for benefits.
- c. The process is as follows:
  - i. Broker and Director of Business and Operations conduct a census to gather information about insurance needs.
  - ii. Once the census is complete, the Broker bids out the insurance to carriers that will fit the needs of ANCS as revealed by the census.
  - iii. The Director of Business and Operations reviews bids with the Finance Chair and the Executive Director.
  - iv. The Broker and the Director of Business and Operations hold an information session for the Finance Committee where they can ask questions about the proposed coverage.
  - v. Once the decision is made by the Executive Director and the Director of Business and Operations, all required information is submitted to the Broker and the policy is issued.
  - vi. If the new policy creates a change to the balanced and approved budget, the Governing Board will be informed during the regular monthly meeting. See "Annual Operating Budget" on page 62.

### SECTION 3. Open Enrollment

Open enrollment begins in early December and runs through December 31.

### SECTION 4. Salary Reduction for Benefits Process

The Director of Business and Operations structures all salary reductions for benefits on a semi-monthly basis as a payroll deduction.



### Resources

See "Annual Operating Budget" on page 62, "Benefits Offerings and Eligibility" on page 246, and "Compensation" on page 250.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Capital Assets Accounting

## Purpose

This policy governs the practice of tracking capital assets. Capital assets are defined as property (movable or immovable, tangible or intangible, fixed or circulating) owned by ANCS.

## Duration

This policy is temporary and subject to revision at the implementation of a full capital assets software system.

## Policy

At this time, ANCS tracks capital assets via tax return, as there is no software in place to track assets electronically.

## Approval

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# Cash and Income Management

## Purpose

This policy governs the management of cash (both regular cash transactions and petty cash). Additionally, it outlines the management of funds outside of business operations, such as those related to Aftercare, Athletics, and PTCA.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Accounting for Cash Transactions

- a. **Documentation.** All cash transactions shall be recorded in writing, such as by handwritten receipt detailing from whom the money came and in what amount, which shall be signed and dated by the Director of Business and Operations or his or her designee who has the authority to receive cash on behalf of ANCS.
- b. **Depositing Cash.** The Director of Business and Operations shall be responsible for depositing cash in ANCS' bank account. Deposits shall be made weekly at a minimum. All undeposited cash shall be kept in a secured location on school premises with limited access. A copy of the validated deposit slip shall be returned to the school on the same day the deposit is made or the next day after the deposit is made.
- c. **Expenditures.** All expenditures of school funds, including cash expenditures, shall be documented and accounted for by daily receipts. As a general rule, cash will not be used to make purchases except from petty cash, as described below. School checks shall not be made payable to "Cash."
- d. **Segregation of Duties.** The Director of Business and Operations shall ensure that appropriate segregation of duties exists with regard to the handling of all money transactions, including reconciliation.

### SECTION 2. Petty Cash

As of the approval date of this policy, ANCS does not utilize petty cash funds.

### SECTION 3. Direct Funding Income Deposits

- a. ANCS receives funding through several governmental educational agencies (e.g., DOE, APS).
- b. Deposits from these sources are directly deposited into ANCS bank accounts.

### SECTION 4. Aftercare Income/Deposits

- a. Aftercare receipts are to be submitted with a Program Payments/Deposits form.
- b. The name of the program, the date or period of service, and the name of the program coordinator must be written on the top of the form.
- c. Names of individual participants/payers, the amounts received, and method of payment should be completed.
- d. The cash total, check total, and grand total must be calculated and listed at the bottom of the form.
- e. A software-generated report tracks the deposits.





- f. The Aftercare Director should maintain a copy of the deposit form with their records and then forward the deposit form and receipts to the Business Office to be deposited.
- g. Deposits should be submitted to the Business Office on a biweekly basis and all receipts should be submitted within one week of the date received by the Aftercare Program.

### SECTION 5. Athletics Deposits

- a. Athletics deposits are to be submitted with a Program Payments/Deposits form.
- b. The name of the program (i.e., Athletics), the name of the event (e.g., Boys Basketball), the date of the event, and the name of the Athletics Director/Assistant must be written on the top of the form.
- c. Names of individual participants/payers, the amounts received, and method of payment should be listed on the Program Payments Deposit Form.
- d. The cash total, check total, and grand total must be calculated and listed at the bottom of the form.
- e. The Athletics Director at the Middle Campus should maintain a copy of the deposit for their records and deliver the deposit to the Front Office Assistant for safekeeping until pickup.
- f. All athletics receipts should be submitted within one week of the date the activity begins.

### SECTION 6. Activities Deposits

- a. Budgeted school programs include such programs and activities as school meals, field trips, afterschool, clubs, yearbook, enrichment, camps, etc.
- b. Deposits for these programs and activities must be submitted with a completed Program Payments/Deposits form.

### SECTION 7. Field Trip Deposits

- a. Each teacher should ensure that field trip payments collected will cover all of the costs of the trip, as it is the policy of the school that field trips should break even from a cost standpoint.
- b. Both a refund forfeiture date and a payment cutoff date, after which only cash payments will be accepted, should be established for major trips for which the cost per student is greater than \$25.
- c. Field trip deposits are to be submitted with a Program Payments/Deposits form. A separate form should be used for each trip.
- d. The name of the program (e.g., 5th Grade Field Trip), the name of the event (e.g., Blue Ridge Trip), the date of the event, and the name of the teacher/coordinator must be written on the top of the form.
- e. Names of individual participants/payers, the amounts received, and method of payment should be completed.
- f. The cash total, check total, and grand total must be calculated and listed at the bottom of the form.
- g. The teacher should retain a copy of the form with their records and forward the deposit form and receipts to the Business Office to be deposited.
- h. All field trip receipts should be submitted prior to the date of the trip but no later than one day after the date of the trip.

### SECTION 8. Fund Development Deposits

See "Fund Development, Fundraising, and the Annual Campaign" on page 81.

- a. Deposits are to be submitted with a Program Payments/Deposits form.
- b. The name of the program (e.g., Auction), the name of the event (e.g., Wonderball), the date of the event, and the name of the volunteer/teacher/coordinator must be written on the top of the form.
- c. Since most of the "other" deposits are receipts from fundraising activities and it is unlikely that any refunds would be requested, it is not necessary to list individual payers in detail on the deposit form.

- d. Names of individual participants/payers would be necessary only if the deposit is for annual campaign donations in which the contributor would need to be identified as a donor and acknowledged with a thank-you letter, in which case the names, amounts received, and method of payment should be completed.
- e. The cash total, check total, and grand total must be calculated and listed at the bottom of the form. The submitter should maintain a copy of the form for their records and forward the deposit form and receipts to the Business Office to be deposited.
- f. All “other” receipts should be submitted within one week of the date collected.
- g. Use of software for the auction is acceptable as long as the deposit income batch report is compatible with the current ANCS accounting system.

**SECTION 9. Meal Deposits**

- a. Order forms are completed and returned to the school along with the parent/guardian payment.
- b. Parent/guardian lunch payments are received and entered into the Fastlane/Horizon lunch software system and applied to the respective student’s account by the ANCS nutrition staff.
- c. This system serves as the A/R subsidiary ledger.
- d. A “Prepaid Collections Report” should be generated and printed from the Fastlane/Horizon system after each batch of lunch receipts has been entered.
- e. The Front Office Manager should maintain a copy of the deposit with their records. The Front Office Manager at the Middle Campus should deliver the deposit to the Front Office for safekeeping until pickup.
- f. Lunch receipts should be prepared and submitted to the Business Office for deposit on a weekly basis and within one week of the date the parent/guardian payment was received.
- g. At the end of each month, the Front Office Manager at each campus location must print a Charge Report from the Fastlane/Horizon system that lists each student’s account balance. This report is to be forwarded to the Director of Business and Operations on a monthly basis.
- h. Monthly statements are to be issued to all parents/guardians, which serve to inform parents/guardians of their outstanding balances and also support collection efforts.
- i. The Front Office Manager notifies parents/guardians of student accounts on which the balance is \$25 or greater that their student can no longer be served meals until the outstanding balance has been paid to the school.
- j. The FND ensures that all meal account balances have been paid at the end of the school year and that meal accounts in the Fastlane/Horizon system are reset for the next school year.
- k. Payments made via Meal Pay send an automatic deposit to the nutrition bank account.

**SECTION 10. Enrichment Program/Deposits**

- a. ANCS receives 10 percent of the enrichment fees to cover the costs of facility usage and program administration.
- b. Instructors are paid in full at the midpoint of the term.
- c. Enrichment instructors may not utilize existing classroom supplies for their enrichment sessions.
- d. Enrichment instructors are responsible for providing their own supplies and may not place orders with vendors in the name of ANCS or by utilizing ANCS accounts.
- e. Individuals not under contract with ANCS who would like to provide an enrichment offering must provide proof of insurance (with a minimum of \$1 million in liability coverage) along with their application.

- f. Approval of their program offering is subject to their submitting to the Director of Business and Operations an executed Building Use Agreement along with a Certificate of Insurance listing ANCS as the named insured.
- g. Enrichment Program Coordinators should obtain Director of Business and Operations sign-off before issuing final approval of Enrichment class offerings to individuals not under employment contract with ANCS.
- h. Enrichment deposits are to be submitted with a Program Payments/Deposits form.
  - i. The name of the program (i.e., Enrichment), the name of the event (e.g., Track Club), the date of the event, and the name of the teacher/coordinator must be written on the top of the form.
  - j. If there is more than one teacher/coordinator, both names should be listed, and enrichment paychecks will be divided equally between the listed coordinators.
  - k. Names of individual participants/payers, amounts received, and method of payment should be listed on the Program Payments Deposit form.
    - l. The cash total, check total, and grand total must be calculated and listed at the bottom of the form.
- m. The coordinator should maintain a copy for their records and then forward the deposit form and receipts to the Business Office to be deposited.
- n. All enrichment receipts should be submitted within one week of the date of the first activity session.

### **SECTION 11. Summer Camp Deposits**

- a. Summer Camp deposits procedures are the same as those for Enrichment deposits. Refer to the Enrichment Deposit section for procedural steps.
- b. All Summer Camp receipts should be submitted prior to the date of the first activity session.

### **SECTION 12. PTCA Deposits**

- a. Deposited funds are used primarily to award mini-grants to teachers and staff through a grant application process.
- b. Funds that the PTCA raises are primarily collected and deposited by the PTCA Treasurer; however, funds may also be prepared for deposit by other PTCA volunteers.
- c. PTCA deposits are to be submitted with a Program Payments/Deposits form.
- d. The name of the program (i.e., PTCA), the name of the event (e.g., Yard Sale), the date of the event, and the name of the coordinator/parent volunteer must be written on the top of the form.
- e. Names of individual participants/payers, amounts received, and method of payment should be completed on the form as appropriate.
- f. Since most of the PTCA deposits are receipts from fundraising activities and it is unlikely any refunds will be requested, it is not necessary to list individual payers in detail on the deposit form.
- g. The cash total, check total, and grand total must be calculated and listed at the bottom of the form.
- h. The volunteer preparing the deposit should submit a copy of the deposit form to the PTCA Treasurer and should forward the deposit form and receipts to the Business Office to be deposited.
- i. All PTCA receipts should be submitted no later than one day after the date the activity ends.

## **Resources**

See "Fund Development, Fundraising, and the Annual Campaign" on page 81.



## **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Debt and Mortgage Servicing

## Purpose

This policy outlines the circumstances under which ANCS may enter into debt and how that debt is managed on an ongoing basis.

## Duration

This policy is permanent.

## Policy

ANCS is prohibited from entering into any debt unless the debt has been fully reviewed by the Finance Committee and approved by the Governing Board.

## Approval

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



## Disbursements

See "Bank Accounts and Check Procedures" on page 65.



# Family Financial Obligations

## Purpose

This policy explains the process to be followed in the instance of non-payment of financial obligations by an ANCS family.

## Duration

This policy is permanent.

## Policy

### SECTION 1. General School Expenses

- a. By the end of the school year, families are responsible for closing out any outstanding account incurred during the school year.
- b. The school administration is responsible for establishing a process for notification of outstanding financial obligations.
- c. Extenuating circumstances affecting a family's ability to meet their financial obligations may be dealt with as appropriate on an individual basis.
- d. The school administration may, at its discretion, hold report cards and other final grade reports until financial obligations are met or a payment plan is put into place.

### SECTION 2. Aftercare

- a. The Aftercare Director may, at their discretion and as appropriate, terminate Aftercare services for a family with outstanding financial obligations related to Aftercare.
- b. The Aftercare Director will have discretion over the cutoff amount accrued.
- c. Families with an accrued balance will be given sufficient written notice to clear the balance before Aftercare services are terminated.

### SECTION 3. Meals

- a. Meals must be prepaid. All payments are made to ANCS.
- b. Payment for meals may be made in the following ways:
  - i. Parents/guardians can give cash to the front desk at either school. NOTE: Students are not to handle cash. Payments in cash can be made only by an adult.
  - ii. Parents/guardians can use the online Meal Pay service, which includes a small processing fee.
  - iii. Parents/guardians can pay by check made out to ANCS with "Meal Pay" clearly marked on the check.
- c. Once a meal account balance is over \$25 in funds owed, the student will not be allowed to purchase meals until the balance is cleared. A paper invoice will be sent home via the student to families with a balance.
- d. Students who have been cut off of meal service will be offered an alternative meal, such as a sandwich. At no time is it appropriate for students to go hungry.
- e. Families with more than a \$25 meal account balanced owed will receive notification from ANCS of the overage.
- f. Parents/guardians may request a detailed balance at any point.



### **SECTION 4. Release of Records Related to Family Financial Obligations**

Records will not be released until all financial obligations have been met.

### **Resources**

See "Financial Obligations" on page 190.

### **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]





# Fund Balance

## Purpose

The Board recognizes that the maintenance of a fund balance is essential to the preservation of the financial integrity of the school. When developed, this policy will establish guidance concerning the desired level of year-end fund balance to be maintained by the school and the management of fund balance levels and is applicable only to the General Fund of the school.

## Duration

This policy is temporary.

## Policy

This policy is currently under development by the Executive Director and Finance Committee.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Fund Development, Fundraising, and the Annual Campaign

## Purpose

The purpose of ANCS' primary fundraisers is to raise funds to supplement funding received from the state and Atlanta Public Schools.

The revenue from these events enables ANCS to maintain the operations and educational programs of the school. These events also provide an opportunity for ANCS to connect with the larger community through direct mail pieces and other updates that communicate the school's mission and accomplishments.

## Duration

This policy is permanent.

## Policy

All ANCS fundraising efforts should be coordinated between the Executive Director, the Campus Principals, and the Fund Development Chair.

### SECTION 1. Fund Development Committee

- a. The Fund Development Committee reports to the Governing Board and the Executive Director and is a standing committee of the Board.
- b. The committee may include:
  - i. Fund Development Chair
  - ii. Executive Director
  - iii. Governing Board Chair
  - iv. Finance Chair
  - v. Director of Business and Operations
  - vi. Representative from the Auction Committee
  - vii. Representative from the Annual Campaign Committee
  - viii. Volunteers

### SECTION 2. Fund Development Yearly Goal

- a. The financial goal for the primary fundraisers will be set by the Governing Board as a part of the approved budget each year.
- b. The strategies consist of the following:
  - i. Individual contributions made by school families and staff, and families and individuals within the greater community, secured primarily through direct mail solicitation
  - ii. The yearly auction event
  - iii. Business support through the solicitation of local businesses for sponsorship or other types of partnerships with the school, including corporate sponsorship
- c. If the target goal for the annual campaign or auction is exceeded in a given year, the Fund Development Chair will work with the Finance Committee to make a recommendation to the Governing Board as to how any additional funds raised through fund development be allocated.



### **SECTION 3. Donor Recognition**

- a. Thank-you letters from the Executive Director and the Campus Principals will be sent to all individuals who make a financial contribution to the annual campaign.
- b. Management of thank-you letters is a function of the Business Office.

### **SECTION 4. Directed Donations**

With the exception of grants, ANCS generally does not accept directed donations (donations that must be spent on specified items or expenses). Exceptions may be made as deemed appropriate by the Executive Director and the Governing Board.

### **SECTION 5. Annual Campaign**

- a. The annual campaign consists primarily of a direct appeal for individual financial contributions to the school.
- b. The annual campaign supplements the funding received from the state and Atlanta Public Schools.
- c. As a charter school, funds raised by the annual campaign are used to sustain and enhance the operations and educational programs of the school.
- d. As the main fundraisers for the school, families will be encouraged to focus their monetary and volunteer support to the direct appeal.

### **SECTION 6. Yearly Auction Event**

- a. The yearly auction event consists of a live auction and raffle event.
- b. The yearly auction event supplements the funding received from the state and Atlanta Public Schools.
- c. Families are encouraged to support the auction through the sales of tickets, donations of goods, or monetary support for the grade-level baskets, and the live and silent portions of the auction at the event.

### **SECTION 7. Grade-Level Trips**

- a. Each year, each grade level may go on a major (i.e., overnight and/or out-of-town) trip that plays an essential role in building community and enhancing students' school experience.
- b. Though families are asked to pay for most of the expenses for these trips, some fundraising efforts are needed to offset the costs of these trips for the school and families in need.
- c. Organizers of the major grade-level trips may sponsor two to three fundraisers per year, one of which can be a school dance. These events will be approved by the Principal and coordinated by teachers and the PTCA.

### **SECTION 8. Request for Items by Teachers/Advisors**

- a. School staff members need to have the freedom to directly request from the ANCS community items or goods they need for their work.
- b. At their discretion, school staff may request small items or goods from the ANCS community. (e.g., supplies for a class project, tissues, hand sanitizer, etc.).
- c. Larger items should be requested through the PTCA mini-grant program or regular school budget process as appropriate.

### **SECTION 9. Student Fundraising/Fundraising Fridays**

- a. Limited fundraising to support school-sponsored/school-based events (school clubs, organizations, teams, and committees) is appropriate, even desirable, as it builds awareness and community.

- b. Clubs, organizations, teams, committees, and other student/school groups may request up to two (2) “Fundraising Fridays” on each campus per year in order to sell goods, services, or privileges (such as “Hat Day”) to raise funds for their group. All Fundraising Friday requests must be approved by the Campus Principal. No single group will be permitted to have more than two Fundraising Fridays in a school year. Except by specific permission of the Campus Principal in response to extraordinary circumstances, student fundraising will be limited to these Fundraising Fridays. (Note: If a Fundraising Friday has not been claimed by a group by Monday of that week, a group that has already used two Fundraising Fridays may be allowed to claim that Friday.)
- c. In an effort to promote healthy habits and encourage more variety among fundraisers, groups using Fundraising Fridays will be limited to one “food-based” fundraiser (bake sale, candygrams) per year.
- d. Fundraising for clubs, organizations, teams, committees, and other student/school groups is limited to the use of Fundraising Fridays. No other solicitation—whether within or outside the school community, including online (website, PayPal)—is allowed. Any additional funding needs should be requested through the PTCA mini-grant program or regular school budget process as appropriate.
- e. In addition to “Fundraising Fridays”, the yearbook staff may sponsor a campaign to solicit advertising in the yearbook. Solicitation of ads can come from within the ANCS community and from outside organizations, companies, and groups. The faculty yearbook advisor(s) will be responsible for overseeing this campaign and monitoring the ads that are submitted.

## SECTION 10. Fundraising and Collection of Goods to Benefit the Larger Community

Solicitation of goods or funds to benefit the larger community will be limited as follows:

- a. **Student Community Service.** Students learn most by contributing to the larger community through direct involvement rather than by soliciting funds from others.
- b. Advisory, class, and club benefits will focus on acts of service, not on raising monies and the presentation of a check. No advisory, class, or member of a club or group should carry out any fundraising in the context of their service/benefit.
- c. In-school collections of goods for charities (e.g., canned food drive) sponsored by groups of students (by clubs, advisory, etc.) are appropriate and acceptable on a limited basis.
- d. Drives will not exceed two per month per campus, and they will be by prior arrangement/permission with the Campus Principal.

## SECTION 11. All Other Charitable Fundraising or Solicitation of Goods

- a. In order to minimize fundraising demands on the ANCS community and avoid having to choose between publicizing one charitable cause over another, the school will limit all other solicitation of funds or goods for the broader community to posting on the school’s community bulletin board.
- b. **Inclusiveness.** In all fundraising, the school should honor the economic diversity of its families.
  - i. All should feel welcome, regardless of the size of their contributions. Entrance charges for events and dues/fees for participation in clubs or other activities should be modest.
  - ii. Every effort will be made to coordinate fundraisers so that they are spread out over the school year in order to avoid placing a burden on families and/or subjecting them to “giving fatigue.”

## SECTION 12. Fundraising Communication

- a. It is important to know and understand something about the organizations and initiatives being undertaken by students and school groups and for fundraising to be centrally coordinated. At the same time, publicity for solicitations of donations or goods should not dominate communication from the school, and should be kept to the minimum necessary.



- b. All fundraising requests must receive approval from either the appropriate Campus Principal or, in the case of PTCA fundraisers, the Executive Director.
- c. Any group using a “Fundraising Friday” or sponsoring a charity drive must make an informative announcement or presentation at a morning meeting and in the Courier to acquaint the members of the school with the project and its goals.
- d. The monthly school calendar will include a listing of all upcoming fundraisers and field trips.
- e. The community bulletin board near the entrance of the campuses can be used to make available information about current and upcoming service initiatives, publicize fundraising events and happenings, and sign up for Fundraising Fridays. The school’s Fundraising Policy and practices will also be posted there.
- f. The use of the Courier, morning announcements, emails, and mailings home for fundraising or solicitation of goods will be limited and must be approved by the Campus Principal.
- g. Any representative of the school (staff, student, or parent/guardian) seeking financial and/or in-kind donations from businesses should first receive approval from the Campus Principal and the Fund Development Chair.

### **SECTION 13. Fundraising Situations Outside of This Policy**

- a. Novel situations involving fundraising will arise, with new ideas and proposals for activities that do not easily fit in an established category.
- b. The Strategy Team of the ANCS Development Committee will make recommendations to the Executive Director regarding any fundraising proposal that is not already covered by this policy. The expectation would be that any new fundraising ideas would replace existing events, rather than be added on to the existing slate of events.

## **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Investment of Funds

## Purpose

This policy outlines the investment of funds and the objectives that must be met when making investment decisions.

## Duration

This policy is temporary and must be renewed yearly.

## Policy

### SECTION 1. Investment Policy

- a. The Director of Business and Operations shall ensure that any investment of state funds is done in accordance with applicable state laws and rules, including the Financial Manual for Local Units of Administration.
- b. The investment of state funds shall be made with judgment and care and not for speculation, but for investment, considering the probable safety of capital and the probable derived income.

### SECTION 2. Investment Objectives

- a. Investment of state funds shall be governed by the following objectives, in order of priority:
  - i. Preservation and safety of principal
  - ii. Liquidity
  - iii. Yield
- b. These objectives will be used to evaluate all investment opportunities and should be matrixed to provide evaluation tools to members of the Board.

### SECTION 3. Investment Management Firm and/or Officer

- a. The Board may determine that it is necessary to contract with an investment management firm that is registered under the appropriate governmental entities to provide for the investment and management of the funds.
- b. Such a contract shall not exceed two years.

### SECTION 4. Discrete Maintenance of Records

- a. The Director of Business and Operations shall ensure that all investments will be maintained in a discrete charter investment account.
- b. The investment account will be separate from any other accounts.

### SECTION 5. Investments

The following investments have received approval by the Governing Board for the 2015–2016 school year:

- a. Certificate of Deposit
- b. Money Market Account



## **Approval**

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# Monthly Financial Statements

See "Annual Operating Budget" on page 62 and "Reporting" on page 98.





# Payroll

## Purpose

This policy outlines the expectations around having a timely and accurate payroll process.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Accurate and Timely Payroll

- a. The Director of Business and Operations shall ensure that school employees are paid accurately and in a timely manner in accordance with applicable laws and rules.
- b. Payroll is processed typically two business days in advance of the payday.

### SECTION 2. How Employees Are Paid

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

### SECTION 3. Paydays

- a. **Exempt Employees.** The paydays for exempt employees shall be on the 5th and 20th.
- b. **Non-exempt Employees.** The paydays for non-exempt employees shall be on the 5th and 20th.
- c. If the day before payday falls on a weekend, checks will be issued as of the Friday before.

### SECTION 4. Withholding of Wages

The Director of Business and Operations 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
- b. The school is authorized to do so by state or federal law
- c. The school has written authorization from the employee to deduct part of the wages for a lawful purpose

### SECTION 5. Georgia Teachers Retirement System

- a. Unless otherwise allowable by law, all teachers at ANCS shall be members of the Georgia Teachers Retirement System and subject to its requirements.
- b. The Director of Business and Operations will ensure that the school complies with all requirements of the Georgia Teachers Retirement System, including making any required contributions.

### SECTION 6. Salaried Payroll Deductions

Attendance and hours worked are kept by the Student Information Specialist at the Elementary Campus and by the Front Office Manager at the Middle Campus. They track available sick leave and personal days and



report to the Director of Business and Operations if a salaried employee has gone past accrued time and a salary deduction is required. See "Benefits Administration" on page 68 for more information.

### SECTION 7. Hourly Payroll

- a. Pay for hourly employees is entered manually by the Director of Business and Operations.
- b. Attendance and hours worked are kept by the Student Information Specialist at the Elementary Campus and by the Front Office Manager at the Middle Campus. They report hours worked for substitute teachers and other hourly employees via email.
- c. Non-salaried positions such as substitutes, Aftercare workers, and tutors, who are paid a daily, hourly, or per-block rate, are paid one pay period in arrears.
- d. All time worked by non-salaried employees will be paid as follows: Time worked from the 1st through the 15th of the month will be paid on the 5th of the following month. Time worked from the 16th through the end of the month will be paid on the 20th of the following month.

### SECTION 8. Final Check

- a. If an employee leaves before the end of their contract period, the Director of Business and Operations will follow the calculation provided in the contract to determine the final check amount.
- b. Final checks can be mailed or direct deposited. Final checks are not available for in-person pickup.

### SECTION 9. Stipends and Bonuses

- a. Stipends will be prorated over the contracted work days and paid current with regular pay.
- b. Bonuses will be paid as one-time, lump-sum payments.

## Resources

See "Benefits Administration" on page 68.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Purchasing and Receiving

## Purpose

This policy outlines how ANCS manages vendor contracts, requests for quotes, and purchasing of supplies and equipment

## Duration

This policy is permanent.

## Policy

### SECTION 1. Vendor Contracts and Purchasing Limits

- a. All completed purchase orders must be signed by the preparer and approved by a Principal or the Executive Director.
- b. All contracts of up to \$50,000 between ANCS and outside parties must be reviewed and approved by the Director of Business and Operations and the Executive Director, and the Executive Director is authorized to enter into any such contract on behalf of ANCS. All contracts or commitments in excess of \$50,000 annually or cumulative contracts or commitments over \$100,000 must be approved by the ANCS Governing Board.

### SECTION 2. Required Solicitation of Quotations from Vendors

- a. Except for purchases qualified under “Special Purchasing Conditions” below, expenditures exceeding \$25,000 for labor, equipment, supplies, or services purchased, leased, or contracted for shall be made only after receiving written quotations from at least three (3) vendors.
- b. Specific selections shall be recommended, via the Principal or Executive Director, to the Director of Business and Operations for approval with written quotations attached for review.
- c. Recommendations shall be based on consideration of all applicable criteria as described under “Evaluation of Alternative Vendors” below.
- d. Solicitations for goods and services (requests for proposals) should provide for all of the following:
  - i. A clear and accurate description of the technical requirements for the material, product or service to be procured. In competitive procurements, such a description shall not contain features that unduly restrict competition.
  - ii. Requirements that the bidder/offerer must fulfill and all other factors to be used in evaluating bids or proposals (see the next section, entitled “Evaluation of Alternative Vendors,” for required criteria).
  - iii. A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards.
  - iv. The specific features of “brand name or equal” descriptions that bidders are required to meet when such items are included in the solicitations.
  - v. Preference, to the extent practicable and economically feasible, for products and services that conserve natural resources, protect the environment, and are energy efficient.
  - vi. A description of the proper format, if any, in which proposals must be submitted.

### SECTION 3. Evaluation of Alternative Vendors

- a. It is the policy of ANCS to request written proposals from at least three (3) vendors for all purchases that will exceed \$25,000. Alternative vendors shall be evaluated in consideration of the following criteria:
  - i. Adequacy of the proposed methodology of the vendor
  - ii. Skill and experience of key personnel
  - iii. Demonstrated company experience
  - iv. Other technical specifications (designated by department requesting proposals)
  - v. Compliance with administrative requirements of the request for proposal (format, due date, etc.)
  - vi. Vendor's financial stability
  - vii. Vendor's demonstrated commitment to the non-profit sector
  - viii. Results of communications with references supplied by vendor
  - ix. Ability/commitment to meeting time deadlines
  - x. Cost
  - xi. Minority- or women-owned business status of vendor
  - xii. Other criteria (to be specified by department requesting proposal)
- b. Not all of the preceding criteria may apply in each purchasing scenario. However, in each situation requiring consideration of alternative vendors, the department responsible for the purchase shall establish the relative importance of each criterion prior to requesting proposals and shall evaluate each proposal on the basis of the criteria and weighting that have been determined.
- c. After a vendor has been selected and approved by the Principal or Executive Director, the final selection shall be approved by the Executive Director prior to entering into a contract.

### SECTION 4. Special Purchasing Conditions

- a. **Emergencies.** Where equipment, materials, parts, and/or services are needed, quotations will not be necessary if the health, welfare, safety, etc., of staff and protection of ANCS property is involved. See "Building Maintenance and Repairs" on page 54.
- b. **Single Distributor/Source.** Where there is only one (1) distributor for merchandise needed and no other product meets the stated needs or specifications, bids will not be necessary.

### SECTION 5. Vendor Payment Requests

- a. All vendor payment requests are to be made using a Purchase/Disbursement Request form.
- b. Complete the form by circling "Check Request" or "Credit Card Transaction."
- c. Indicate the name and address of the payee.
- d. Indicate whether the request is an advance payment or reimbursement by circling the appropriate word.
- e. Provide a full and complete description of the purpose for the payment.
- f. Fill in the total amount of the disbursement request, account/budget to be charged, person requesting payment, and date payment is needed.
- g. Indicate whether the check should be mailed or returned to a specific individual.
- h. Attach supporting documents, such as a quote or proposal from the vendor, online shopping cart of items to be purchased, receipts, or a conference itinerary.
- i. Payees requesting \$500 or more for goods or services must provide a W-9 form.
- j. This form must be attached to the disbursement request form in order for the request to be processed and payment to be issued.

- k. Submit the Purchase/Disbursement Request form to the appropriate budget stakeholder (e.g., Content Coordinator, Principal, Executive Director) for approval and forward the approved form to the Business Office.
- l. Allow two weeks for check processing.

### SECTION 6. Classroom/Office Supplies

- a. Stakeholders may purchase classroom or office supplies within the limit of their available budget allowance.
- b. For budgeting purposes, classroom supplies are those consumable items that are expected to be used up within the school year (e.g., markers, pencils, paper). Instructional materials are learning materials that are expected to be utilized for more than one year (e.g., manipulatives, books, etc.).
- c. Supplies, such as pens, pencils, paper, etc., may be obtained in one of several ways:
  - i. **Middle School Campus.** Staff and teachers may obtain supplies from the central office supply by submitting/emailing a Purchase/Disbursement Request form to the Office Assistant, who maintains an on-hand supply and should be able to fulfill requests on a same- or next-day basis.
  - ii. **Elementary School Campus.** Staff and teachers may submit an approved Purchase/Disbursement Request form to the Business Office Assistant, who will process the order with Staples or Office Depot, usually with a one- to two-day turnaround.
  - iii. Requests must include a printout of the items to be purchased. This can be done by selecting items from the supplier's website, placing them in the online shopping cart, and printing the shopping cart detail.
  - iv. Staff and teachers may purchase/pay for the items themselves and follow the reimbursement process. See "Reimbursement and Disbursement" on page 94.

### SECTION 7. Other Purchases

- a. For purchases other than supplies, a completed Purchase/Disbursement Request form is required.
- b. Circle credit/purchase card transaction or purchase requisition.
- c. Indicate the name and address of the vendor.
- d. Provide a full and complete description of the items/services to be purchased.
- e. Fill in the total amount of the purchase, account/budget to be charged, person requesting purchase, and date items/services are needed.
- f. Attach supporting documents, such as a quote from the vendor, online shopping cart of items to be purchased, or a registration form for a conference.

### SECTION 8. Purchases Exceeding \$500

- a. Purchase requests of \$500 or more for goods or services must include a W-9 form from the vendor.
- b. This form must be attached to the Purchase/Disbursement Request form in order for payment to be issued.
- c. Submit the purchase request form to the appropriate budget stakeholder (e.g., Content Coordinator, Principal, Executive Director) for approval and forward the approved form to the Business Office.
- d. Purchases will usually be processed within a 1- to 2-day turnaround.

### SECTION 9. Middle Campus

- a. Purchases may be made by complying with the above procedure and submitting the request to the Middle Campus Office Manager, who will act as an extension of the Business Office and process the order adhering to the same procedural guidelines and requirements.



- b. Purchases may be made in this manner throughout the year until April 1, at which time all remaining purchase requests are processed through the Business Office to monitor and maintain credit line and for budget availability verification.

### **SECTION 10. Capitalization Policy**

- a. Capital equipment is durable equipment that has a cost that equals or exceeds a certain threshold.
- b. For accounting purposes, ANCS capitalizes assets with a unit cost of \$5,000 or more and that have a useful life of more than one year.

### **SECTION 11. Receiving Process**

- a. Upon receipt of goods, verify that all ordered items have been received and sign and return the packing list or BOL to the Director of Business and Operations.
- b. The Business Assistant will confirm receipt/match the receiving documentation to the invoice prior to issuing payment to the vendor.

## **Resources**

See "Building Maintenance and Repairs" on page 54 and "Reimbursement and Disbursement" on page 94.

See "Capital Assets Accounting" on page 70.

## **Approval**

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]

# Reimbursement and Disbursement

## Purpose

Reimbursement to employees will be allowed for reasonable and necessary expenses incurred in connection with approved travel, activities, and purchases when expenses are within budget allowances, ANCS reimbursement guidelines, supported by required documentation, and when reimbursement has not been or will not be received from other sources.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Required Supporting Documentation

- a. Reimbursement of purchases that employees elect to make out of pocket are subject to the availability of budgeted funds and must be supported by detailed receipts.
- b. It is the responsibility of the employee to retain and submit receipts and supporting documentation for reimbursable school-related expenditures.
- c. All requests must have supporting documentation attached. Undocumented or unreceipted expenditures will not be processed or reimbursed.

### SECTION 2. Non-Profit Tax-Exempt Requirement

- a. ANCS is a 501c non-profit tax-exempt organization. ANCS' tax-exempt status should always be utilized when making school-related purchases or expenditures. **It is the responsibility of the purchaser** to provide the vendor or retailer with the tax exempt information.
- b. The school's tax exempt form and number can be obtained from the Director of Business and Operations or the Office Assistant.
- c. Employees are to provide this information to any vendor or retailer to prevent the vendor from assessing sales tax.
- d. While the amount may seem small for one purchase, over the course of the school year the tax can be significant and quickly adds up when making multiple or large purchases.
- e. **ANCS is not responsible for reimbursing individuals for sales tax.**
- f. Copies of the Purchase/Disbursement Request form can be found in the faculty room or front office. The form may also be accessed through Google Docs and the school's Intranet.

### SECTION 3. Travel Expenses

- a. All business travel on behalf of ANCS outside of the Atlanta metropolitan area must have the prior approval of the Principal or Executive Director.
- b. Travel arrangements should be coordinated through and will be made by the Office Assistant.
- c. Information should be provided to the Office Assistant at least two weeks prior to travel.
- d. Transportation costs, living expenses, and incidental items (such as tips, etc.) may be reimbursable when incurred in the conduct of ANCS business.
- e. First-class air travel is not permitted; only coach or lesser class is permitted and should be arranged well in advance to procure the best price.



- f. Travel insurance is considered a personal matter, and the cost is not reimbursable.
- g. Use of personal automobiles when authorized will be reimbursed at the then-prevailing rate established by federal (IRS) guidelines. The current rate is \$0.55 per mile.
- h. ANCS does not pay for expenses of spouses traveling with a faculty or staff member on school business. A proper separation of travel expenses must be made. Under such circumstances, ANCS will reimburse based on the amount of expense that would have been incurred by the employee traveling alone.
- i. Incidental travel expenses incurred during school travel (such as baggage handling, check-in charges, or tips to porters and bellhops) and that are supported by receipts where applicable may be submitted for reimbursement.
- j. Any individual item of expense requires an original paid receipt.
- k. When employees are traveling together, reimbursable expenses for meals should be paid for and receipted separately.
  - l. Detailed receipts should be submitted for meal reimbursement, and receipts should identify the specific meal or incidental.
- m. Meal costs for food and non-alcoholic beverages are reimbursable.
- n. Amounts reimbursed for meals will be the lesser of the receipt for the meal or incidental or the maximum amount listed below.
- o. Tips and gratuities should not exceed 20% of the pre-tax restaurant charges.
- p. Amounts expended for personal items or services are not reimbursable expenses. Examples of such items are laundry, dry cleaning, valet service, shoe shines, haircuts, newspapers, magazines, personal entertainment, medicines, and toiletries.
- q. Travel-related expenses may not be reimbursed through petty cash funds. All travel-related expenditures must be submitted through the check reimbursement process.
- r. Reimbursement for meals and incidentals are limited to the following daily and meal maximums:

Total	\$50
Continental Breakfast / Breakfast	\$10
Lunch	\$15
Dinner	\$25

**SECTION 4. Entertainment Expenses**

- a. Reimbursable entertainment expenses shall include only those that are necessary in connection with ANCS' business.
- b. The proper amount to be spent is a matter of good judgment in each case and must have prior approval of the Principal or Executive Director.

**SECTION 5. Reimbursement Process**

- a. Reimbursement can occur only if a completed and approved Purchase/Disbursement Request form is submitted, along with original receipts, to the Director of Business and Operations.
- b. Only expenses that have actually been incurred in accordance with ANCS expense reimbursement policy, and that are supported by receipts, should be submitted for reimbursement.
- c. Complete this form in detail:
  - i. Circle or indicate the type of disbursement request (e.g., check request).



- ii. Circle “order” (when requesting items be purchased by the Business Office), “advance payment” (when requesting funds be advanced to the employee for future expenses), or “reimbursement” (for expenses already incurred by the employee).
  - iii. As applicable, list what type of items were/are to be purchased (classroom supplies, instructional materials, etc.).
  - iv. Attach receipts/documentation of the expense.
- d. For travel expenses, also attach documentation of the event/conference/reason for travel.
  - e. All requests must specify which budget is to be charged. Any requests submitted by a teacher will be charged to that teacher’s/team’s classroom budget unless otherwise indicated.
  - f. Teachers working in a content area that has an assigned Content Coordinator should submit their request form to their Content Coordinator for approval. All other faculty and staff should submit their requests to their budget stakeholder, who in most cases will be their Campus Principal, or the Executive Director for approval and then forward the approved Purchase/Disbursement Request form to the Director of Business and Operations for processing.
  - g. If a check request is to be made payable to the budget stakeholder who would normally approve the expense, the stakeholder must obtain the approval of the employee to whom they report, as stakeholders may not authorize payment to themselves.
  - h. Requests without the appropriate budget stakeholder’s approval will not be processed and will be returned to the initiator.

## **SECTION 6. Reimbursement Check Distribution**

Checks are processed in the Business Office biweekly on Fridays and issued that following Monday. Therefore, check requesters should allow two weeks for processing and take this schedule into consideration when planning the timing for submitting their check requests.

## **SECTION 7. Charging Multiple Budgets**

- a. When ordering or requesting reimbursement for purchased items, multiple classroom or department budgets may be charged on the same Purchase/Disbursement Request form if the full reimbursement is to be made payable to one staff member.
- b. However there can be only one payee per check request, so each payee must receipt their purchases separately. For example, if two teachers are shopping together, then each teacher must separate their own classroom items and not combine them on one receipt.
- c. If the items are for separate payees, then there must be two separate receipts. For example, if one teacher is shopping for other departments as well, there may be one check request form submitted with multiple budgets charged, but it is payable only to that one teacher.
- d. Whenever more than one department or program is to be charged on a purchase or reimbursement request, the breakdown of amounts to be charged to each budget area must be clearly listed on the request form, and the stakeholder of each budget to be charged must have initialed by their respective charges on the form to indicate their authorization of the charges to their budget.

## **SECTION 8. Disbursement Requests**

All disbursement requests must have supporting documentation and/or original receipts attached and must be approved by the budget stakeholder before submission to the Business Office.

## **SECTION 9. Request for Reimbursement in Advance**

In cases where an employee anticipates incurring substantial out-of-pocket costs for school-related activities, such as field day, athletic banquets, or out-of-town field trips, the employee may submit a request for an



advance of cash funds to be utilized to cover these expenses.

- a. Checks are processed in the Business Office bi-weekly on Fridays and issued that following Monday. Therefore, check requesters should allow two weeks for processing and take this schedule into consideration when planning the timing for submitting advance check requests.
- b. A completed and approved Purchase/Disbursement Request form is submitted to the Director of Business and Operations, along with a budget of anticipated expenses supporting the amount requested in advance. Complete this form in detail, circling or indicating "advance payment."
- c. The employee must execute an Advance Receipt form when receiving the advance check. In executing the Advance Receipt form, the employee acknowledges that they are required to submit all receipts covering the total amount of the advance and return any cash for which supporting receipts are not provided.
- d. The employee acknowledges their liability for the total amount of advance funds received and that any unreceipted advance funds remaining outstanding 45 days after the conclusion of the activity will be deducted from their pay.
- e. Upon the conclusion of the activity, a completed and approved Purchase/Disbursement Request form, along with original receipts, is submitted to the Director of Business and Operations.
- f. Only expenses that have actually been incurred in accordance with ANCS expense reimbursement policy and that are supported by receipts should be submitted to satisfy the advance check requirement.
- g. Complete this form in detail and in compliance with the general reimbursement procedures.
- h. If the attached receipts are less than the amount advanced, the cash difference should be submitted to the Business Office along with the Purchase/Disbursement Request form.
- i. Once the advance documentation requirements have been received and approved by the Director of Business and Operations, the Advance Receipt form will be marked as "satisfied" and attached to the submitted receipts.

## Resources

Include Purchase/Disbursement Request form

## Approval Dates

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Reporting

## Purpose

This policy governs the mechanisms for preparing and submitting various internal and external financial reports.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Internal Reporting

- a. Detailed expenditure reports are prepared by the Director of Business and Operations and issued monthly to budget stakeholders, Principals, and the Executive Director.
- b. Other reports are prepared for the Executive Director as requested.
- c. A report of annual campaign activity is issued to the Annual Campaign Committee and Fund Development Chair on a monthly basis.

### SECTION 2. Finance Committee and Board

- a. Both detailed and summary financial reports are prepared by the Director of Business and Operations and reviewed with the Finance Committee on a monthly basis. See "Annual Operating Budget" on page 62.
- b. Supplemental reports are prepared for the Finance Committee as requested.
- c. Summary financial reports as approved by the Finance Committee are submitted to the Board for its Board meeting on a monthly basis.

### SECTION 3. External Reporting

- a. **Periodic Reporting.** The Office of the Director of Business and Operations prepares reports and/or provides data in compliance with third-party reporting requirements. Third-party organizations receiving information include but are not limited to financial institutions (banking relationships, LOC, and mortgage holder), insurance providers (employee benefits and commercial liability), governmental agencies (Department of Labor, Department of Education, APS, etc.), Grantors and Foundation Contributors, the school's accounting firm, and the school's audit firm.
- b. **Annual Reporting.** The school's accounting firm is responsible for 1099, W-2, tax return, and 990 reporting. The Business Office is responsible for 1099s. The ANCS payroll processor is responsible for W-2s.
- c. **Audited Financials** are prepared and issued by our external audit firm and are presented and reviewed with our Board of Directors at its September Board meeting each year.

## Resources

See "Annual Operating Budget" on page 62.

## Approval

Policy approval date:

Policy effective date:

Policy review date:



## Policy and Procedures Guide

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[dd mm yyyy]

[dd mm yyyy]

[dd mm yyyy]



# Resolution Designating Financial Institution

See "Financial Resolutions" on page 33 in the Board Governance section.

# System of Internal Controls

## Purpose

This policy outlines the internal controls used to ensure finances are maintained with the highest degree of security.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Budgetary Controls

- a. Department, program, and function budget stakeholders are made aware of the amount of their budget allowance that was included in the final ANCS budget as approved by the Board.
- b. It is the responsibility of each budget stakeholder to monitor their expenditures and ensure that they do not exceed their budget allotment. Each stakeholder should maintain their own records of expenditures and any related receipts.
- c. Stakeholders will receive a monthly expenditure report from the Director of Business and Operations indicating what has been recorded within the financial records, which they should then compare to their records and discuss any noted discrepancies with the Director of Business and Operations.
- d. The Executive Director and Principals should also review and monitor the budgets of their direct report stakeholders and ensure that they are adhering to budget allowances.
- e. The Director of Business and Operations will communicate with the Executive Director and Principals regarding stakeholders exceeding budget allowances.

### SECTION 2. Expenditure Approval

- a. Stakeholders possess a great deal of discretion over the use of funds for classroom supplies (consumables like markers, folders, glue) and instructional materials (books, DVDs, etc.). However, faculty and staff expenditures must be pre-approved by the Executive Director, Principals, or Content Coordinators.
- b. SWAT-submitted expenses are approved by the Director of Business and Operations.
- c. PTCA expenditures must be approved by the PTCA President or Treasurer.
- d. Fund Development expenditures must be approved by the Board Fund Development Chair and Executive Director.
- e. The Executive Director, Director of Business and Operations, Principals, and Assistant Principals may authorize routine purchases and expenditures that are within the approved budget for their areas of responsibility.
- f. For expense reimbursement requests wherein the stakeholder is the submitter and the payee, the stakeholder will need to obtain the approval signature of their immediate supervisor or the Executive Director.
- g. Approvers should approve only purchase or expenditure request forms to which appropriate supporting documentation has been attached. See "Disbursements" on page 77.



### SECTION 3. Business Office Controls – Segregation of Duties

- a. Disbursement requests are pre-approved by stakeholders and their supervisors (see Section 2 above).
- b. Petty cash funds are maintained by Front Office Assistants and petty cash disbursements are approved by budget stakeholders.
- c. Receipts/deposits are prepared and submitted by individuals external to the business office.
- d. All check signers are external to the Business Office.
- e. Payroll is approved by the Executive Director and transmitted to a third-party processor by the school's independent accounting firm.
- f. Bank accounts are reconciled monthly by the school's independent accounting firm.

### SECTION 4. Technology Controls

- a. Passwords are changed periodically.
- b. Financial reporting software applications provide an audit trail of changes to key master files.
- c. Financial software is maintained on a dedicated server.
- d. Backups are performed on the financial database.
- e. A list of accounting system passwords is maintained in a secure location with access available only to the Executive Director and the Director of Business and Operations. The Finance Chair may be granted access on an as-needed basis.

## Resources

See "Disbursements" on page 77.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Vendor and Supplier Conflict of Interest

## Purpose

This policy governs the use of vendors who have a close relationship with decision makers.

## Duration

This policy is permanent.

## Policy

- a. Vendors and contractors (e.g., food service, enrichment program, janitorial service, etc.) who are relatives of any ANCS employee (as defined by the Hiring and Evaluation of Immediate Family Members Policy) should require careful consideration when being considered for providing a paid service to the school. Disclosure of the vendor's relationship should be discussed with the Director of Business and Operations and the Executive Director.
- b. Clear evidence of the advantages of this vendor, if recommended, should be presented to the Board prior to voting to authorize the contract.

## Related Policies:

See "Vendor Contracts and Purchasing Limits" on page 104, "Hiring and Evaluation of Immediate Family Members" on page 264, and "Board Member Conflict of Interest" on page 20.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]





# Vendor Contracts and Purchasing Limits

See "Purchasing and Receiving" on page 90.



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# ANCS Food Service Program

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504 Medical Plan Accommodation .....	106
Federal Programs (Free and Reduced) .....	107
Food Safety Standards Compliance .....	108
Food Service Vendor Management .....	110
Health Inspections .....	111
Kitchen Hygiene .....	112



# 504 Medical Plan Accommodation

## Purpose

This policy governs 504 Medical Plan accommodations for meals.

## Duration

This policy is permanent.

## Policy

504 Medical Plan accommodations are handled on a case-by-case basis. The ANCS Food Service program will attend 504 meetings with the SST Coordinator as needed to ensure appropriate accommodations are put in place.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Federal Programs (Free and Reduced)

## Purpose

This policy governs ANCS' responsibilities under the Federal Free and Reduced Price Meal program.

## Duration

This policy is permanent.

## Policy

The ANCS Food Service program will comply with all applicable laws and regulations governing school food service programs as adopted by the Georgia Department of Education. The Nutrition Director, who reports to the Director of Business and Operations, must follow all state and federal guidelines.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Food Safety Standards Compliance

## Purpose

This policy governs food labeling, HACCP standards, certifications, and logs.

## Duration

This policy is permanent, but it is subject to changes in standard.

## Policy

### SECTION 1. Cleaning Chemicals

- a. Cleaning chemicals must be maintained for the dish machine and compartment sinks.
- b. A vendor must be in place to maintain chemicals and ensure machines are working properly on a regular basis.

### SECTION 2. Food Labeling

- a. ANCS follows a system of food labeling that records the day of the week, the date, and the specific item description for every stored food item.
- b. Food labeling will be in compliance with local health codes and HACCP standards.

### SECTION 3. FIFO

The ANCS Food Service program follows the “First In, First Out” (FIFO) rule, meaning that foods should be used in the order they are delivered. For instance, do not use the newest milk first if you still have two gallons that are good from your last delivery. Food should be properly dated and stored with the new food behind the old on storage shelves.

### SECTION 4. HACCP and State Compliance Audits

- a. ANCS is required to follow a HACCP plan, which is a written document that describes all of the ways in which the procedures that you follow will eliminate any potential problems from a food safety standpoint. For more information, please see [HACCP](#).
- b. ANCS follows the required Georgia Department of Education guidelines for state audits. This audit review ensures ANCS is following the meal plan hazard analysis and is compliant in its procedures.
- c. HACCP standards focus on time and temperature, as most foodborne pathogens are introduced via timer or temperature abuse.
- d. Findings from the daily HACCP readings and the state audit must be reported to the Director of Business and Operations.

### SECTION 5. ServSafe Certification

- a. In order to issue a food service permit, Fulton County requires a ServSafe-certified person on premises at all times that meals are being prepared or served. ANCS complies with this requirement.
- b. Staff should have ServSafe certification upon or within three months of date of hire.
- c. ServSafe certification is not a prerequisite for hire.



### SECTION 6. Temperature Log

- a. As part of HACCP compliance, food temperatures will be taken during meal preparation as well as before and after service to ensure that proper holding and serving temperatures are being met.
- b. When temperatures are found within the danger zone, the food items will not be served until proper temperatures are met.
- c. If proper temperature cannot be met, the food item will be thrown away.
- d. The temperatures will be documented on the Food Temperature Logs for all meals.

## Resources

[Georgia Department of Public Health Rules for Food Service](#)

[Georgia Department of Education Nutrition Program](#)

[HACCP](#)

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Food Service Vendor Management

## Purpose

This policy governs vendor management for the ANCS Food Service program.

## Duration

This policy is permanent.

## Policy

Due to the small size of the food service operation at ANCS, ANCS follows a variation of the procurement standards (called "informal procurement") in place throughout APS.

- a. ANCS does not require formalized bids or Requests for Proposals (RFPs) for any service or contracts with a value less than \$25,000.
- b. For bids over \$25,000, ANCS issues an RFP.
- c. Regardless of dollar amount, ANCS reviews, at minimum, three (3) potential vendors/suppliers for all food service procurements.
- d. An exception to three vendors is procurement of farm-to-table food items. For these vendors, ANCS uses the "Geographic Exception" clause from APS, which allows the school to purchase items that are available only within close geographical proximity to ANCS.

## Resources

See "Vendor and Supplier Conflict of Interest" on page 103 and "Vendor Contracts and Purchasing Limits" on page 104.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Health Inspections

## Purpose

This policy governs the frequency of and expectations for health inspections.

## Duration

This policy is permanent, but it is subject to revision based on changes in the food service code.

## Policy

- a. ANCS is required to comply with Fulton County laws regarding health inspections.
- b. Health inspections occur annually and are unannounced.
- c. The Elementary Campus and Middle Campus are inspected separately.
- d. An “A” grade is required on all health inspections.
- e. Failure to receive an “A” is reported to the Director of Business and Operations, and immediate corrections are required.
- f. If an “A” is not received on the followup health inspection, the report is delivered to the Governing Board for further action.
- g. The inspection certificate shall be posted and available for review.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Kitchen Hygiene

## Purpose

This policy governs expected hygiene in the kitchens of ANCS. This includes glove use, handwashing, kitchen staff personal hygiene, and illness reporting.

## Policy

### SECTION 1. Glove Use

- a. ANCS will supply food-service-quality gloves for use by all food service staff.
- b. The use of cutting gloves is optional but highly recommended.
- c. Glove use protocols will be in place at all times. Protocols will govern the frequency of glove changes and the use of gloves during food service.

### SECTION 2. Handwashing

- a. ANCS will supply handwashing stations as mandated by law.
- b. Food service staff will wash hands following standard protocols.
- c. At no time is hand sanitizer to be used as a substitute for correct handwashing.

### SECTION 3. Personal Hygiene

- a. Food service staff are required to follow the highest standards of personal hygiene.
- b. Any cuts or abrasions are to be covered with brightly colored/high-contrast band-aids.
- c. No jewelry other than simple wedding bands is allowed during prep or service in order to eliminate sources of bacteria and pathogens.

### SECTION 4. Illness Reporting

- a. Food service staff are required to report any illness to the Nutrition Director.
- b. The Nutrition Director will determine whether the staff member is cleared to continue food service work for the duration of the illness.
- c. ANCS reserves the right to ask ill staff to supply a doctor's clearance before returning to work.

## Approval and Review

**Policy approval date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Transportation

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Field Trips .....	114
Transportation Rentals .....	115
Use of Personal Vehicles to Transport Students .....	116



## Field Trips

See "Field Trips" on page 145 for information about field trips, including transportation requirements.



# Transportation Rentals

## Purpose

This policy governs renting buses for student transportation.

## Duration

This policy is permanent.

## Policy

APS has contracts with multiple vendors to provide charter bus service.

1. To request transportation, fill out the Atlanta Public Schools Field Trip Request Form and provide it to the Campus Principal, along with the Field Trip Approval Form. See "Field Trips" on page 145.
2. The APS Transportation Department must receive the paperwork at least two weeks before the date of the trip.
3. The day before the field trip, call the APS Transportation Department at (404) 802-5500 or (404) 802-5512 to confirm.
4. Parents/guardians are prohibited from riding on buses with students unless a special exemption has been requested by a member of ANCS leadership and submitted for approval to APS.

## Resources

See "Field Trips" on page 145.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Use of Personal Vehicles to Transport Students

## Purpose

To provide guidance for when parents/guardians drive small groups of students to/from sports games or field trips.

## Duration

This policy is permanent.

## Policy

- a. Any parent/guardian who wants to transport students to/from sports games or field trips must complete the Adult Transportation of Students by Personal Vehicle to ANCS-Sponsored Activities form.
- b. As part of this form, applicants must provide a copy of their driver's license and a copy of their proof of insurance.
- c. Forms are to be returned to the ANCS staff member organizing the activity, who will review the paperwork and provide it to the Director of Business and Operations to keep on file for the duration of the school year.
- d. No one may transport students in their personal vehicles without submitting the required paperwork and documentation before the start of the event.

## Resources

(This will include a thumbnail and link to the form)

## Approval

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# **Introduction to Student and Family Academic Program Policies**

Following are policies for the Student and Family Academic Program. Policies apply to all students of ANCS.



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# Academic Grading and Curriculum

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Class Size .....	119
Coalition of Essential Schools .....	120
Curriculum .....	122
Gifted Education .....	123
Guiding Principles .....	124
Library Media Center .....	125
Promotion, Retention, and Placement .....	126
Recess .....	129
Reporting System and Reporting of Student Progress .....	131
Student Support Team .....	133



# Class Size

## Purpose

This policy describes the process for establishing class size.

## Duration

This policy is permanent.

## Policy

- a. Class sizes at ANCS are set based upon the recommendation of the Executive Director and approved by the Governing Board of Directors as a part of the school's annual budget. Class sizes are set by grade level in accordance with the relevant sections of the school's charter agreement.
- b. On the rare occasion when an academic situation warrants a class be increased by one student, that decision will be made by the Executive Director and the Campus Principal and reported to the Board at its next regularly scheduled meeting. Under no circumstances is such an increase in class size to occur other than for academic reasons. Such an increase in the size of a class may not go beyond one student unless approved by the Board prior to such action taking place.

## Approval

**Policy approval date:**

10/2004

**Policy effective date:**

10/2004

**Policy review date:**

[dd mm yyyy]



# Coalition of Essential Schools

## Purpose

This policy describes the broad educational philosophy of ANCS.

## Duration

This policy is permanent but subject to change based on changes in standards and curriculum.

## Policy

ANCS is a member of the Coalition of Essential Schools (CES), a national organization of like-minded schools guided by 10 Common Principles. For over 20 years, CES has been at the forefront of creating and sustaining personalized, equitable, and intellectually challenging schools.

### The 10 Common Principles of CES Schools

1. The school should focus on helping young people learn to use their minds well. Schools should not be comprehensive if such a claim is made at the expense of the school's central intellectual purpose.
2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.
3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.
4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the Principal and staff.
5. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching to provoke students to learn how to learn and, thus, to teach themselves.
6. Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation – an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of credits "earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.
7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you, but I expect much of you"), of trust (until abused), and of decency (the values of



fairness, generosity, and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Parents/guardians should be key collaborators and vital members of the school community.

8. The Principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils on the high-school and middle-school levels and 20 or fewer on the elementary level, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided to students in many traditional schools.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

## Resources

[Coalition of Essential Schools](#)

See "Curriculum" on page 122.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Curriculum

## Purpose

This policy governs curriculum at ANCS.

## Duration

This policy is permanent, but it is subject to revision.

## Policy

The scope and sequence of the ANCS curriculum is determined by the school's faculty as guided by the Georgia curricular standards. Decisions about the use of materials to support the teaching of the school's curriculum are made by teachers. Teachers use organizations like YALSA and School Library Journal for assessing grade-level appropriateness of texts and Common Sense Media for films. If through that selection process a teaching team feels there is a compelling reason to use material that is geared for a slightly older audience, then these are the guidelines that are to be followed:

If a teacher or teaching team determines that there is clear and compelling reason to use a text, film, or other media that has a rating or recommended audience that is slightly older than the group of students with whom it will be used, teachers should first seek the approval of their Campus Principal for use of it in class. At that point, the teacher or teaching team must draft a communication to parents/guardians containing the following information:

- Why the text/film/media is being used as a part of the curriculum and how/when it is going to be used
- What specific content comes up in the text/film that will be seen by students and what content will not be seen by students
- Any alternative text/film/media that will be provided for students whose parents/guardians do not grant permission and how that alternative will be used
- A note that the parent/guardian can contact the teacher with any questions or concerns to discuss

This communication must first be reviewed by the Campus Principal before being sent to parents/guardians.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Gifted Education

## Purpose

This policy governs the position ANCS takes on gifted education.

## Duration

This policy is permanent, but it is subject to revision.

## Policy

At this time, ANCS does not offer a formal gifted program approved by the Georgia Department of Education. The needs of learners identified as gifted in a previous school will be met in the regular classroom through teaching guided by the Common Principles of the Coalition of Essential Schools.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Guiding Principles

## Purpose

This policy states ANCS' Guiding Principles.

## Duration

This policy is permanent.

## Policy

At ANCS, our Guiding Principles describe who we are and how we are to behave as members of the ANCS community, as students, and as adults.

We come to school  
and every class  
prepared to learn  
and do our best.

We respect each  
other, our  
surroundings, and  
ourselves.

We take  
responsibility for  
our actions and  
learning.

We resolve conflicts  
in a peaceful,  
thoughtful, and  
meaningful way.

We celebrate our  
individual and  
collective successes.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Library Media Center

See "Technology and Library Media" on page 227.

# Promotion, Retention, and Placement

## Purpose

This policy governs promotion, retention, and placement as it relates to standardized testing at the third- and fifth-grade levels.

## Duration

This policy is subject to yearly review based upon updated standards from the State of Georgia and Atlanta Public Schools.

## Policy

### SECTION 1. Responsibility for Student Promotion Decisions

The recommendation for promotion to the next grade level is the primary responsibility of the faculty of ANCS. When the recommendation is for a student to not proceed to the next grade level based on academic performance, the appropriate faculty members will meet with the parents/guardians of the student to discuss the reasons for the recommendation.

### SECTION 2. Promotion, Retention, and Placement Related to Standardized Testing

- a. In accordance with Georgia State Board of Education Rule 160-4-2-.11 (Promotion, Placement, and Retention), students at ANCS in grades 3, 5, and 8 must demonstrate grade-level proficiency in reading and mathematics, as measured by statewide standardized tests, in order to be promoted to the next grade level.
- b. If this rule is temporarily waived or suspended by the Georgia Department of Education, student promotion will be determined based on the ANCS promotion criteria for all other grade levels.
- c. In an instance where a student does not pass the statewide standardized tests required for promotion in these grade levels, the following procedures will be followed:

Process	
<b>Step 1</b>	The parent/guardian of the student will be notified in writing.
<b>Step 2</b>	If the student passes the specified subtests in a retest administration, the student will be promoted to the next grade level.
<b>Step 3</b>	If the student does not pass the specified subtests in a retest administration, a placement committee meeting will be held within 10 business days of the retest results to determine the placement of the student for the following school year. The parent/guardian of the student will be notified in writing of the time and location of the committee meeting. The placement committee will be comprised of the Principal (or designee), teacher of the student, and the parent/guardian of the student (for students receiving special education services, the IEP team will serve as the placement committee). The placement committee must make a unanimous decision regarding the placement of the student for the following school year.
<b>Step 4</b>	A parent/guardian has the right to appeal the outcome of the placement committee meeting to the ANCS Governing Board of Directors. This appeal must be made to the Chair of the Board in writing within 10 business days of the decision. Within 10 business days of the appeal request, the Board will convene to hear the appeal. At the hearing, faculty members and/or the Principal will also be able to present their recommendation. Following the full hearing, the Board will make a decision on the appeal and notify the parent/guardian in writing within 10 business days. The

Process	
	Board's decision is the final decision of the school.
<b>Step 5</b>	Copies of all correspondence concerning this matter will be placed in the student's permanent record folder.

### SECTION 3. Process for Student Recommended as Not Ready for Promotion

Process	
<b>Step 1</b>	If this is the first year the student has been recommended as not being ready for promotion, the parents/guardians will make the final decision as to the student's placement for the following year.
<b>Step 2</b>	If this is the second year the student has been recommended as not being ready for promotion, the faculty's recommendation will be the final decision as to the student's placement for the following year.
<b>Step 3</b>	A parent/guardian has the right to appeal the promotion decision to the ANCS Governing Board of Directors. This appeal must be made to the Chair of the Board in writing within 10 business days of the decision. Within 10 working days of the appeal, the Board will convene to hear the appeal. At the hearing, faculty members and/or the Principal will also be able to present their recommendation. Following the full hearing, the Board will make a decision on the appeal. The Board's decision is the final decision of the school.

### SECTION 4. Student Promotion Criteria In Grades 6-8

In preparation for the transition to high school, the criteria below are used in grades 6-8 to guide decisions about when a student is ready to move to the next grade level. Note: These criteria are guidelines and are not requirements for promotion.

**To move from 6th grade to 7th grade, each ANCS student should demonstrate academic competency as measured by the following criteria:**

- Successful completion of a student work portfolio containing at least one piece of work that meets the standards for each Performance Area and the public exhibition of this portfolio at the end of the 6th-grade year.
- A passing overall grade (Just Beginning or better) in each class for at least two of the three academic terms in the 6th-grade year.

**To move from 7th grade to 8th grade, each ANCS student should demonstrate academic competency as measured by the following criteria:**

- Successful completion of a student work portfolio containing at least one piece of work that meets the standards for each Performance Area and the public exhibition of this portfolio at the end of the 7th-grade year.
- A passing overall grade (Just Beginning or better) in each class for at least two of the three academic terms in the 7th-grade year.
- A passing score on the Reading/ELA and Math Georgia Milestones Tests at the end of the 7th-grade year.





**To move from 8th grade to high school, each ANCS student should demonstrate academic competency as measured by the following criteria:**

- Successful completion of a student work portfolio containing at least one piece of work that meets the standards for each Performance Area.
- Meeting the standards on the 8th-grade portfolio exhibition.
- A passing overall grade (Just Beginning or better) in each class for at least two of the three academic terms in the 8th-grade year (including a passing overall grade in each class for the final academic term of the year).
- A passing score on the Reading/ELA and Math Georgia Milestones Tests at the end of the 8th-grade year.

If a student reaches the end of a school year and has not yet met the criteria for promotion to the next grade level, the student’s advisor—in consultation with the Principal, student, student’s family, and any appropriate teachers or staff members—will develop a personalized plan for the student to complete to demonstrate his/her readiness for the next grade level. This plan must be approved by the Middle Campus Principal.

Note: Students with an IEP may have modifications to these criteria as determined by the Special Education Coordinator and/or as a part of an IEP.

### **SECTION 5. Promotion of More Than One Grade Level**

In rare circumstances, a student may be recommended to move more than one grade level, commonly referred to as “skipping” a grade. The decision to promote a student more than one grade level is taken on a case-by-case basis in consultation with the Executive Director, Principal, student, student’s family, and any appropriate teachers or staff members.

## **Resources**

[Georgia State Board of Education Rule 160-4-2-.11](#)

## **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Recess

## Purpose

The benefits of recess for children have been widely reported. Recess improves students' physical, mental, and emotional health, and it enhances their learning opportunities. This policy outlines the way recess is handled at ANCS.

At ANCS, recess is defined as a scheduled time during the school day that provides students the opportunity to take a break from their class work, engage in social play with their peers, and participate in unstructured and/or guided activities under the supervision of school faculty members.

## Duration

This policy is permanent and subject to yearly revision by the ANCS Governing Board.

## Policy

ANCS recognizes the importance of the benefits of recess and considers it an essential part of its school day. However, there are times when, within appropriate guidelines, it is within a teacher's or staff member's discretion to restrict a student's recess privileges.

### SECTION 1. Behavior Issues Related to Participating in Recess

- a. Under certain circumstances, in the professional judgment of a faculty or staff member, it may be appropriate for a student to be kept from recess as a part of a disciplinary consequence. Specific examples of behavioral incidents that could result in recess restriction (social play) include but are not limited to the following:
  - i. Attempting to or threatening to cause physical harm to another
  - ii. Fighting
  - iii. Engaging in, or attempting to engage in, a verbal altercation
  - iv. Disrespectful conduct toward a staff member or another student
  - v. Use of profanity
  - vi. Unsafe behavior during recess (rough play, throwing objects such as stones or sticks, and deliberate acts that could harm others)
  - vii. Consistent disruptions during instructional time; intentional off-task behavior that resulted in a significant amount of loss instructional time
- b. Some actions listed above may be coupled with additional consequences (Assistant Principal referral) along with a recess restriction as determined by a teacher and school administrators.

### SECTION 2. Academic Issues Related to Participating in Recess

- a. There may be isolated instances that warrant a teacher keeping a student from a portion of recess for academic assistance. Whenever possible, other venues for academic assistance will be sought to avoid keeping a student from recess.
- b. It is the expectation that all teachers maintain open lines of communication regarding students' academic and behavioral performance. Therefore, if a student is kept from recess for any amount of time on more than one occasion, the parent/guardian will be notified regarding the matter by the teacher or advisor.



**SECTION 3. Physical Activity During a Recess Restriction for Behavioral Incidents**

Efforts will be made to encourage a student who has had a recess restriction for a behavior infraction to be permitted an alternative physical movement opportunity (walking or running laps, jumping jacks, jump rope, etc.).

**SECTION 4. Restrictions to the Policy**

Recess is not to be withheld for a whole class, nor is the duration to be the entire period of recess.

**Resources**

See "Campus and Student Discipline" on page 148.

**Approval**

**Policy approval date:**  
02/19/2013

**Policy effective date:**  
02/19/2013

**Policy review date:**  
[dd mm yyyy]

# Reporting System and Reporting of Student Progress

## Purpose

This policy governs the systems used and expectation for the reporting of student progress.

## Duration

This policy is subject to yearly revision.

## Policy

While teachers use data from student assessments daily, several reporting structures exist at ANCS to afford students and families frequent opportunity to reflect upon student performance information in order to grow as learners. These structures include the following:

### SECTION 1. Weekly Communication Folders (grades K-5)

Each week, a communication folder is sent home to parents/guardians containing updates on student performance and classroom initiatives. Often, additional home enrichment materials are included, as well as suggestions on how parents/guardians can collaborate with teachers in supporting their child.

### SECTION 2. Advisor Progress Reports (grades 6-8)

- a. At the midway point of each academic term, each student receives a progress report from his/her advisor.
- b. These reports give feedback on a student's development of his/her habits of learning and provide current grades for each class with comments from the student's advisor.
- c. Advisors may send out a "warning" report between these regular reporting periods for any students in their advisories who have been flagged for academic and/or behavioral concerns.

### SECTION 3. End-of-Term Reports

- a. Three times a year, students and families in all grades receive end-of-term reports.
- b. The end-of-term report provides academic and related information on a student so that support and attention may be enhanced, maintained, or altered to help the student achieve maximum growth and learning.
- c. These reports provide a detailed picture of a student's performance in each subject area or class by featuring a narrative that describes the student's skills and habits relative to the standards for the course.

### SECTION 4. Conferences

- a. **Grades K-5:** A meeting with the teacher and family—and, where appropriate, student—takes place following the distribution of end-of-term reports in the fall to provide a place for further discussion of student progress.
- b. **Grades 6-8:** Each student leads a conference in the fall with his/her parents/guardians and advisor to reflect upon performance so far in the school year and set learning goals for the remainder of the year. Another conference is held in the spring to review the student's progress toward his/her learning goals.



- c. In addition to these conferences, teachers or parents/guardians may request a conference at other times throughout the school year as needed.

### **SECTION 5. Portfolio Presentations**

Students at all grade levels present and reflect upon their learning through a public exhibition of their work at various points throughout the school year.

### **SECTION 6. Standardized Test Score Reports**

- a. Student assessment score reports on statewide standardized tests will be distributed to families following their arrival to the school.
- b. The score reports will be accompanied by a cover letter that further explains the tests and a guide to interpreting the score reports.

### **SECTION 7. Grading**

- a. ANCS does not use numbers, ranks, or traditional A-F grades.
- b. Performance standards for student work are determined by the ANCS faculty and are available from a student's teacher.
- c. Student academic performance is documented in relation to a student's progress toward the standards for each performance area at each grade level using the following terminology:
  - i. Grades K-5:
    - D = Does not meet standard
    - P = Progressing to the standard
    - M = Meeting the standard
    - E = Exceeding the standard
  - ii. Grades 6-8:
    - Exceeding the standards
    - Meeting the standards
    - Approaching the standards
    - Just beginning toward the standards
    - Not yet moving toward the standards

## **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Student Support Team

## Purpose

This policy relates to support actions for students who experience academic difficulties.

## Duration

This policy is permanent.

## Policy

In compliance with [Georgia State Board Rule 160-4-2.32](#), ANCS uses the Student Support Team (SST) process to address consistent academic and/or behavioral concerns of students in grades K-8.

See "Student Support Team (SST)" on page 226.

## Resources

Georgia State Board Rule 160-4-2.32: [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/SST%20Rule\\_Eff%2010-5-00.pdf](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/SST%20Rule_Eff%2010-5-00.pdf)

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# Athletics and Activities

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Athletic League Involvement .....	135
Before- and After-School Activities .....	136
Chaperone Duties and Responsibilities .....	138
Club and Extracurricular Programs .....	141
Enrichment Program .....	144
Field Trips .....	145
Participation in Athletics .....	146



# Athletic League Involvement

## Purpose

This policy describes ANCS involvement in athletic leagues.

## Duration

This policy is temporary and subject to yearly review.

## Policy

- a. The Middle Campus Principal, in consultation with the Athletic Director, may choose to enroll ANCS in a citywide athletic league open to charter schools.
- b. Alternatively, if APS opens athletic competition to charter schools under APS jurisdiction, the Middle Campus Principal and Athletic Director may choose to participate in the APS league or continue involvement with a charter school league.
- c. The Middle Campus Principal and Athletic Director will make all determinations about which sports offered by the league ANCS will participate in.
- d. All league fees not directly paid for by participation dues from athletes must be accounted for in the annual operating budget.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Before- and After-School Activities

## Purpose

This policy governs offerings that ANCS has for before- and after-school activities.

## Duration

This policy is permanent, but it is subject to revision.

## Policy

### SECTION 1. Before-School Activities

ANCS does not offer activities prior to the start of the school day.

### SECTION 2. After-School Enrichment Program Offerings

- a. The Enrichment Program is offered on a fee basis. Fees are determined by the Director of Business and Operations and the Campus Principal.
- b. The Enrichment Program is offered three times per year in conjunction with grading terms.
- c. Enrichment classes are 8 weeks long with most classes offered once per week.
- d. The majority of enrichment classes are taught by ANCS staff, but the Director of Business and Operations and the Campus Principal may, at their discretion, engage the services of an outside company to provide enrichment classes. Both staff and outside companies must meet the following requirements:
  - i. Completion of an official Proposal for Services form.
  - ii. Submitting the form to the Director of Business and Operations and the Campus Principal. The instructor will be notified if their proposal is accepted within one week.
  - iii. Outside instructors are required to pass a background check and submit a certificate of liability insurance coverage naming ANCS as an additional insured.
- e. Instructors (both outside and staff) are paid \$80 per student for the 8-week period.
- f. ANCS retains 10 percent of all enrichment fees to cover costs of administering the program.

### SECTION 3. Signing Up and Parent/Guardian Payment for After-School Enrichment Programs

- a. A notice listing the enrichment class offerings is sent home via hard copy, put into the Courier, and placed on the ANCS website.
- b. The deadline for submitting an application is stated in all publications and on the application form itself.
- c. Signups are first-come, first-served.
- d. Payment is expected at the time of application, and all payments are to be made to ANCS, not to individual instructors.
- e. Once applications are received, they are forwarded to the applicable instructor.
- f. Instructors have discretion over whether they will maintain a waiting list for their program.
- g. There are no refunds issued for enrichment classes.
- h. Individual instructors have discretion over whether they will offer scholarships for their class. The application form has information about scholarship availability.



### SECTION 4. Discipline and Enrichment Class Attendance

- a. Students who have stayed home due to illness should not attend enrichment classes.
- b. Individual instructors will determine expected student behavior and consequences for not behaving as expected. The ANCS Student Discipline Policy is in force at all times, even if outside instructors are providing an enrichment class. See "Student Discipline" on page 153.

### SECTION 5. Aftercare

- a. Aftercare is a separate program from the Enrichment Program. Aftercare is offered each day from the end of school until 6 p.m.
- b. Activities in Aftercare vary by day and weather.
- c. Students in Aftercare will receive a snack provided by the program.
- d. The fee for Aftercare is set by the Aftercare Director and is clearly communicated at the beginning of each school year.
- e. The fee is a daily rate and is not prorated based upon how long a student is in Aftercare on any given day.
- f. Aftercare fees must be paid in advance and in a timely manner. Families seeking scholarships to assist with payment for Aftercare should speak with the Aftercare Director.
- g. Aftercare fees are paid to ANCS.
- h. The fee for late pickups is set by the Aftercare Director and is clearly communicated at the beginning of each school year.
- i. Parents/guardians are prohibited from volunteering at Aftercare.
- j. Questions about Aftercare should be directed to the Aftercare Director.
- k. On early dismissal days, Aftercare is available at half-price from the early dismissal time if students are picked up by the regular dismissal time. Students who stay past the regular dismissal time will be assessed the regular Aftercare daily rate.

## Resources

Proposal for Services form

See "Official School Year, Day, and Calendar" on page 177.

See "Financial Obligations" on page 190.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Chaperone Duties and Responsibilities

## Purpose

The purpose of a chaperone is to keep order and see to the safety and conduct of those students involved in a school event. Chaperones for all activities agree to adhere to the procedures set out below. It is expected that all chaperones read and become familiar with the duties and responsibilities of chaperones as set forth in this document. Chaperones must also complete the Volunteer Application form prior to serving as a chaperone.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Staff Responsibilities and Procedures Related to Chaperones

- a. When a staff member who is responsible for a school-sponsored trip determines the need for chaperones, he/she will be responsible for obtaining the appropriate number of chaperones.
- b. There should be at least one chaperone per 15-20 students. Conditions relating to the students and the activity may necessitate additional chaperones.
- c. Staff should confirm the chaperone(s). They will be approved based on the Volunteer Application submitted by each chaperone.
- d. The staff member in charge of each particular event where chaperones are needed will provide the Executive Director, Campus Principal, or Athletic Director (as applicable) a list of chaperones at least two weeks in advance of the scheduled activity.
- e. Staff member(s) in charge of chaperones shall conduct a briefing for all chaperones in advance of each event at which the chaperone shall serve.
- f. Chaperones shall be made aware of the Code of Conduct and emergency procedures.

### SECTION 2. Chaperone Roles and Responsibilities

- a. Chaperone briefings shall be conducted in advance of each event at which Chaperone's serve. It is mandatory for each chaperone to attend such briefing(s). Briefings may be done via email message with complete details. The briefing shall consist of at least the following:
  - i. The exact specifics of the trip, including programs and educational experiences
  - ii. The time of departure, planned route, and expected time of return
  - iii. Planned procedures to follow in case of emergency or another unusual circumstance that could occur
  - iv. Any special needs of any students
  - v. Overview of the role and responsibilities of chaperones
- b. Chaperones are considered mandatory reporters and must have completed the training video, which is available on the ANCS website, prior to performing chaperone duties. See "Mandated Reporters" on page 214.

### SECTION 3. Chaperone and Staff Responsibilities

Chaperones and staff shall abide by the following throughout the time they serve as chaperones. Chaperones shall:

- a. Follow the direction of the teacher(s)/advisor(s), Executive Director, or Principal designee, and bring disciplinary issues to the attention of a staff member.
- b. Ride to and from the area of destination with the students in the same means of transportation provided for the students, unless prior approval has been given by the Campus Principal or Athletic Director.
- c. Carry a list of students and their home phone numbers for the students they are responsible for supervising and any special needs of any students, including responsibility for prescription medications.
- d. Watch carefully for student valuables and check the buses thoroughly (whenever students disembark) so as to avoid leaving behind students' personal belongings. Chaperones will not be held responsible for student belongings that are lost during a trip or event.
- e. Be responsible for the safety and assistance of those students who are assigned to their charge and be aware of their whereabouts at all times. Chaperones shall also conduct a head count and/or roll call of passengers prior to any bus departure.
- f. Immediately advise the Executive Director/Principal/Principal designee in charge of the activity of any intervening circumstances that would prevent a student from being transported back to campus. Arrangements will then be made for a representative of the school to remain with the student until the student has been delivered to his/her parent or legal guardian.
- g. Complete the Volunteer Application and sign the Student Privacy and Confidentiality Agreement for school volunteers.
- h. Abstain from the use of alcohol and illegal drugs during the entire trip.
  - i. Abstain from the use of tobacco in the presence of students.
  - j. Model appropriate verbal and physical conduct while serving as a chaperone and while present on school premises or at school activities.
  - k. Refrain from transferring their role to another person during the time they are responsible for the supervision of students.
    - l. Have their services for the school-related trip terminated immediately in the event that they violate any of the above stipulations.
- m. Attend to the needs of students outside of their supervision assignment in the event of an emergency or if asked to do so by the teacher(s)/advisor(s) or Principal/designee.

#### **SECTION 4. Overnight Trip Guidelines**

In addition to the guidelines above, on overnight trips, ANCS requires the following:

- a. Having at least one chaperone for every 15 students. If the trip is co-ed, then at least one male and female adult must accompany the group.
- b. In the event a chaperone is unable to fulfill their responsibilities, the staff member in charge will reassign the responsibilities as appropriate.
- c. In the event the staff member in charge is unable to fulfill their responsibilities, he/she will designate one of the other chaperones (must be a certified school employee) as the person in charge. If there are no other certified chaperones, the staff member in charge will contact his/her respective Principal or Athletic Director (as appropriate) for further direction. In the event it is impossible for the staff member in charge to function, one of the other chaperones will call the respective building Principal or Athletic Director, as appropriate, for further direction.
- d. At the conclusion of the trip, it is desirable for the staff member (teacher/coach) in charge and other chaperones to "recap" the trip and note any information for subsequent planning.
- e. Chaperones and staff members will not have inappropriate verbal or physical interactions with students or with each other. Chaperones and staff members are assigned a room and must sleep in that room so that students or other chaperones can contact them in case of an emergency or change in trip itinerary.



### Resources

See "Use of Personal Vehicles to Transport Students" on page 116 for information related to chaperones driving for field trips.

See "Mandated Reporter Training for Volunteers" on page 166.

See "Mandated Reporters" on page 214.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Club and Extracurricular Programs

## Purpose

The purpose of this policy is to provide guidelines for students to form and participate in clubs while preserving the educational environment of the school.

## Duration

This policy is permanent.

## Policy

It is the policy of the ANCS Governing Board to promote and advance school clubs that enrich the education and lives of students.

The Board also desires to allow students opportunities to organize supervised non-curricular clubs.

### SECTION 1. Non-curricular Student Clubs

- a. Defined as organizations that are not directly related to the curriculum and that are initiated and operated by students enrolled in the school, open to all students in the school, and at which attendance is completely voluntary.
- b. Non-curricular student clubs are operated with the permission of school authorities but are not sponsored by the school.
- c. Non-curricular student clubs are operated under the close supervision of a faculty supervisor.

### SECTION 2. Formation of a Non-curricular Student Club

- a. Students wishing to charter non-curricular clubs must submit to the Principal appropriate documentation that provides the following information about the club:
  - i. Name, purpose, and objectives of the club
  - ii. The types of activities in which club members may be engaged
  - iii. When the club anticipates holding regular meetings
  - iv. Any materials the club plans to use to solicit membership or inform others of the club's existence
- b. Limitations upon the group's/club's actions include:
  - i. Action or advocacy of imminent action that violates the law or administrative rule; this prohibition shall not apply to appropriate discussions concerning the changing of laws or rules, or actions taken through appropriate channels or procedures to effectuate such changes.
  - ii. Advocacy or approval of sexual activity outside of marriage, or presentations in violation of laws or regulations governing sex education or privacy rights of families or individuals. [Just to confirm, should this language be in here?]
  - iii. Action or advocacy of imminent action involving the harassment or the denigration of persons based upon race, religion, national origin, gender, sexual orientation, disability, or other status-linked characteristics.
  - iv. Action or advocacy of imminent action with the intent to cause a person to fear to freely exercise or enjoy any right secured by the Constitution or laws of the United States or the state of Georgia.

- v. Presentation or discussion of information relating to the use of contraceptive devices or substances, regardless of whether the use is for purposes of contraception, without the prior written, informed consent of the parent(s) or legal guardian(s) of those students participating in the discussion.
- c. In order to assign faculty supervisors, non-curricular student clubs must have the documentation submitted to the school's administration by September 15 to be considered for a second-semester charter and by January 15 to be considered for a first-semester charter for the following school year.

### **SECTION 3. Club Meetings**

- a. Meetings shall take place only during non-instructional time established by the school administration. A faculty member shall be present.
- b. All meetings shall be student-initiated and open to all students in the school. Student attendance at any meeting shall be completely voluntary.
- c. Non-curricular student groups may invite non-school persons to attend their meetings only upon notification of the school's Principal. Non-school persons may not direct, conduct, control, or regularly attend activities of the group. Non-school persons must follow the school's established procedure for allowing non-school persons on campus, including registration procedures. The school reserves the right to limit the attendance of non-school persons if applied consistently for all student groups.
- d. School administration shall determine the equal access of all non-curricular student groups to only the community bulletin board.
- e. No unlawful conduct can occur at a meeting.
- f. The group will not compromise or interfere with ANCS authority to:
  - i. Maintain order and discipline on school premises.
  - ii. Protect the well-being of students and employees.
  - iii. Ensure that attendance at meetings is voluntary.

### **SECTION 4. Club Names**

- a. The Principal shall specifically approve the name of the club to ensure that:
  - i. The name reasonably reflects the nature, purpose, and activities of the club; and
  - ii. The club name would not result in undue disruptions of school operations, subject students to harassment or persecution, or imply inappropriate association with outside organizations or groups.
- b. Students denied access may appeal the Principal's decision to the Governing Board. Students must file a written notice of appeal with the Executive Director within 10 days of the date of denial by the Principal.
- c. The Board will review the evidence submitted to the Executive Director and the written determination of the Principal. The Board's written decision will be issued within 30 days of receipt of the student's written notice of appeal.

### **SECTION 5. Club Restrictions**

- a. The school, its agents, and employees will not:
  - i. Influence the form or content of any prayer or other religious activity;
  - ii. Require any person to participate in prayer or other religious activity;
  - iii. Expend public funds beyond incidental costs for student-initiated costs;
  - iv. Compel any employee to supervise meetings to which he/she objects; or
  - v. Impose a minimum size limit on student meetings.



- b. The school administration shall set the time and place for all recognized non-curricular student club meetings.
- c. School employees who supervise student club meetings must report to the school administration any violations of this policy.
- d. Student clubs that have been found to be in violation of this policy shall be dissolved and will not be allowed to re-petition for reinstatement until the next school year.
- e. Each school office shall maintain on file all currently approved club applications.
- f. Participation in any school club (curricular or non-curricular) will require documented proof of parental permission.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]





# Enrichment Program

See "Before- and After-School Activities" on page 136.



# Field Trips

## Purpose

This policy outlines planning for and participation in field trips.

## Duration

This policy is permanent, but it is subject to revision.

## Policy

ANCS recognizes the value of field trips to the educational experience of students. All field trips must be approved by the Principal according to procedures developed at each campus.

### SECTION 1. Field Trip Planning and Organization

- a. Field trip organizers must complete the Field Trip Packet, which includes the bus form and request for a field trip.
- b. The packet must be submitted to the Campus Principal at least three weeks in advance of the trip date.
- c. Failure to submit the packet on time will result in not having a bus scheduled for the field trip.
- d. If chaperones will be needed, they must be listed on the bus request form by name.
- e. In accordance with APS policy, all field trips must return to school by 2 p.m.

### SECTION 2. Field Trip Fees and Student Participation

- a. No student shall be barred because of lack of funds from participating in trips planned as part of the general instructional program that occur during the school day. All requests for financial participation in such field trips shall be optional and shall in no way affect a student's ability to participate.
- b. Fees may be required for participation in excursions planned as enrichment activities outside of the regular school day; however, reasonable efforts shall be made to raise funds to assist students who are not able to pay the fees due to financial hardship. Any such fundraising efforts shall comply with the school's "Fund Development, Fundraising, and the Annual Campaign" on page 81.

The Executive Director is authorized to develop procedures to implement this policy.

## Resources

See "Fund Development, Fundraising, and the Annual Campaign" on page 81.

See "Family Financial Obligations" on page 78.

See "Chaperone Duties and Responsibilities" on page 138.

## Approval

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
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**Policy review date:**  
[dd mm yyyy]

# Participation in Athletics

## Purpose

This policy governs student participation in athletics.

## Duration

This policy is permanent, but it is subject to revision.

## Policy

### SECTION 1. Student Requirements for Participation in Athletics

- a. Students must try out for the sport following the schedule as presented by the particular coach. There are no guaranteed spots, and eligibility does not roll over from year to year.
- b. In order for a student to participate in athletics, they must meet the following requirements:
  - i. Be in good academic standing with all their teachers.
  - ii. Complete all in-school and out-of-school assignments.
  - iii. Behave in accordance with the Guiding Principles.
- c. Students and their parent/guardian must complete all required paperwork:
  - i. Complete a contract for each sport participated in.
  - ii. Complete a doctor's physical using the approved physical form. The physical is valid for one year and remains on file for students participating in multiple sports.

### SECTION 2. Fees for Participation in Athletics

- a. Fees for each sport are set by the league.
- b. Fees may include the following:
  - i. Transportation (if buses will be provided)
  - ii. Food before games
  - iii. Snacks
- c. Uniform costs are independent of league fees, although they may be combined with the league fees for convenience.
- d. All fees are payable to ANCS.
- e. Limited scholarships are available, as are payment plans. Questions about payments and scholarships are to be addressed to the Athletic Director.

### SECTION 3. Supervision of Student Athletes

- a. Designated coaches will supervise students at all times.
- b. If coaches are unable to provide supervision due to an emergency, they will name another staff member, the Athletic Director, or the Campus Principal to provide temporary supervision.
- c. Chaperones and team sponsors may provide temporary supervision ONLY if they have completed required training (concussions, etc.) and mandatory reporter training.



### **SECTION 4. Transportation to Practices and Games**

- a. It is the responsibility of parents/guardians to transport their student to practices.
- b. Some sports also require transportation to games, as APS buses are not guaranteed.
- c. ANCS may provide a system of collaboration for parents/guardians to carpool to practices or games, but any parents/guardians participating in carpools do so at their own risk and discretion.

### **SECTION 5. Recognition of Student Athletes**

- a. Students participating in a sport for a minimum of two years will earn a letterman jacket. Jackets are paid for by parents/guardians but are ordered through the school.
- b. Each sport is encouraged to hold an awards banquet.
- c. The Athletic Director may upon their discretion hold a seasonal sports banquet honoring athletes from multiple sports.

## **Resources**

See "Use of Personal Vehicles to Transport Students" on page 116.

See "Financial Obligations" on page 190.

See "Chaperone Duties and Responsibilities" on page 138.

## **Approval**

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# Campus and Student Discipline

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Due Process Procedures .....	149
Seclusion and Restraint .....	150
Student Discipline .....	153
Student Dress Code .....	161
Student Technology Use .....	163



# Due Process Procedures

See "Student Discipline" on page 153 for procedures related to due process.

# Seclusion and Restraint

## Purpose

This policy governs the use of seclusion and restraint at ANCS.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Scope of this Policy

- a. This regulation applies to all employees and consultants providing services to students at ANCS.
- b. No ANCS employee or consultant shall use seclusion, prone restraint, mechanical restraint, or chemical restraint on any ANCS student under any circumstances.
- c. Nothing in this policy shall be construed to interfere with an employee's authority to:
  - i. Implement any classroom management technique or approach, including a student's removal from the classroom;
  - ii. Take appropriate action to diffuse a student fight or altercation;
  - iii. Use his or her discretion to take necessary actions to protect students or others from imminent harm or bodily injury; or
  - iv. Seek assistance from law enforcement and/or emergency medical personnel.

### SECTION 2. Physical Restraint

- a. Physical restraint may be used only in limited circumstances in which a student exhibits behaviors that place the student or others in imminent harm and the student is not responsive to verbal directives or less intensive de-escalation techniques.
- b. Preventive measures should be utilized routinely to reduce the potential need for restraint.
- c. Staff should become familiar with precursors to dangerous behavior and implement less intrusive procedures when they occur.
- d. Physical restraint should not be used:
  - i. as a form of discipline or punishment;
  - ii. when the student cannot be safely restrained; and
  - iii. when the use of the intervention would not be appropriate due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
- e. All physical restraint must be immediately terminated when the student is no longer an immediate danger to him- or herself or others, or if the student is observed to be in severe distress.
- f. Whenever possible, all physical restraints should be observed and monitored by another adult to ensure student and staff safety.
- g. Whenever possible in the instance of physically restraining a student, a staff member trained in the use of physical restraint will do so. In situations when a trained staff member is not present but a student must be physically restrained in accordance with this policy, the student may be restrained. In such situations, individuals present should be directed to summon trained staff and/or seek assistance as quickly as possible.



- h. At least three staff members at each campus will have training in physical restraint each school year. The Principal will maintain records of such training.

### SECTION 3. Documentation

The use of physical restraint will be documented by staff participating in or supervising the restraint for each student in each instance in which the student is restrained. The physical restraint record shall include the following information:

- Date
- Student's name
- Location of restraint
- Precipitating behavior/incident
- Observations of student's behavior and physical status during the restraint
- Injuries to the student or staff
- Total time spent in restraint
- Staff participating in the restraint
- Staff signatures

### SECTION 4. Parental Notification

- a. Parents/guardians shall be informed within one (1) school day when a physical restraint is used and shall be provided a copy of the completed Restraint Incident Report Form (or equivalent) at that time.
- b. The Principal or his/her designee shall also immediately inform parents/guardians when students are removed from the school setting by emergency medical or law enforcement personnel.

### SECTION 5. Definitions

**Chemical restraint** – Any medication that is used to control behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student's medical or psychiatric condition.

**Mechanical restraint** – The use of any device or material attached to or adjacent to a student's body that is intended to restrict the normal freedom of movement and that cannot be easily removed by the student. The term does not include an adaptive or protective device recommended by a physician or therapist when used as recommended by the physician or therapist to promote normative body positioning and physical functioning, and/or to prevent self-injurious behavior. The term also does not include seatbelts and other safety equipment when used to secure students during transportation.

**Physical restraint** – Direct physical contact from an adult that prevents or significantly restricts a student's movement. The term physical restraint does not include prone restraint, mechanical restraint, or chemical restraint. Additionally, physical restraint does not include providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.

**Prone restraint** – A specific type of restraint in which a student is intentionally placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position.

**Seclusion** – A procedure that isolates and confines the student in a separate area until he or she is no longer an immediate danger to himself/herself or others. The seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion may also be referred to as monitored seclusion, seclusion timeout, or isolated timeout. Seclusion does not include situations in which a staff member trained in the use





of de-escalation techniques or restraint is physically present in the same unlocked room as the student, in-school suspension, detention, or a student-requested break in a different location in the room or in a separate room.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Student Discipline

## Purpose

At ANCS, we believe that a meaningful and positive learning environment is best nurtured with a fair and explicit Code of Conduct. We also understand that learning often involves making mistakes. There are times when students behave in ways that go against our Guiding Principles and make it difficult for teaching and learning to take place. In these situations, we believe students need to be made aware of their behavior and given opportunities to make different, more thoughtful choices.

**To this end, ANCS' Code of Conduct and discipline system aims to:**

1. Help students acquire the appropriate academic behaviors that enable them to be successful learners and citizens of the world.
2. Facilitate a meta-cognitive process that enables students to make thoughtful decisions that lead to positive outcomes for the student, ANCS, and the greater community.
3. Facilitate conversations between staff members, students, and their families about student behavior in a way that builds positive relationships.

## Duration

This policy is permanent.

## Policy

### SECTION 1. When and Where the Code of Conduct Is in Effect

The ANCS Code of Conduct is in effect during the following times and in the following places:

- a. At school or on school property at any time (this includes on-campus, after-school enrichment and extracurricular activities)
- b. Off school grounds at any school activity, function, or event and while traveling to and from such events
- c. On vehicles provided for student transportation by the school system

In addition, students may be disciplined for off-campus conduct that is felonious or that may pose a threat to the school's learning environment or the safety of students and staff.

### SECTION 2. Progressive Discipline

When it is necessary to impose disciplinary action, ANCS administrators and staff will follow a progressive discipline process that will take into consideration the severity of the behavior, the student's discipline history, the age of the student, and other relevant factors. The following more clearly defines the behaviors that are subject to disciplinary action and the procedures as to how staff will intervene on these behaviors; it also describes possible interventions and disciplinary actions staff will take to correct the behaviors.

#### Level 1: Disruption of Teaching and Learning

Level 1 behaviors are defined as those behaviors that distract and/or disrupt staff members from teaching, supervising, or otherwise adequately performing their job. Level 1 behaviors may also be behaviors that distract and/or disrupt other students from learning and performing to the best of their abilities. These

misbehaviors are often minor and are usually resolved quickly with an intervention administered by the classroom teacher or staff member who is supervising the student at the time of the misbehavior.

\*Note: The behaviors described below do not cover all disciplinary situations that may arise. This is NOT intended to be an exhaustive list. Moreover, modifications to the procedures and/or disciplinary action can be made depending upon the facts of an individual case and at the discretion of the building administrator.\*

### ***Examples of Level 1 Behaviors***

- Wandering around classroom at inappropriate times
- Disrupting or distracting others from working
- Calling or speaking out of turn
- Talking while others are talking
- Purposeful slowness
- Refusing to work with others
- Refusing to participate
- Missing work, bookbag, and other materials necessary for class
- Possession of non-instructional items (including electronics)
- Intentional off-task behavior
- Not sharing instructional materials
- Destroying classroom materials

### ***Procedures***

- There is immediate intervention by the staff member who is supervising the student or observes the misbehavior.
- For students in grades K-5, the classroom teacher will note behavior in behavior log.
- The staff member may decide to discuss the misbehavior with a parent/guardian, an administrator, and/or other appropriate staff members.

### ***Possible Disciplinary Actions***

- Student moved closer to staff member
- Behavior expectations / Guiding Principles restated or clarified
- Student reminded of appropriate behavior
- Student discreetly redirected
- Student prompted to use relaxation exercises
- Student allowed time and space to cool down or refocus
- Brief conference with student outside classroom or privately after class
- Student assigned a task for redirection (e.g., handing out papers)
- Temporary removal from activity
- Confiscation of non-instructional item(s)

## **Level 2: Contribution to a Physical or Emotionally Unsafe Environment**

Level 2 behaviors are defined as those behaviors that create or contribute to a physically and/or emotionally unsafe learning environment for staff and/or students. These behaviors require staff to immediately intervene



and for student(s) to immediately stop the behaviors and reflect on how their behaviors are impacting others.

\*Note: The behaviors described below do not cover all disciplinary situations that may arise. This is NOT intended to be an exhaustive list. Moreover, modifications to the procedures and/or disciplinary action can be made depending upon the facts of an individual case and at the discretion of the building administrator.\*

### ***Examples of Level 2 Behaviors***

- Repeat of Level 1 behaviors
- Wandering around the school at inappropriate times
- Intentionally disrupting or distracting others from working
- Using inappropriate or profane language
- Taunting, mocking, or making fun of students
- Roughhousing or playfighting
- Refusing to follow staff directions
- Arguing with a staff member
- Cursing at a classmate
- Habitually missing work, bookbag, and other materials necessary for class
- Destroying school property
- Cheating or copying another student's work on a major assignment
- Inappropriate use of instructional technology

### ***Procedures***

- There is immediate intervention by the staff member who is supervising the student or observes the misbehavior.
- If misbehavior continues after interventions or is severe enough, the staff member will complete a classroom or advisor referral.
- Student will be removed from the activity and sent to the designated "think space" to reflect on behavior.
- The staff member may decide to discuss the misbehavior with a parent/guardian, an administrator, and/or other appropriate staff members

### ***Possible Disciplinary Actions***

- Parent notified
- Lunch or after-school detention
- Community service
- Temporary removal from class or activity
- Conference with parent/guardian, teacher, and/or administrator
- Confiscation of non-instructional item(s)
- Special seating arrangements
- Loss of relevant privileges
- Mediation
- Referral to counselor
- Referral to SST

**Level 3: Dangerous, Unsafe, or Illegal Behaviors**

Level 3 behaviors are defined as those behaviors that are dangerous, unsafe, and illegal in a school environment. These behaviors require staff to immediately intervene, student(s) to immediately stop the behaviors, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous and/or illegal, and to determine the appropriate disciplinary action.

\*Note: The behaviors described below do not cover all disciplinary situations that may arise. This is NOT intended to be an exhaustive list. Moreover, modifications to the procedures and/or disciplinary action can be made depending upon the facts of an individual case and at the discretion of the building administrator.\*

***Examples of Level 3 Behaviors***

- Repeat of Level 2 behaviors
- Engaging in, attempting to engage in, or threatening to engage in a physical or verbal altercation with another student (e.g., fighting)
- Knowingly intimidating or engaging in threats and/or harassment of a staff member or other school personnel
- Bullying or cyber-bullying
- Disrespectful conduct toward staff member(s) or school official(s)
- Damaging or defacing school or private property
- Stealing or attempting to steal school or private property, or knowingly receiving stolen or private property
- Using of profane, vulgar, or obscene words or actions
- Possession and/or distribution of obscene material
- Insubordination, disorderly conduct, disobeying school rules or regulations, and/or disobeying directives given by a staff member or school official
- Harassing, threatening, or intimidating a student witness
- Engaging in sexual harassment
- Engaging in threats and/or harassment based on race, nationality, gender, disability, sexuality, etc.
- Plagiarizing a major assignment

***Procedures***

- There is immediate intervention by the staff member who is supervising the student or observes the misbehavior.
- The staff member will complete a Principal or Assistant Principal's referral and student will be taken to Principal or Assistant Principal to reflect on behavior.
- All persons involved (including staff members) complete a Witness to Incident report and submit to the Principal or Assistant Principal.
- Principal or Assistant Principal investigates the incident and initiates disciplinary action.
- The staff member may decide to discuss the misbehavior with a parent/guardian, an administrator, and/or other appropriate staff members.

***Possible Disciplinary Actions***

- Conference with building administrator
- Suspension, in-school or out-of-school

- Referral to outside agency
- Removal from extracurricular school activities
- Loss of privileges for a long time period
- Recommendation to Tribunal Panel for long-term suspension
- Behavior contract
- Referral to SST
- Referral to counseling

### **Level 4: Serious Threat to Safety**

Level 4 behaviors are defined as those behaviors that are dangerous and pose a serious threat to the safety to staff and students. These behaviors require staff to immediately intervene, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous and/or illegal (which may include involving the police), and for a parent/guardian to immediately come to the school to meet with administration and pick up their child. Further disciplinary action may result at the discretion of the building administrator.

\*Note: The behaviors described below do not cover all disciplinary situations that may arise. This is NOT intended to be an exhaustive list. Moreover, modifications to the procedures and/or disciplinary action can be made depending upon the facts of an individual case and at the discretion of the building administrator.\*

### ***Examples of Level 4 Behaviors***

- Repeat of Level 3 behaviors
- Attempting to or threatening to cause physical harm to a staff member or school personnel (assault)
- Use of physical violence against a staff member or school personnel (battery)
- Possession or use of a weapon, firearm, or explosive or dangerous object
- Possession, sale, distribution, use, consumption, or under the influence of any narcotic, drug paraphernalia, alcoholic beverage, or other intoxicant
- Possession or use of tobacco in any form
- Possession, sale, distribution, use, consumption, or under the influence of a prescription or over-the-counter drug without a valid prescription
- Possession, sale, distribution, or attempt to sell a substance represented as drugs or alcohol
- Making terrorist threats, activating a fire alarm under false pretenses, or making a bomb threat
- Committing or attempting to commit sexual assault or battery

### ***Procedures***

- Teacher observing misbehavior intervenes, if appropriate.
- Staff member notifies the Principal or Assistant Principal.
- Student will be taken to Principal or Assistant Principal, if appropriate.
- All persons involved (including staff members) complete a Witness to Incident report and submit to the Principal or Assistant Principal.
- Principal or Assistant Principal investigates the incident and initiates disciplinary action.
- Principal or Assistant Principal meets with the student(s) and notifies the parents/guardians of the misbehavior and resulting disciplinary action.
- An accurate record of the misbehavior and disciplinary action is maintained and entered in APS record system.

### **Possible Disciplinary Actions**

- Parent/guardian picks student up immediately from school
- Suspension
- Long-term suspension and recommendation to Tribunal Panel
- Parents/guardians, student, administrator, and teachers must have a conference before the child is allowed to return to school
- Police notification
- Behavior contract upon return to school
- Referral to counseling with an outside agency

### **SECTION 3. Definition of Disciplinary Terms**

**Assault:** Any threat or attempt to physically harm another person or any act that reasonably places another person in fear of physical harm. Example: Threatening language or swinging at someone in an attempt to strike.

**Battery:** Intentionally making physical contact with another person in an insulting, offensive, or provoking manner or in a way that physically harms the other person. Example: Fighting.

**Bullying:** Georgia law defines bullying as (1) any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or (2) any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm. At ANCS, we define bullying as any unprovoked, repeated, and/or aggressive action(s) or threat(s) by one or more persons, who have (or are perceived to have) more power or status than their victim(s), in order to cause fear, distress, or harm. Bullying can be physical, verbal, psychological, or a combination of these three. Bullying can also occur through electronic means (also known as cyber-bullying).

**Chronic Disciplinary Problem Student:** A student who exhibits a pattern of behavioral characteristics that interfere with the learning process of students around him or her and that are likely to recur.

**Cyber-bullying:** The practice of spreading nasty rumors, gossip, making threats, or otherwise harassing someone through email, the Internet, cell phone, text messages, or other electronic means.

**Detention:** A requirement that the student report to a specified school location and to a designated teacher or school official to make up work missed. Detention may require the student's attendance before or after school. Students are given a one-day warning so that arrangements for transportation can be made by the parents/guardians.

**Drug:** The term "drug" does not include prescriptions issued to the individual, aspirin or similar medications, and/or cold medications that are taken according to product use recommendations and Board policy. Caffeine pills are considered drugs.

**Expulsion:** Suspension of a student from a school beyond the current school quarter or semester. Such action may be taken only by a disciplinary Tribunal Panel.

**Extortion:** Obtaining money or goods from another student by violence, threats, or misuse of authority.

**Fireworks:** The term "fireworks" means any combustible or explosive composition or any substance or combination of substances or article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation, as well as articles containing any explosive or flammable compound and tablets and other devices containing an explosive substance.



**Gambling:** Engaging in a game or contest in which the outcome is dependent upon chance, even though potentially accompanied by some skill, and in which a participant stands to win or lose something of value.

**Harassment:** To bother or upset someone repeatedly through words and/or actions.

**In-School Suspension:** Removal of a student from class(es) or regular school program and the assignment of that student to an alternative program within the regular school but isolated from peers.

**Suspension:** Removal of a student from the regular school program for a period not to exceed 10 days (short-term) or for a period greater than 10 days (long-term, which may be imposed only by a disciplinary Tribunal Panel). During the period of suspension, the student is excluded from all school-sponsored activities, including practices, competitive events, and/or activities sponsored by the school or its employees. Each day a student is suspended, he/she must make up schoolwork assigned by teacher that is missed.

**Theft:** The offense of taking or misappropriating any property of another with the intention of depriving that person of the property, regardless of the manner in which the property is taken or appropriated.

**Waiver:** A waiver is an agreement not to contest whether a student has committed an infraction of the Code of Conduct and the acceptance of consequences in lieu of a hearing before a disciplinary Tribunal Panel.

**Weapons:** The term “weapon” is defined as any object that is or may be used to inflict bodily injury or to place another in fear for personal safety or well-being.

### SECTION 4. Tribunal Panel and Disciplinary Hearing

- a. Students who have committed serious violations of ANCS Code of Conduct are referred to the Tribunal Panel for a disciplinary hearing.
- b. The purpose of the Tribunal Panel is to consider the evidence brought forth by the student, building administrator, and other witnesses to determine if the student has violated the ANCS Code of Conduct.
- c. The Tribunal Panel will be comprised of a building administrator and members of the Discipline Committee from the campus other than one the student attends.
- d. The student, parent/guardian, building administrator, and other student(s) or staff involved in the incident may attend the hearing in order to provide evidence or context concerning the student or the incident.
- e. The panel's decision will be based solely on the evidence presented at the hearing. If the Tribunal Panel determines that the student has violated the Code of Conduct, the Tribunal Panel may impose a range of sanctions that include conditional reinstatement into ANCS and permanent expulsion from ANCS.

### SECTION 5. Due Process Rights of Students

Suspension is the involuntary exclusion by an authorized ANCS administrator of a student from his or her normal schedule in the school and/or from other school-sponsored activities. This may include in-school suspension, short-term suspension of up to 10 days, or long-term suspension of over 10 days. Expulsion is the removal of a student from ANCS.

- a. All actions regarding the imposing of suspension or expulsion—including all cases of in-school and out-of-school suspension—must conform to the elements of due process. In cases of short-term (in-school and out-of-school) suspension, due process may be handled in an informal manner.
- b. Before a student is suspended for 10 days or less, the Principal or designee will inform the student and the parents/guardians of the offense for which the student is charged and allow the student to explain his or her behavior. If the student is suspended, attempts will be made to notify the student's





parent/guardian by telephone. Students and parents/legal guardians must be informed in writing of the terms and conditions of the suspensions.

### Due Process Procedure for Long-Term Suspension/Expulsion

- a. The Principal or designee will conduct an informal hearing characteristic of all types of suspension cases.
- b. If the Principal or designee determines that a recommendation of long-term suspension or expulsion is warranted, the student will be given a notice of recommendation for long-term suspension or for expulsion, and a formal student disciplinary hearing will be organized. Written notice of the disciplinary hearing will be given to all parties, including the parents/guardians of the student involved, personally or by mail at least three days prior to the hearing. The notice will include the following:
  - i. A statement of the time, place, and nature of the hearing
  - ii. A short and clear statement of the matters asserted
  - iii. A statement as to the right of all parties to present evidence and to be represented by legal counsel
- c. In all cases, effort will be made to conduct the hearing before the end of any short-term suspension previously imposed for the offense. If this cannot be done, the student will be permitted to return to school after the short-term suspension has expired, except in any case where the hearing is delayed at the request of the student, parent/guardian, or other person standing in loco parentis, in which case the student will not return to school, pending hearing.
  - i. Pending the outcome of the student disciplinary hearing, a student who receives a long-term suspension or expulsion may appeal to the ANCS Governing Board within 10 days of the decision if he or she feels proper due process rights were not granted. The Governing Board may listen to the appeal and rule only on whether due process was granted, not on the decision itself. Any further appeal may be taken to the Atlanta Board of Education.
  - ii. Per the school's charter, APS will be notified of any student expelled from ANCS and the reasons for the expulsion.

## Approval

**Policy approval date:**

05/2011

**Policy effective date:**

05/2011

**Policy review date:**

[dd mm yyyy]

# Student Dress Code

## Purpose

This policy governs student dress code.

## Duration

This policy is permanent, but it is subject to revision.

## Policy

Clothing must be clean, in good repair, and worn in such a manner as to exercise good taste and not detract from the learning environment. Student and staff attire should be neat, clean, and appropriate for the school setting. The school administration may disallow types of clothing that, while acceptable outside of school, may jeopardize a safe and orderly environment for the students and school staff during the school day. While school staff will enforce the dress code, ultimate responsibility for adhering to it lies with parents/guardians and students. Any questions concerning the dress code may be directed to the appropriate Campus Principal.

	<b>Appropriate</b>	<b>Not Permitted</b>
Shoes	<ul style="list-style-type: none"> <li>• Tennis shoes</li> <li>• Dress shoes</li> <li>• Sandals (closed or open toe)</li> <li>• Flip flops</li> </ul>	<ul style="list-style-type: none"> <li>• Bare feet while at school or school-sponsored activities</li> <li>• Shoes with skates</li> <li>• Bedroom slippers</li> </ul>
Tops	<ul style="list-style-type: none"> <li>• Tops that allow only the neck, head, and arms below the shoulder to be shown</li> <li>• Tops should be long enough to be tucked in</li> <li>• Tank top straps must be at least 2 inches thick and not show any bra straps</li> </ul>	<ul style="list-style-type: none"> <li>• Exposed mid-riffs; halters; backless, strapless, tube top, or spaghetti strap shirts</li> <li>• Low-cut blouses</li> <li>• Any see-through clothing or clothing that shows cleavage</li> <li>• Men's sleeveless undershirts</li> </ul>
Bottoms	<ul style="list-style-type: none"> <li>• Pants will be worn at waist</li> <li>• Shorts, skirts, and dresses must reach below the end of the fingers when student's arms are extended at the student's side</li> </ul>	<ul style="list-style-type: none"> <li>• Sagging pants or underwear showing</li> </ul>
Accessories	<ul style="list-style-type: none"> <li>• Headgear worn for health, safety, or religious purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Spiked belts, collars, cuffs, chains</li> <li>• Headgear, including hat, caps, nets, head scarves, bandanas, etc.</li> <li>• Hats/caps worn in the classroom, hallways, or other buildings except as required for health, safety, or religious purposes</li> </ul>



### The following clothing is not to be worn to school:

1. Clothing cut in such a way as to display bare skin or underwear
2. Slogans or logos that contain profanity, obscenity, or that advertise or depict cigarettes or tobacco products, alcohol, drugs, or sexual acts
3. Pride slogans, logos, or language demeaning to any person or group
4. Slogans considered by the administration to be in poor taste or demeaning to any person or group
5. Pajamas, sleepwear, or slippers, except during specified days/celebrations
6. Any clothing considered gang attire, as determined by administration

## Approval

**Policy approval date:**

07/2005

**Policy effective date:**

07/2005

**Policy review date:**

[dd mm yyyy]

# Student Technology Use

## Purpose

This policy governs use of technology by ANCS students.

## Duration

This policy is permanent.

## Policy

ANCS offers use of school computers to students and staff. Users of these computers are expected to exercise care and follow all operating instructions, safety standards, and guidelines for their use. Any damage to or loss of a school computer caused by an individual user will be that user's responsibility to fix, including and up to paying for the replacement of the computer.

ANCS offers Internet access to its students and staff. The intent of this policy is to ensure that users utilize this access in a manner consistent with the purpose of providing this Internet service. This policy also applies to personal devices on and inside of school buildings and its network.

Personal electronics should be switched off during school hours unless they are specifically approved by a teacher for an academic reason (taking a picture for a project, making a presentation, etc.) or they are part of an IEP.

### SECTION 1. Rules for All ANCS Computer Users

- a. Respect the privacy, safety, and confidentiality of themselves and others by neither disclosing nor disseminating personal information on the Internet. This shall include email, chat rooms, and all forms of direct Internet communications.
- b. Respect computer and network equipment. You will not alter or access computer or network configurations without the knowledge and consent of the Network Administrator(s).
- c. Do not download or install software, music, or other programs from the Internet onto a school computer.
- d. Understand that software piracy is a federal offense, and that ANCS' network may not be used for copying, downloading, distributing, or storing commercial software not licensed by the ANCS.
- e. Abide by copyright laws and do not plagiarize the works of others.
- f. Understand that I am a representative of ANCS on the Internet and, as such, will display the decorum, control, and respect necessary to maintain credibility and respectability for both the school and myself.
- g. Understand that information is a powerful, creative commodity; however, bad information is equally destructive.
- h. Understand that I am responsible for all activity on my account, even if I am not the one behind the keyboard, and for this reason I will keep my account secure and not share my password with anyone else. I will not knowingly use someone else's computer account.
- i. Understand that ANCS is an educational community, and that as such our educational function is our paramount mission. Therefore, I will defer my recreational activities, including listening to music, to times outside academic hours and to any fellow students or staff needing access for academic work or projects.



- j. Understand that my actions on the Internet can have far-reaching consequences. I will therefore make deliberate decisions not to engage in behavior that might adversely affect the safety, security, or well-being of myself or be perceived as harassment by others.
- k. Abstain from accessing inappropriate websites or computer games that include pornography, obscene images or language, or that are considered harmful to minors as defined by the Children's Internet Protection Act (aka CIPA).
- l. Ask questions regarding computer procedures when I do not know how to do something.
- m. It should be further understood that users of ANCS computing and networking resources cannot assume absolute privacy. Users should expect that network connections will be monitored and computer files may be inspected.
- n. ANCS may install filters to comply with CIPA. In addition, faculty members are expected to monitor student use of the computers and proactively guide students to make appropriate choices. ANCS, however, does not warrant the effectiveness of the Internet filter and cannot be held liable for damages.

### SECTION 2. Violations of this Policy

Violations include but are not limited to:

- a. Deliberate access to inappropriate material on the Internet and World Wide Web.
- b. Unauthorized online access, including "hacking" and other unlawful activities.
- c. Unauthorized disclosure, use, and dissemination of personal information.
- d. Persistent non-academic use of email, chat rooms, and instant messengers.

### SECTION 3. Actions Allowable Under this Policy

- a. ANCS reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action for violations of this policy.
- b. ANCS will advise appropriate law enforcement agencies of illegal activities conducted through the school's Internet service.
- c. ANCS will also cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the school's Internet service.

### SECTION 4. Technology & Internet Use Agreement Form

Students must fill out a Technology & Internet Use Agreement form, accessible through the ANCS website, as part of the Orientation process. Along with the other required forms, the Technology & Internet Use Agreement form must be filled out and submitted in order for a student to find out their teacher/advisor assignment for the upcoming school year. See "Orientation" on page 178.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



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# Community, Visitors, and Volunteers

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Mandated Reporter Training for Volunteers .....	166
Visitors, Classroom, and Student Observations .....	167
Volunteers .....	169



# Mandated Reporter Training for Volunteers

## Purpose

This policy governs compliance with state law in the implementation and maintenance of mandated reporter training.

## Duration

This policy is permanent, but it is subject to review based on changes to state law.

## Policy

### SECTION 1. Scope of this Policy

- a. By law, both school employees and other persons working with students on behalf of ANCS (including contractors, consultants, parent volunteers, field trip chaperones, and after-school personnel) are considered mandated reporters.
- b. Mandated reporters must complete mandated reporter training and show evidence of the completion of such training.

### SECTION 2. Mandated Reporter Training for School Volunteers

- a. School volunteers are required to view the ANCS Mandated Reporter Training materials located on the ANCS website.
- b. After viewing the training materials, the volunteer should submit the ANCS Mandated Reporter Training signature sheet (also located on the ANCS website) to the Main Office.

### SECTION 3. Authorization to Develop Training Procedures

The Executive Director is authorized to develop procedures to implement this policy.

## Resources

ANCS Mandated Reporter Training presentation, ANCS Mandated Reporter Training signature sheet

See "Child Abuse and/or Neglect" on page 202.

See "Mandated Reporters" on page 214.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Visitors, Classroom, and Student Observations

## Purpose

This policy governs the requirements for visitors to ANCS. For the purpose of this policy, visitors include anyone not employed by ANCS.

## Duration

This policy is permanent.

## Policy

ANCS welcomes visitors to the school to participate in students' educational experience and to learn more about our school's practices.

### SECTION 1. Visitor Limitations

To ensure the safety of students, the confidentiality of personal information, and the integrity of the learning environment, visitors are limited to the following:

- The parent/guardian of a current student
- Other family members of a current student at the request of the parent/guardian
- Individuals with official business approved in advance by the Executive Director, Director of Business and Operations, or Campus Principal

### SECTION 2. Visitor Sign-In

- a. All visitors must sign in at the school office and obtain a visitor's badge that must be worn at all times while in the building or while on the school grounds.
- b. Visitors who will be supervising students other than their own children must comply with the school's background check and mandated reporting policies in accordance with O.C.G.A. 19-5-7. See "Mandated Reporter Training for Volunteers" on page 166.

### SECTION 3. Visitor Expectations

- a. Visitors shall behave in a manner that aligns with our school's Guiding Principles.
- b. If, in the opinion of the Executive Director or Principal, a visitor violates this policy, the visitor may be asked to leave and may lose the privilege of coming onto school property or attending future school-sponsored events.
- c. In accordance with ANCS policy on weapons and drugs, visitors shall not possess weapons or illegal drugs on ANCS property or at any school-sponsored activity.

### SECTION 4. Classroom Observations

Parents/guardians who request a classroom observation or a teacher conference shall provide at least 24 hours advance notice of the request to the teacher.





### SECTION 5. Unauthorized Visitors

The presence of unauthorized visitors on school grounds or facilities may constitute trespassing and may subject violators to criminal prosecution under the laws of the state of Georgia.

The Executive Director is authorized to develop procedures to implement this policy.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Volunteers

## Purpose

This policy governs the certification of volunteers and communicates the rules around their interactions with students.

## Duration

This policy is permanent.

## Policy

- a. Volunteers—be they parents/guardians of students at the school or outside community members—play a vital role in contributing to the educational experience for students. In support of student safety and well-being, the Principals will develop procedures at each campus to monitor volunteers in accordance with this policy.
- b. All volunteers must comply with the school's visitor policy. See "Visitors, Classroom, and Student Observations" on page 167.
- c. School volunteers shall not have access to confidential student information without written consent from the parents/guardians of students.

### SECTION 1. Security Clearances

Security clearances for volunteers must be renewed annually.

#### Level 1

- a. Level 1 volunteers are non-school personnel who will have no direct interaction with students, such as volunteers working on playground construction or assisting with facilities maintenance when school is not in session.
- b. Level 1 volunteers do not require criminal background checks.

#### Level 2

- a. Level 2 volunteers are non-school personnel who will have direct interaction with students with other adults present at all times.
- b. When Level 2 volunteers interact with students, an ANCS employee or no fewer than two other adult volunteers must be present at all times.
- c. Level 2 volunteers do not require criminal background checks.
- d. School staff shall check the volunteers' names in the Georgia and federal sex offender registries. Registered sex offenders may not volunteer.
- e. The Principal shall have the discretion to pursue any other screening methods, including but not limited to personal interviews and reference checks. Examples of Level 2 volunteers include parents/guardians volunteering for a field day, classroom helpers, performers, and speakers from external agencies.

[Georgia Sex Offender Registry](#)

[Federal Sex Offender Registry](#)



### Level 3

- a. Level 3 volunteers are non-school personnel who will have direct, unsupervised interaction with students.
- b. Level 3 volunteers must have criminal background checks on file prior to service.
- c. Payment for the record check must be provided by the volunteer or a sponsoring organization, unless the Principal approves the school covering the cost of the record check.
- d. The Principal shall have the discretion to pursue any additional screening methods, including but not limited to personal interviews and reference checks.
- e. Level 3 volunteers must be approved by the Principal prior to participating in activities involving direct, unsupervised interaction with students. Examples of Level 3 volunteers include chaperones on overnight field trips who will have any unsupervised interaction with students and mentors who will have unsupervised interaction with students.

### SECTION 2. Expectations of Volunteers

- a. Volunteers at ANCS are expected to abide by our school's Guiding Principles.
- b. If, in the opinion of the Principal, a volunteer violates this policy, the volunteer may be excluded from participating in volunteer activities at the school.
- c. Volunteers—including parents—who are excluded from Level 2 or 3 volunteer activities due to a disqualifying offense on the background check or sex offender registry may not participate in Level 1 volunteer activities.
- d. Parents/guardians who are excluded from volunteer activities may attend public events at the school such as PTCA meetings and student performances.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



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# Enrollment, Attendance, and Records

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Admissions, Registration, and Enrollment .....	172
Attendance Zones .....	175
Inclement Weather .....	176
Official School Year, Day, and Calendar .....	177
Orientation .....	178
Records .....	179
Student Attendance .....	182
Waiting List .....	186
Student Withdrawals and Transfers .....	187

# Admissions, Registration, and Enrollment

## Purpose

This policy outlines the enrollment process for both new/prospective families, existing families, children of staff, and children of Board members.

## Duration

This policy is permanent, but it is subject to yearly revision based upon APS requirements.

## Policy

### SECTION 1. Yearly Enrollment Process Overview

Enrollment is handled as a three-step process:

- **Step 1.** Re-enroll current students via the Intention to Re-Enroll form.
- **Step 2.** Enroll siblings and children of staff and Board members.
- **Step 3.** Open enrollment for all attendance zones.

### SECTION 2. Re-Enrollment

Current ANCS families are sent an Intention to Re-Enroll form in January. The form must be returned by the deadline. All proof of residency paperwork must be submitted as requested.

### SECTION 3. Enrollment of Siblings and Children of Staff and Board Members

- a. Current ANCS families indicate on the re-enrollment paperwork if a sibling will be entering ANCS for the following school year.
- b. Children of current staff members or current Board members who are enrolling at the school for the first time must indicate their intention to enroll the child by submitting a completed enrollment application form for the child by the stated deadline.

### SECTION 4. Open Enrollment / Lottery

- a. Enrollment materials are posted on the ANCS website by mid-February. At this time, informational meetings are scheduled.
- b. Prospective families complete all enrollment materials and address verification as presented and submit them. Typically, they are due by mid-March. After turning in paperwork, families will receive a numbered receipt. The number acts as a lottery number should enrollment requests exceed available spaces.
- c. After open enrollment closes, ANCS will hold a lottery at the school. The lottery is public, with all interested parties invited to attend. **YOU DO NOT HAVE TO BE PRESENT TO HAVE YOUR NUMBER DRAWN.**
- d. An outside representative will draw numbers during the lottery to determine each prospective student's placement on the list for their grade level. Places go in order of zoned attendance. All numbers are drawn until every prospective student has either been assigned a place or has been assigned to the waiting list.
- e. Families not present for the drawing can call the school after the lottery to find out if they were assigned a place or were assigned to the waiting list.

- f. All registration paperwork must be submitted within two weeks of families being notified that their child has a spot before a student is confirmed as having a place on the class list.

### **SECTION 5. Waiting List**

- a. The waiting list is considered “permanent” as long as interested families submit a new application each year indicating their continued interest. Families must submit the application indicating continued interest by the deadline indicated by ANCS, which is typically within the first two weeks of January following the end of the school’s Winter Break.
- b. At the time your waiting list position is offered a spot at ANCS, you must complete the address verification process.
- c. Prospective families are notified via phone or email if they have an opportunity to move off the waiting list and into enrollment. Parents have 24 business hours to accept the spot.
- d. ANCS does not enroll students past the first week after the resumption of classes from Winter Break.
- e. Families can defer enrollment only once (the deferral is for one year). If families are notified there is a spot available the following year and they do not accept the spot, they are removed from the waiting list. This includes being offered a spot in the middle of the year.
- f. If a family is on the kindergarten waiting list, there is no deferment. If the spot is offered to a family and they defer, they will have to go through the lottery again for the following year.
- g. Children of incoming new Board members approved by the Board and ratified by the PTCA will be given enrollment preference on the waiting list behind any siblings or children of current staff members currently on the waiting list.

### **SECTION 6. Proof of Residency Requirements**

ANCS follows the residency requirement process from APS. Forms and requirements may differ from year to year.

### **SECTION 7. Students Enrolling From Home Study Program**

- a. When a student enters ANCS from a home study program, the parents/guardians of the student should provide records of the student from any prior schools and/or home study program, including any standardized test scores.
- b. Based on these records, the Campus Principal will make a placement of the student at what he/she feels is the most appropriate grade level for a probationary period of at least one term.
- c. Near the end of the probationary period, the Campus Principal will consult with the student’s teachers and parent/guardian to assess the performance of the student, and the Campus Principal will then determine if any change in placement is necessary.
- d. If a student enters ANCS from a home study program without any prior educational records, the Campus Principal will decide whether the student should be placed in the grade level of his/her most recent period in the home study program or whether a different grade level placement should be made.
- e. In either case, the placement will be for a probationary period of at least one term. Near the end of the probationary period, the Campus Principal will consult with the student’s teachers and parent/guardian to assess the performance of the student, and the Campus Principal will then determine if any change in placement is necessary.

## **Resources**

See "Attendance Zones" on page 175.



## **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Attendance Zones

## Purpose

This policy outlines the attendance zones in use to determine enrollment for prospective families.

## Duration

This policy is temporary and subject to finalization by the Governing Board.

## Policy

As of April 2015, the Governing Board is considering an adjustment in attendance zones in concurrence with changes in state law and the renewal of the school's charter.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]





# Inclement Weather

## Purpose

This policy describes the actions ANCS will take in the event of inclement weather.

## Duration

This policy is permanent.

## Policy

- a. In an effort to ensure the safety of students, teachers/staff, and families, ANCS may alter the school schedule due to inclement weather.
- b. In instances of delayed school day start, early school day dismissal, or school closure due to inclement weather, ANCS follows the decisions of APS.
- c. In instances of cancellation of ANCS activities outside of regular school hours, ANCS will make a decision based on predicted weather conditions.
- d. In all instances, ANCS will make efforts to notify families and teachers/staff via automated messaging system, the ANCS website, and ANCS social media channels.
- e. If school is closed for more than four days cumulatively during the school year, the ANCS Governing Board will determine whether and when any makeup days will be scheduled.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Official School Year, Day, and Calendar

See "Annual Adoption of School Year Calendar and Weekly Schedule" on page 19.



# Orientation

## Purpose

This policy describes the function of family orientation and paperwork completion prior to the start of school.

## Duration

This policy is permanent.

## Policy

- a. Prior to the start of school, families will be sent an email with a link to complete all forms necessary for the beginning of the school year.
- b. Each child has a special password and login that families will use to complete all forms for each student. Forms are hosted on a secure website that the school maintains.
- c. Forms include transportation, technology releases, health topics, plans for Aftercare, etc.
- d. Upon completion of all forms, families will receive their class assignment for the year.
- e. For families without access to computers, ANCS will make computers available at each campus.
- f. Families who have not completed address verification will be asked to do so as part of this process.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Records

## Purpose

This policy describes how records are maintained and accessed in accordance with the Family Educational Rights and Privacy Act (FERPA).

## Duration

This policy is permanent.

## Policy

### SECTION 1. Records Controlled by This Policy

- a. School permanent records include all educational and disciplinary materials directly related to a student that the school maintains.
- b. All student records are maintained by and kept in the office of the Student Information Specialist at each campus. These files are locked during and after normal business hours with access limited. The Student Information Specialists and the Principals will be the only individuals with a key to these files. Faculty will be able to access records in accordance with FERPA guidelines (see Resources).
- c. ANCS will maintain student records in a confidential manner and comply with all state and federal laws regarding the privacy of these records, including FERPA (see following sections).

### SECTION 2. Special Education Records

- a. Records are available to only those school staff who work with the child on a direct or indirect basis.
- b. Records are also available to parents.
- c. Educational reports and IEPs can be released to other districts with written parent/guardian permission; other information from the records is released to other persons or agencies only with appropriate authorization, which requires written permission by parents.

### SECTION 3. Record Review and Record Transfer

- a. Parents/legal guardians of a current student may review a student's records in the office of the Student Information Specialist, but the files may not be removed from the office.
- b. All financial obligations must be met before a student's records will be transferred to another school.

### SECTION 4. Individuals Responsible for Records Management

The following individuals will be responsible for overseeing the maintenance and retention of various types of records at ANCS.

- a. Director of Business and Operations
- b. Student Information Specialist (at each campus)

These individuals will conduct an annual review of relevant records to ensure their proper maintenance and retention according to the time frames outlined in Section 7: Records Retention Schedule. Whenever possible, electronic copies of all records will be maintained on the school's server and backed up offsite according to the regular electronic backup schedule.



### **SECTION 5. Annual Records Review**

The Executive Director / Principals shall meet with the Director of Business and Operations and Student Information Specialists following the completion of the annual records review to ensure compliance with this policy.

### **SECTION 6. Records Requests/Copying**

- a. Copies of records must be requested in writing using the ANCS Records Request form or the form provided by the school a student is applying to.
- b. ANCS will follow only the stated instructions on the submitted records request.
- c. Records requests will be signed and dated on receipt by the registrar and the request will be completed within 2 weeks of receipt. Records may not be requested more than 3 weeks from the date they are due to the school to which the student will be applying.
- d. The school will provide the parent one free copy of their student's records to take with them per school year. Any additional copies of records will require payment to the school of \$5 per set of records.

### **SECTION 7. Records Retention Schedule**

ANCS does not keep students' permanent records on campus after they leave; permanent records are returned to APS' Records Center, where they are stored.

## **Resources**

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

- a. FERPA gives parents/guardians 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."
- b. Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
- c. Parents/guardians or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a hearing with the Executive Director. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- d. Generally, schools must have written permission from the parent/guardian 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 following parties or under the following conditions (34 CFR § 99.31):
  - i. School officials with legitimate educational interest;
  - ii. Other schools to which a student is transferring;
  - iii. Specified officials for audit or evaluation purposes;
  - iv. Appropriate parties in connection with financial aid to a student;



- v. Organizations conducting certain studies for or on behalf of the school;
  - vi. Accrediting organizations;
  - vii. To comply with a judicial order or lawfully issued subpoena;
  - viii. Appropriate officials in cases of health and safety emergencies; and
  - ix. State and local authorities, within a juvenile justice system, pursuant to specific State law.
- e. Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents/guardians and eligible students about directory information and allow parents/guardians and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents/guardians and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTCA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Student Attendance

## Purpose

In view of the deleterious effects of excessive tardiness and absenteeism, the implementation of the ANCS Student Attendance Policy shall be in accordance with the provisions herein and shall be read in conjunction with the provisions and requirements of Board policies and administrative regulations.

## Duration

This policy is permanent, but it is subject to changes based on updates to state law.

## Policy

This policy is written pursuant to [Reg. § 160-5-1-.10](#).

### SECTION 1. Definitions for Student Attendance Protocol

- a. **Tardy:** A student is tardy when he/she arrives to school after the beginning of the official school day or is not in the assigned class at the official beginning of the class period.
  - i. **Excused:** Late arrival to school or class as a result of reasons defined herein as excused absences or as a result of events physically out of one's control, such as inclement weather, documented transportation delays (MARTA delays, etc.), immediate family health-related emergencies, documented power outage, compliance with a court order, etc.
  - ii. **Unexcused:** Arriving late to school or class with or without the knowledge of parent/guardian as a result of events within one's control, such as oversleeping, parent errands, etc., unless it is an excused tardy.
- b. **Early Checkouts:** Being removed from classes and leaving the school prior to the official end of the school day by a parent or legal guardian.
  - i. To be considered "in attendance" for a school day (as it applies to early checkouts), a student must be present for at least one-half of the school day, excluding the lunch period. A student who leaves school before meeting that requirement will be considered absent for the day.
  - ii. Whenever a student is released from school prior to the end of the regular school day, the student shall bring a written note from his/her parent/legal guardian stating the reason for the early dismissal. The student shall be released only to his/her parent/legal guardian or to a person designated by the parent/legal guardian, as documented by school records, and upon presentation of proper identification or confirmation by telephone or fax.
- c. **Truant:** Any child who is subject to the Georgia School Compulsory Attendance Law who has more than 10 days of unexcused absences during a calendar school year.

### Excused absences include the following:

- a. Personal illness of the student or when attendance in school would endanger the health of the student or the health of others. Upon the student's return to school following three (3) or more consecutive days of absence due to illness or other health-related reasons, appropriate documentation from a medical provider is required within three (3) days of the absence.
- b. Serious illness or death in student's immediate family necessitating the absence. In the case of serious illness, the student is required to present medical documentation to validate the absence as an excused absence within three (3) days of the student's return to school.

- c. Court order by a governmental agency mandating the student's absence from school.
- d. Special or recognized religious holidays observed by the faith of the student.
- e. Weather or environmental condition rendering attendance impossible or hazardous to the student's health or safety.
- f. An absence not to exceed one (1) day for registering to vote.
- g. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called for duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave. Nothing in this Code section shall be construed to require a local school system to revise any policies relating to maximum number of excused and unexcused absences for any purpose (O.C.G.A. 20-2-692.1).
- h. Students serving as pages of the Georgia General Assembly as set forth in O.C.G.A. 20-2-692 shall be counted as present.
- i. Other absences to be determined by and at the discretion of the Principal.

**Unexcused absences include the following:**

- a. Failure to attend school, with or without the knowledge of the parent/legal guardian, for reasons other than those specifically outlined as excused absences.
- b. School days missed as a result of an out-of-school suspension shall not be counted as unexcused for the purpose of determining truancy.

**SECTION 2. Parental/Student Notification**

- a. ANCS will provide each student and his/her parent, guardian, or other person who has control or charge of the student with the Georgia School Compulsory Attendance Law and a written summary of the possible consequences and penalties for non-compliance at the beginning of each school year.
- b. By September 1 of each school year or within 30 days of a student's enrollment at ANCS, the parent, guardian, or other person having control or charge of such student must sign a statement indicating receipt of such written statement of possible consequences and penalties.
- c. When a student reaches ten (10) or more unexcused absences, tardies, and/or early checkouts greater than or equal to 15% of school days to date, the school will notify the parent, guardian, or other person who has control or charge of the student. The notice will outline the penalty and consequences of such absences and that each subsequent absence will constitute a separate offense.
- d. After two reasonable attempts (including but not limited to phone calls to the parent/guardian, letters to the parent/guardian either through U.S. mail or sent home with the child or both, home visits, etc.) to notify the parent/guardian or other person who has charge or control of the student, ANCS shall send written notice via certified mail with the return receipt requested.

**SECTION 3. Student Attendance Procedures**

Accurate student attendance recordkeeping is the responsibility of all staff members at the school. All Elementary Campus classroom teachers and Middle Campus advisors are responsible for taking daily attendance of students in their classes. All staff members are responsible for checking the daily attendance report and reporting any errors to the Main Office.





### Daily:

- a. Each Elementary Campus classroom teacher and Middle Campus advisor completes attendance in Infinite Campus immediately following start of school. Any student arriving after the start time of each campus should be marked tardy.
- b. Office Assistant alerts advisor if attendance has not been completed.
- c. Office Assistant calls/emails parents/guardians of students listed as absent to confirm absence and reason for absence.
- d. By 9:15 a.m., Office Assistant generates attendance report that gets emailed out to all staff (hard copies to substitutes) with any notes about late arrivals or early dismissals that are already known from notes, voicemails, etc.
- e. All staff check attendance report and alert Office Assistant to any possible errors or omissions.
- f. Office Assistant follows up with staff regarding any possible errors or omissions and alerts all staff if necessary.
- g. Students who arrive to school after the start time must sign in. The Office Assistant writes late passes for students arriving after morning meeting or after advisory has ended. Late notices/passes are given starting at 8:31 a.m. Office Assistant records absences and tardies as excused/unexcused.
- h. If a teacher or advisor is absent, Office Assistant provides substitute with attendance sheet to be turned in to the Main Office.

### SECTION 4. Interventions and Consequences for Truancy

The school will identify separate, formal, written interventions and consequences for truancy for the Elementary Campus and the Middle Campus.

#### Prior to Court Involvement

Before any court referral is considered, school officials must detail efforts made by the school to intervene with students and their families, including a minimum of three (3) calls, letters, and/or home visits to the parent/legal guardian.

#### After Ten (10) Unexcused Absences:

- a. A letter will be sent from a school administrator to the parent/guardian regarding attendance. For a student aged 14–18 whose ten (10) unexcused absences are within one semester or two quarters, the letter shall state that the student's eligibility to obtain or retain a driver's permit or license may be impacted.
- b. A referral shall be made to the school counselor, along with all relevant correspondence and documentation. The school counselor will work with the student and family in order to address the attendance problems. The school counselor will take any of the following actions that he/she deems appropriate:
  - i. Function as a child advocate to promote good school attendance for all students.
  - ii. Consult with all school personnel to encourage early identification of students with a pattern of irregular or poor school attendance.
  - iii. Conference with students at school to identify factors that may cause or contribute to poor school attendance.
  - iv. Inform students and parents/guardians of their individual and collective responsibility in regards to the Georgia School Compulsory Attendance Law.
  - v. If necessary, provide direct social services to students and families during home visitations.



- vi. Collaborate with parents/guardians to identify problems at the home and school levels that may contribute to poor school attendance.
- vii. When appropriate, provide parents/guardians with a list of community resources that provide a variety of services to families (physical and mental health, financial, etc.).
- viii. Identify personnel and programs within the school that can provide additional support for students (psychological services, guidance and counseling, etc.).
- ix. Monitor the student's attendance on a weekly basis.
- x. Provide ongoing written correspondence to parents/guardians regarding the student's school attendance (Pre-legal, First, and Final legal notices).

When administrative actions taken to correct truancy have proven ineffective, the school may file proceedings with the Georgia Department of Family and Children Services and/or juvenile court and furnish evidence for the conviction of parents/guardians and/or child for non-compliance with compulsory attendance laws.

### Approval

**Policy approval date:**

04/2011

**Policy effective date:**

04/2011

**Policy review date:**

[dd mm yyyy]



# Waiting List

See "Admissions, Registration, and Enrollment" on page 172 for information regarding the waiting list.



# Student Withdrawals and Transfers

## Purpose

This policy governs student withdrawals and transfers.

## Duration

This policy is permanent, but it is subject to revisions.

## Policy

ANCS is authorized to withdraw a student who:

- a. Has missed more than 10 consecutive days of school due to unexcused absences; or
- b. Is no longer a resident of the local school system.

### SECTION 1. Withdrawal Notification

- a. Each Principal or Principal's designee shall use his/her best efforts to notify the parent(s), guardian(s), or other person(s) who has/have charge of a student if ANCS plans to withdraw such student who is younger than 18 years of age and is not subject to compulsory school attendance.
- b. ANCS is authorized to withdraw a student subject to compulsory attendance only if the Principal or Principal designee has determined the student is no longer a resident of the ANCS attendance zones or is enrolled in a private school or home study program.
- c. ANCS shall withdraw students retroactive to the first day of the consecutive absences.

### SECTION 2. Withdrawal by Parent/Guardian

- a. A parent/guardian wishing to withdraw a student from ANCS must complete a Withdrawal Packet.
- b. The Withdrawal Packet must be submitted 48 hours prior to the student withdrawal.
- c. The forms contained in the Withdrawal Packet are required for transfer and enrollment in a different school.

### SECTION 3. Student Transfers

- a. Students transferring to a different school, whether within APS or a different system, will need to follow the procedure in the Withdrawal section above.
- b. Student records are mailed to the student's next school.
- c. In order for transcripts to be prepared for the transferring student, all family financial obligations must be met.

## Resources

See "Admissions, Registration, and Enrollment" on page 172.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Family Involvement

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Family Involvement and Family Contract .....	189
Financial Obligations .....	190
Parent/Guardian and Student Complaints and Grievances .....	191



# Family Involvement and Family Contract

## Purpose

This policy describes the use of a Family Contract to outline the commitment expected of each family at ANCS.

## Duration

This policy is permanent.

## Policy

### SECTION 1. The Role of Family Involvement

- a. Parent/guardian involvement is a critical element of ANCS.
- b. Participation at every level is welcome.
- c. ANCS parents/guardians are involved in the school in many ways, from helping in the classroom or attending a field trip to serving on a school committee, assisting with an annual fundraiser, or building a new playground.

### SECTION 2. The Family Contract

- a. Upon enrolling a child at ANCS, each family signs a Family Contract that outlines the rights and responsibilities of parents/guardians at ANCS.
- b. The ANCS Board shall approve a Family Contract to be signed by the parent/guardian of each student enrolled at ANCS.
- c. The Family Contract helps to emphasize the commitment expected of each family to ANCS and outlines ways to strengthen the partnership between school and home to support student learning.
- d. The current year's Family Contract will be available as part of the Orientation Paperwork to be completed by each family.

## Resources

See "Orientation" on page 178.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Financial Obligations

See "Family Financial Obligations" on page 78.



# Parent/Guardian and Student Complaints and Grievances

See "Grievances" on page 35.





# Health and Safety

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Administration of Medicine .....	193
Allergen Management .....	195
Bullying .....	200
Child Abuse and/or Neglect .....	202
Communicable Diseases .....	203
Concussions .....	204
Drug-Free School Zone .....	205
Head Lice .....	206
Health and Safety Training .....	208
Helmet Use .....	209
Illness and Injury While at School or School Event .....	210
Immunizations .....	212
Mandated Reporters .....	214
Responsibility for Student Welfare .....	215
Return to School After Illness .....	216
Student Revelation of Suicidal Thoughts .....	217
Student Use of Drugs, Alcohol, or Tobacco .....	218

# Administration of Medicine

## Purpose

This policy relates to the administration of medicine to students by ANCS personnel.

## Duration

This policy is permanent but subject to revision based on changing standards.

## Policy

### SECTION 1. Scope of This Policy

- a. Any medication, prescription or over-the-counter, that needs to be administered during school hours must be done so with the authorization of the ANCS office staff/nurse.
- b. No student may carry either prescription or over-the-counter medication, including inhalers and epinephrine auto-injectors, at school without the permission of the ANCS office staff/nurse.
- c. Self-administration of inhalers and epinephrine auto-injectors is allowed when approved by the student's physician, parents/guardians, and ANCS office staff/nurse.
- d. All medication must be brought to school by an adult, properly labeled and in its original container.

### SECTION 2. Prescription Medication

- a. A doctor's order must accompany all prescription medication brought to school. A parent/guardian must sign a Medication Administration form filled out by the doctor with the following information:
  - i. Name of student and date of birth
  - ii. Name of medication
  - iii. Reason for administration in school
  - iv. Dosage
  - v. Dosage interval (e.g., every 4 hours)
  - vi. Duration of administration (e.g., one week)
  - vii. List of food or drug allergies
  - viii. Name of student's physician (or prescribing healthcare provider)
  - ix. Potential side effects (if any)
  - x. Parent/guardian emergency telephone contact numbers
- b. Students with allergies that may require treatment with an EpiPen should keep their EpiPen within their possession at all times.

### SECTION 3. Over-the-Counter Medication

- a. As part of the standard health forms filled out at the beginning of each year, parents/guardians may grant permission for the ANCS office staff/nurse to administer over-the-counter medication such as acetaminophen (Tylenol), ibuprofen (Motrin, Advil), Neosporin, or hydrocortisone to their student. Parents/guardians who wish to change their permission status should see the Main Office.
- b. For students who may require medication, office staff/nurse will do a brief assessment to determine need. This will include observation for possible fever, pain from injury, orthopedic or orthodontic procedures, headache, etc.



- c. Parents/guardians may be contacted if, in the assessment of the ANCS office staff/nurse, a student is in need of additional medical attention.

### **SECTION 4. Ongoing Health Issues Requiring Medication**

- a. For ongoing health issues requiring medication such as allergies or asthma, parents/guardians will need to provide ANCS with a Medical Action Plan signed by a physician, in addition to the Medication Administration Form.
- b. The Medical Action Plan must be updated annually.

## **Resources**

School Asthma Management Plan, Food Allergy Action Plan, Medication Administration Form

## **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Allergen Management

## Purpose

The purpose of this policy is to provide a safe and allergy-friendly learning environment for allergic students and their families and reduce the risk of accidental exposure in the school environment since food allergies, insect bite or sting allergies, and other severe allergies can cause anaphylaxis and can be life-threatening. Communication, education, and cooperation are the key factors for keeping allergic students safe.

## Duration

This policy is permanent but subject to review annually or when new medical information is brought forth to a school administrator or the Governing Board.

## Policy

This section outlines the general allergy management policy for ANCS. Separate guidelines specific to the Elementary Campus and Middle Campus should be established and followed on a day-to-day basis.

### SECTION 1. Establishing Guidelines

- a. At a minimum, guidelines should include the following:
  - i. Where epinephrine auto-injectors and other medications are stored, if not kept in the child's possession
  - ii. How epinephrine auto-injectors, rescue inhalers, or other necessary medications follow the child as they move about the campus, attend outdoor events, or go on field trips
  - iii. Where Allergy or Anaphylaxis Action Plans and other forms are stored
  - iv. How and when to administer epinephrine auto-injectors
- b. Guidelines for events that involve transportation, such as field trips or athletic events, should also include the following:
  - i. Transportation logistics (whether by foot, bus, or cars)
  - ii. How to access emergency care at the trip or activity location
  - iii. Consideration of allergens when choosing trips

### SECTION 2. Preparation

- a. Store and carry medicines such as epinephrine auto-injectors, antihistamines, and asthma inhalers in designated spots. Epinephrine must be readily available and on hand immediately for all severely allergic children. ANCS can stock non-specifically prescribed epinephrine auto-injectors for emergency use.
- b. Report when medications are lost or misplaced.
- c. Keep Allergy and Anaphylaxis Plans in a designated area.

### SECTION 3. General Allergen Management Training

All ANCS staff, sports team staff, and coaches must be trained in and fully understand the following:

- a. Terminology: Allergy, allergic reaction, anaphylaxis, food intolerance, epinephrine auto-injectors (EpiPen, Auvi-Q, AdrenaClick, etc.), and antihistamine.
- b. Recognize the signs of a mild allergic reaction.

- c. Know the most common allergens that can trigger severe allergies:
  - i. Food
  - ii. Insect stings or bites
  - iii. Chemicals
  - iv. Latex
- d. Know the signs of anaphylaxis, a serious, life-threatening allergic reaction:
  - i. Hives
  - ii. Swelling
  - iii. Rash
  - iv. Itchy lips, mouth, or throat
  - v. Breathing difficulties
  - vi. Coughing or hoarseness
  - vii. Nausea or stomach pain
  - viii. Vomiting
  - ix. Chest pains or tightness
  - x. Headache
  - xi. Dizziness
  - xii. Low blood pressure
  - xiii. Unconsciousness
- e. Know when and how to use an epinephrine auto-injector to treat anaphylaxis.

#### **SECTION 4. ANCS Responsibilities**

- a. ANCS staff and coaches are responsible for making sure a student's epinephrine auto-injector (such as EpiPen or Auvi-Q) is with the student at all times.
- b. ANCS staff and coaches are responsible for using epinephrine when anaphylaxis is suspected, either in a child with a known allergy or in a child who is experiencing a severe and life-threatening allergic reaction for the first time; for administering asthma inhalers for children experiencing asthma attacks; and for administering an antihistamine as needed and as prescribed by the child's doctor.
- c. ANCS staff and coaches are responsible for following the Allergy or Anaphylaxis Action Plan provided by the parent/guardian.
- d. The School Nurse will send out a notification letter at the beginning of each school year to parents/guardians notifying them if there is an allergic student in their child's classroom.
- e. The School Nurse may elect to post notices on doors of classrooms that have several allergic students.

#### **SECTION 5. Parental/Guardian Responsibilities**

- a. Notify the school that a child has an allergy or multiple allergies.
- b. Request a meeting with teachers and the School Nurse. ANCS requires such a meeting to review the student's specific allergies, needs, and Allergy or Anaphylaxis Action Plan.
- c. Complete and provide all required ANCS paperwork, including:
  - i. Clinic Record & Emergency Authorization form (online orientation form)
  - ii. Medication Administration and Release form (two total: one online orientation form and one paper form from School Nurse)
  - iii. A doctor-signed Allergy or Anaphylaxis Action Plan (obtained from the School Nurse or the student's allergist or pediatrician; requires a doctor's signature)

- d. Provide the child's prescribed medications and epinephrine auto-injectors.

### **SECTION 6. Procedures for Managing an Allergic Reaction or Asthma Incident**

- a. The supervising adult should immediately implement the following procedures for administering epinephrine and calling 911. It is not necessary to locate the School Nurse first—time is critical.
  - i. Notice the child has signs of anaphylaxis.
  - ii. Administer the epinephrine auto-injector.
  - iii. Call 911. Have another adult call 911 while the auto-injector is being given, if at all possible.
  - iv. If the child is asthmatic and is wheezing, give the child the doctor-prescribed number of puffs from their rescue inhaler.
  - v. If the child can take Benadryl and the child's doctor has indicated it, administer Benadryl.
  - vi. Monitor the child very closely until the paramedics arrive. A second injection might be necessary. Never leave the child alone or alone with only a student.
  - vii. Contact the School Nurse as soon as possible after the injection. If the nurse cannot be located, contact any administrative staff.
  - viii. Contact the child's parents/guardians.

### **SECTION 7. Managing Allergies in the Classroom**

- a. Guidelines are created by the School Nurse in consultation with the families and teachers of students with severe allergies to ensure that day-to-day classroom activities are safe for allergic children. These guidelines should cover topics such as:
  - i. Classroom and advisory communication
  - ii. How all food and other allergens are managed in the classroom, grade levels, and advisories
  - iii. Medication storage
  - iv. Hygiene and safety best practices and logistics
  - v. How students treat peers with allergies
- b. Each classroom has the option to ban severe allergens from the classroom and from all activities in which that classroom will be engaged. A decision to ban severe allergens from the classroom may be made by the School Nurse and Campus Principal.
- c. The guidelines for each allergic child must be followed by all the classroom and staff that child interacts within the course of a school day:
  - i. Student and substitute teachers
  - ii. Related arts
  - iii. Classrooms in which other subjects are taught
  - iv. Academic assistance
  - v. Special Education
- d. Students with allergies that require that they carry epinephrine auto-injectors should have the epinephrine auto-injector in their possession at all times.
- e. For group snack, birthdays, or other holidays where food is served, products containing nuts, tree nuts, or any other known allergen (e.g., soy, eggs, melon) may not be provided for classroom-wide consumption.

### **SECTION 8. Managing Allergies in the Cafeteria**

- a. Guidelines for cafeteria settings or any other setting where food will be consumed should include the following:



- i. Establishing allergen-free areas to eat
  - ii. Cleaning best practices for tables, chairs, and hand-washing
  - iii. Student etiquette for sharing food
  - iv. Methods for obtaining and keeping current served food labels and ingredients information
- b. Nut-free tables will be established in the cafeteria for students with nut allergies.

### **SECTION 9. Managing Allergies in Group Settings**

- a. Group settings include but are not limited to the following:
  - i. Cafeteria or recess
  - ii. Holidays, special occasions, celebrations, and projects
  - iii. Aftercare, enrichment programs, and childcare
  - iv. Field trips, walks, and outside activities
  - v. School-organized sports and clubs
  - vi. School fundraisers and schoolwide food sales
- b. For all group settings, it is critical that established guidelines are followed and that each allergic child's allergies are taken into consideration.
- c. All staff involved must be made aware of allergic students in their care and provided a copy of each allergic child's Allergy or Anaphylaxis Action Plan.
- d. All fundraising events and schoolwide food sales must follow current school fundraising policies, which include notifying school officials in a timely manner of what food will be sold or available. Whether the event is through a classroom, organization, or the PTCA, efforts should be made to make the event safe for allergic children.

### **SECTION 10. Allergy Bullying**

- a. ANCS anti-bullying policy applies to allergy bullying, which can include mocking or harassing a student for having allergies or having to carry allergy or asthma medication, threatening an allergic student with food they are allergic to, or "pranking" an allergic student by covertly adding allergens to their food.
- b. When allergy bullying incidents occur, consequences will be applied according to the Student Discipline policy. See "Student Discipline" on page 153.
- c. Allergy bullying prevention will be addressed through education and support.

### **SECTION 11. Continuing Allergy Education and Awareness**

- a. ANCS will stay current with allergy management best practices and guidelines through the following means:
  - i. Information the School Nurse provides
  - ii. Information the PTCA Health and Wellness Committee researches and presents
  - iii. Listening to parents/guardians and caretakers of allergic children
  - iv. Staff training
- b. Campus guidelines will contain up-to-date allergy management and education resources.

## **Resources**

ANCS Allergy Management Guidelines for Elementary Parents and Staff, ANCS Allergy Management Guidelines for Middle School Parents and Staff, Allergy or Anaphylaxis Action Plan

See "Administration of Medicine" on page 193.



See "Bullying" on page 200.

See "Student Discipline" on page 153.

### Approval

**Policy approval date:**

5/20/2014

**Policy effective date:**

5/20/2014

**Policy review date:**

08/2015



# Bullying

## Purpose

This policy addresses the importance of a safe and healthy school environment. All schools and employees should promote mutual respect, tolerance, and acceptance among students, staff members, and volunteers. Behavior that infringes on the safety or well-being of any student, including bullying as defined in state statute, will not be tolerated. The prohibition of bullying shall be included in the student Code of Conduct.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Definition of Bullying

The term “bullying” means an act that occurs on school property, on school vehicles, at designated school bus stops, or at school-related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology provided by ANCS, and includes the following:

- a. Any willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so.
- b. Any intentional display of force that would give the victim reason to fear or expect immediate bodily harm.
- c. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that has any one of the following effects:
  - i. Causes another person substantial physical harm within the meaning of O.C.G.A. § 16-5-23.1 or visible bodily harm as such term is defined in O.C.G.A. § 16-5-23.1.
  - ii. Substantially interferes with a student’s education
  - iii. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
  - iv. Substantially disrupts the orderly operation of the school

### SECTION 2. Reporting Procedures

- a. All students and/or school employees shall immediately report incidents of bullying, harassment, intimidation and retaliation to the Campus Principal.
  - i. The Campus Principal shall maintain a method for anonymous reporting of such incidents.
  - ii. Each report of bullying shall be documented and promptly investigated, and result in consequences given appropriate to the situation and in accordance with state law.
  - iii. Parents/legal guardians shall be notified upon a finding that a student has committed an act of bullying or been a victim of an act of bullying.
- b. Reported incidents of bullying, harassment, intimidation, or retaliation that have occurred outside the jurisdiction of the school and have not disrupted the school environment shall be reported to the students’ parents/legal guardians.



### SECTION 3. Disciplinary Procedures

Disciplinary actions for incidents of bullying will be decided according to the guidelines set forth in the Student Discipline policy. See "Student Discipline" on page 153.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Child Abuse and/or Neglect

## Purpose

This policy relates to the requirement of mandated reporters to report suspected child abuse or neglect to the Georgia Department of Family and Children Services (DFCS).

## Duration

This policy is permanent but subject to review based on changes to state law.

## Policy

### SECTION 1. Scope of This Policy

- a. By law, both school employees and school volunteers are considered mandated reporters and, as such, are legally required to report information about suspected child abuse or neglect to the Georgia Department of Family and Children Services (DFCS) according to Georgia law (O.C.G.A. 19-7-5).
- b. Any school employee or school volunteer who suspects a student is being neglected or abused should immediately communicate this information to the school counselor and/or **Campus Principal**, and the suspected neglect/abuse will be reported to DFCS.
- c. Any school employee or volunteer with questions regarding mandated reporting or anything contained in this policy should contact the Executive Director. See "Mandated Reporters" on page 214.

### SECTION 2. Potential Signs of Abuse/Neglect

Potential signs of abuse or neglect of a student include the following:

- a. Often left home alone overnight
- b. In the neighborhood for long periods without supervision
- c. Frequently hungry
- d. Dressed inadequately for the weather
- e. Frequently absent from school
- f. Bruised or has other marks of physical violence
- g. Withdrawn or overly aggressive
- h. Not receiving needed medical attention

### SECTION 3. Reporting Suspected Child Abuse or Neglect

Suspected child abuse or neglect should be reported to DFCS at 1-855-GA-CHILD.

## Resources

See "Mandated Reporters" on page 214.

## Approval

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# Communicable Diseases

## Purpose

This policy applies to reporting procedures and incident management for communicable disease cases within ANCS.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Reporting Procedure

- a. A confirmed communicable disease case should be reported to the Executive Director, Campus Principal, or School Nurse.
- b. The School Nurse will complete the Communicable Disease Incident form and fax it to APS Health Services.
- c. The Fulton County Health Department will be notified for guidance for communicable disease cases that require management beyond the local school level.

### SECTION 2. Incident Management Guidelines

- a. ANCS will follow the guidance provided by APS Health Services and the Fulton County Health Department for areas such as mass notification, school closure, prophylactic treatment, etc., as well as all communicable disease cases that require management beyond the local school level.
- b. APS Health Services will send a reminder of Incident Management Guidelines via email to Executive Director, Campus Principal, and/or School Nurse.

### SECTION 3. Media Inquiries

All media inquiries regarding all notifiable communicable disease are to be directed to the APS Communications Department.

## Resources

Communicable Diseases Incident form

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Concussions

## Purpose

This policy fulfills the requirement set forth in House Bill 284, the Return to Play Act of 2013, which requires all public and private schools to create a concussion policy that includes the standards set forth in this policy.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Educate

- a. Prior to the beginning of each athletic season, the information sheet entitled “Concussions: What You Need to Know” must be provided to each athlete. This information sheet informs parents or legal guardians and athletes of the risk of concussions.
- b. Athletes cannot practice or compete in activities until the acknowledgment portion of the information sheet is signed and returned by both the athlete and their parent or legal guardian.

### SECTION 2. Athlete Welfare

- a. If a youth athlete (ages 7 to 18) participating in a youth athletic activity exhibits signs or symptoms of a concussion, they must be removed from play.
  - i. Coaches and athletic trainers should refer to the [Concussion Sideline Reference Card](#) to learn signs and symptoms of a concussion.
- b. Once removed from play, the athlete’s parent or legal guardian should be notified that their child has possibly sustained a concussion via the Concussion Notification form and advised that the child should be evaluated by a healthcare provider.

### SECTION 3. Return Safely

Before a youth athlete can return to play, they must be cleared by a healthcare provider trained in the management of concussions.

## Resources

Concussions: What You Need to Know information sheet, Concussion Notification form

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Drug-Free School Zone

## Purpose

This policy prohibits the use of drugs or alcohol at or in the immediate vicinity of ANCS.

## Duration

This policy is permanent.

## Policy

ANCS subscribes to all local, state (O.C.G.A. § 16-13-32.4), and federal laws related to the sale or use of drugs or alcohol within a school zone. Any student suspected of being under the influence of drugs or alcohol should be reported to the counselor or the Campus Principal.

## Resources

See "Student Discipline" on page 153.

See "Student Use of Drugs, Alcohol, or Tobacco" on page 218.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Head Lice

## Purpose

This policy addresses the reporting or discovery of head lice on a student. Pediculosis (head lice) represents one of the most common communicable childhood diseases. It is therefore not unusual within a school for children to get head lice, but it is one that should be eliminated as quickly as possible.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Scope of This Policy

- a. Students who are discovered to have lice will have their parents/guardians called to pick them up from school.
- b. ANCS has a “No Nit Policy.” All children must be nit (lice eggs) free in order to return to school.

### SECTION 2. Discovery of Lice

- a. If a parent/guardian discovers lice, they should contact the school immediately so that the student’s classmates can be screened.
- b. If school personnel discover lice, they will contact the student’s/students’ parents/guardians to pick them up from school and treat them as soon as possible.
  - i. The National Pediculosis Association’s (NPA) [Ten Tips for Head Lice and Nit Removal](#) will be sent home with each family.
  - ii. Families may also be referred to [www.headlice.org](http://www.headlice.org) for additional information.
- c. Students returning to school after being treated for lice must be rechecked by school officials upon return.
  - a. Students will be admitted back to school as soon as they are free of lice and nits.
  - b. If lice or nits are still found, parents/guardians will be called to pick their child up.
- d. After the initial lice treatment is done, parents/guardians need to recheck their child daily (for any remaining nits/eggs) for a two-week period. The child will also need to be re-treated 7 days after the initial treatment to ensure there is not a re-infestation.

### SECTION 3. Treating a Classroom

- a. All students within the class will be screened by school personnel.
- b. A letter informing families of the lice will be sent home.
- c. All families will be asked to screen children at home for a period of two weeks following the discovery of lice.
- d. All siblings of children diagnosed with lice will be screened by school officials. If necessary, the classrooms of these students will also be screened.
- e. Infested classroom rugs, furniture, pillows, etc. will be vacuumed.
  - i. Vacuuming is the safest and best way to remove lice or fallen hairs with attached nits from upholstered furniture, rugs, stuffed animals, and car seats.
  - ii. NPA recommends the avoidance of lice sprays.



## Resources

[The National Pediculosis Association's \(NPA\) Ten Tips for Head Lice and Nit Removal](#)

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

## Approval

**Policy approval date:**

[dd mmm yyyy]

**Policy effective date:**

[dd mmm yyyy]

**Policy review date:**

[dd mmm yyyy]





# Health and Safety Training

## Purpose

This policy relates to the health and safety training of ANCS employees.

## Duration

This policy is permanent.

## Policy

- a. ANCS employees shall undergo the following mandatory health and safety training:
  - i. **Allergen Management Training.** Employees shall be trained to recognize both the signs of a mild allergic reaction and a severe, life-threatening allergic reaction (anaphylaxis), to know when and how to administer an epinephrine auto-injector (EpiPen), and to know ANCS procedures if a student experiences an allergic reaction.
  - ii. **Mandated Reporter Training.** Employees shall be trained to know the signs of child abuse or neglect and their legal obligation to report suspected abuse or neglect of a student to the proper authorities.
  - iii. **Note from Leslie Jo Tottenham: There is a new state law mandating training about suicide. She is going to talk to Matt about what would need to be included here.**
- b. ANCS employees will also be offered the opportunity to receive CPR training.
  - i. CPR training classes will be made available to staff annually.
  - ii. ANCS' goal is for no less than 80% of staff to be CPR certified.

## Resources

See "Allergen Management" on page 195.

See "Mandated Reporters" on page 214.

## Approval

**Policy approval date:**

[dd mmm yyyy]

**Policy effective date:**

[dd mmm yyyy]

**Policy review date:**

[dd mmm yyyy]

# Helmet Use

## Purpose

This policy relates to the use of helmets by students riding bicycles or scooters to or from school.

## Duration

This policy is permanent.

## Policy

ANCS values and encourages students walking and bicycling to and from school, and it is working to implement pedestrian and bicycle safety education for all students.

- a. To promote student safety, all students riding bicycles or scooters to and from school **MUST** wear CPSC- or SNELL-certified bicycle or skateboard helmets. As for bicycles, this is a state law as well as a school policy: O.C.G.A. § 40-6-296(e)(1).
- b. Helmets may not be held in the hands of students, carried on handlebars, or worn without being strapped under the chin: **THEY MUST BE WORN PROPERLY.**
- c. Any student who enters the school campus without a helmet worn properly will be referred to the Principal, and a call home will be required to remind the parent/guardian of the ANCS Helmet Use Policy and arrange alternate transportation home in the absence of a helmet.
- d. A second violation of this policy will result in the confiscation of the bike or scooter to be released only when a parent/guardian comes to campus to retrieve it or when the student returns with a helmet.
- e. Parents/guardians and students will sign an agreement at the beginning of the school year acknowledging they have read and agree to this policy and that it is the primary responsibility of that parent/guardian to ensure their child is in compliance with this policy.
- f. Parents/guardians are encouraged to discuss with their children the benefits of helmet use when riding to and from school or around the neighborhood, and it is expected that parents/guardians shall provide helmets for their student riders.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Illness and Injury While at School or School Event

## Purpose

This policy addresses procedures for responding to a student's illness or injury.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Scope of This Policy

- a. A student who becomes ill or injured while on an ANCS campus should be assessed and rendered such aid as is appropriate.
- b. Life safety is of the utmost importance. In an emergency, do not hesitate to call 911 or begin life-saving measures such as CPR or administering an EpiPen.
- c. In the case of a significant illness or injury, the School Nurse, the office staff, the reporting teacher, or the student's teacher/advisor will contact the student's parent/guardian or emergency contact to inform them of the situation and determine what further medical attention is needed.
- d. If the parent/guardian or emergency contact cannot be reached, ANCS will decide the best course of action.
- e. Office staff should complete an Incident Report as soon as possible.

### SECTION 2. Significant Illness or Injury

If a student is, in the supervising adult's judgment, significantly ill (fever, nausea) or injured (bleeding, concussion, sprain) at any point during the course of the day, they should be assessed immediately.

- a. If in any doubt about the seriousness of the illness or injury, call 911 immediately, and then contact the parent/guardian, Executive Director, and Campus Principal.
- b. Elementary Campus – The nurse will review the situation.
- c. Middle Campus – The student should be sent to the Main Office. The nurse will review the situation, if on site and available. If the nurse is not available, the Main Office manager will assess the situation.

### SECTION 3. Minor Injury

- a. First aid may be rendered for minor injuries.
- b. Each room in the building will have a kit containing band-aids, anti-bacterial wipes, and ice packs.
- c. If replacements are needed, the office staff should be notified.

### SECTION 4. Reporting and Notification of Student Injuries

- a. Office staff should complete an Incident Report as soon as possible.
- b. The office staff or reporting teacher/advisor will contact the student's parent/guardian to inform them of the situation and determine what further medical attention is needed.



## Resources

Incident Report

## Approval

**Policy approval date:**

[dd mmm yyyy]

**Policy effective date:**

[dd mmm yyyy]

**Policy review date:**

[dd mmm yyyy]



# Immunizations

## Purpose

This policy relates to immunization requirements for students attending ANCS.

## Duration

This policy is permanent but subject to review based on changes in medical guidelines.

## Policy

### SECTION 1. Scope of This Policy

- a. Certificates of Immunization are required by Georgia Law 20-2-771 for all kindergarten, sixth, and seventh grade students; all students new to Georgia; and students coming from any private school.
  - i. Georgia Certificate Form 3231 must be signed by a licensed healthcare provider or the county health department.
  - ii. New entrants include anyone that is entering Georgia schools for the first time or is returning to a Georgia school after being gone for more than 12 months or one school year.
  - iii. Medical waivers/exemptions are a part of Georgia Certificate Form 3231.
- b. For students entering from out-of-state schools, please contact the Georgia Health Department or a Georgia licensed physician to have immunizations transferred to the Georgia Certificate Form 3231.
  - i. Students need to have their immunization record from their state in order to transfer immunizations to Form 3231.
  - ii. All requirements apply to students transferring from out-of-state schools to Georgia schools.
- c. To be enrolled in ANCS, ALL certificates of immunization must be marked "Complete for Attendance" OR have a future expiration date. Expired certificates will not be accepted for enrollment.
- d. If a parent/guardian chooses not to vaccinate their child based on religious beliefs, they must submit the Immunization Requirements: Affidavit of Religious Objection.

### SECTION 2. Immunization Requirements

#### Kindergarten (Requirements for K-6)

- a. Four (4+) DTaP (number of doses depends upon age given)
- b. Four (4+) IPV (number of doses depends upon age given)
- c. Three (3) Hepatitis B
- d. Two (2) doses of Measles vaccine, two (2) doses of Mumps vaccine, and one (1) dose of Rubella vaccine OR two (2) doses of the combined MMR (OR documented history of disease or serology)
- e. Two (2) Hepatitis A (required if born on or after 01/01/2006)
- f. Two (2) doses of Varicella vaccine (OR documented history of disease or serology)

#### 7th Grade and Higher

- a. Effective July 1, 2014, all children born on or after January 1, 2002, who are entering 7th grade, and new entrants to Georgia schools in grades 8-12, will be required to have Tdap (Tetanus, Diphtheria, and Pertussis) and Meningococcal Conjugate (MCV4) vaccines before entering school.
- b. Four (4+) DTaP (number of doses depends upon age given)



- c. NEW: One (1) Tdap
- d. Four (4+) IPV (number of doses depends upon age given)
- e. Three (3) Hepatitis B
- f. Two (2) doses of Measles vaccine, two (2) doses of Mumps vaccine, and one (1) dose of Rubella vaccine OR two (2) doses of the combined MMR (OR documented history of disease or serology)
- g. Two (2) Hepatitis A (required if born on or after 01/01/2006)
- h. Two (2) doses of Varicella vaccine (OR documented history of disease or serology)
- i. NEW: One (1) Meningococcal Conjugate (MCV4)

### SECTION 3. Additional Requirements

- a. Certificates must be signed by a physician licensed in Georgia or a public health official. A stamp of a physician's signature is permissible when cosigned by an office staff member.
- b. Certificates must have a printed, typed, or stamped name and address of the physician, health department, or Georgia Registry of Immunization Transactions and Services (GRITS) official issuing the certificate.
- c. Certificates must have a complete date of issue with the month, day, and year.

### SECTION 4. Annual Immunization Audit

- a. The annual immunization audit is conducted each fall and must show 100% compliance.
- b. ANCS must have on file for each student either an updated Georgia Certificate Form 3231 documenting either current immunizations or medical exemption, or the Immunization Requirements: Affidavit of Religious Objection.

## Resources

Georgia Certificate Form 3231, Immunization Requirements: Affidavit of Religious Objection

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Mandated Reporters

## Purpose

This policy relates to the definition of mandated reporters and their legal responsibility to report suspected child abuse or neglect to the Georgia Department of Family and Children Services (DFCS).

## Duration

This policy is permanent but subject to review based on changes to state law.

## Policy

### SECTION 1. Scope of This Policy

- a. By law, both school employees and school volunteers (including parent volunteers, field trip chaperones, and after-school personnel) are considered mandated reporters.
- b. Mandated reporters are legally required to report information about suspected child abuse or neglect to the Georgia Department of Family and Children Services (DFCS) according to Georgia law (O.C.G.A. § 19-7-5).

### SECTION 2. Mandated Reporter Training for School Volunteers

- a. School volunteers are required to view the ANCS Mandated Reporter Training materials located on the ANCS website.
- b. After viewing the training materials, the volunteer should submit the ANCS Mandated Reporter Training signature sheet (also located on the ANCS website) to the Main Office.

## Resources

ANCS Mandated Reporter Training presentation, ANCS Mandated Reporter Training signature sheet  
See "Child Abuse and/or Neglect" on page 202.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Responsibility for Student Welfare

## Purpose

The following policies and procedures are followed by school staff in order to comply with legal requirements and ensure the welfare of students at the school.

## Duration

This policy is permanent but subject to review based on changes in legal requirements.

## Policy

- a. School employees are responsible for the welfare and safety of students under their charge within the building, on an ANCS campus, or while on ANCS field trips or athletic events.
- b. Life safety is of the utmost importance. In an emergency, the supervising adult should not hesitate to call 911 or begin life-saving measures such as CPR or administering an EpiPen. Timely intervention is imperative; therefore, it is not necessary in an emergency to consult first with the nurse or Main Office.
- c. A student who becomes ill or injured while on an ANCS campus should be assessed and rendered such aid as is appropriate.
- d. School employees will receive training in allergen management and recognizing signs of child abuse and neglect, as well as in their duties as mandated reporters. School employees will also be offered opportunities for CPR training.

## Resources

See "Allergen Management" on page 195.

See "Child Abuse and/or Neglect" on page 202.

See "Health and Safety Training" on page 208.

See "Illness and Injury While at School or School Event" on page 210.

See "Mandated Reporters" on page 214.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]





# Return to School After Illness

## Purpose

This policy gives the general parameters of when it is appropriate for a student to return to school after an illness.

## Duration

This policy is permanent.

## Policy

ANCS recommends that students do not return to school for at least 24 hours after all symptoms of illness have subsided. This includes fever, vomiting, skin infections, and any other symptom of a disease that is communicable.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Student Revelation of Suicidal Thoughts

## Purpose

This policy governs the need to report any suspected suicidal thoughts.

## Duration

This policy is permanent.

## Policy

- a. Any school employee who suspects a student may be having suicidal thoughts should immediately communicate this information to one of the school's counselors, Campus Principals, and/or the K-8 Assistant Principals.
- b. The counselor or designee will speak with the student and the student's parent/guardian to determine the next steps necessary to ensure the student's safety.

## Approval

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# Student Use of Drugs, Alcohol, or Tobacco

## Purpose

This policy addresses the ANCS course of action upon discovering that a student is using drugs, alcohol, or tobacco.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Scope of This Policy

- a. Casual conversation at ANCS about the use of alcohol and drugs is to be discouraged.
- b. Personal revelations by students to staff regarding their own use of alcohol or drugs (including tobacco) or their firsthand concerns about other students' use shall result in action by an ANCS staff member.
- c. No ANCS staff member should bear sole responsibility for the knowledge that a student is experimenting with, using, or abusing alcohol or drugs. For the protection of the student and all concerned, a consultation between the staff member and one of the school's counselors, Campus Principals, and/or the Assistant Principal must take place.

### SECTION 2. Course of Action

Upon hearing from a student that either they or another student are using alcohol or drugs (including tobacco), the staff member will consult with one of the school's counselors, Campus Principals, and/or the Assistant Principal. Together, based on their best judgment, they will decide which of the following is the best course of action:

- a. Staff member continues to talk with and monitor student for a limited period of time to more clearly determine the nature of the situation.
- b. Counselor makes an educational/therapeutic intervention by contacting student directly.
- c. Parents/guardians of student are contacted by most appropriate staff member.
- d. Student is referred to Campus Principal or Assistant Principal for possible disciplinary action.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Special Education

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Hospital and Homebound .....	220
Special Education Services .....	222
Student Support Team (SST) .....	226

# Hospital and Homebound

## Purpose

The purpose of the Hospital/Homebound Program is to help students who physically cannot attend school for 10 days or more to continue their learning process during their time away from school.

## Duration

This policy is permanent but subject to revision based upon state requirements.

## Policy

- a. In general, this policy is intended for students who cannot physically attend school for 10 days or more due to diagnosed medical conditions, syndromes, or immune system issues.
- b. ANCS follows all procedures provided by APS related to providing services for students who are in the hospital or homebound.
- c. The Special Education Coordinator will communicate the process and all required documents via letter to families needing this service.

### SECTION 1. Goal of the Program

Our goal is to educate the student during the time he/she is unable to attend school and to assist with the transition back to school when the doctor dismisses him/her.

### SECTION 2. Qualifications

- a. State regulations require that a system provide homebound instruction to students who have a signed statement from a licensed physician stating that a child is physically unable to participate in instruction for 10 or more days.
- b. The medical referral provides a medical opinion on the child's treatment; however, the referral is not a guarantee that hospital/homebound services will automatically be provided.
- c. The medical opinion must be considered by the IEP Team as part of determining the services and setting(s) for the student.

### SECTION 3. Guidelines and Rules

- a. There must always be an adult over the age of 21 present in the home when a homebound teacher is present.
- b. Students must be at home and prepared to work at the scheduled time.
- c. Excessive cancellations or a lack of completing assignments is grounds for dismissal from the Hospital/Homebound Program.
- d. If an emergency does arise, please contact the teacher before he/she leaves for your home. Likewise, the homebound teacher is expected to notify families in case of cancellations.
- e. The Hospital/Homebound teacher will teach each student for a period of three (3) hours per week.
- f. Hospital/Homebound Services are not a "tutorial" service for excessive amounts of makeup work. Makeup work will be given only if your child has excused medical absences for the time out of school prior to requiring homebound services.
- g. Hospital/Homebound is a service for students who reside within the Atlanta Public Schools district.



## Policy and Procedures Guide

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- h. The student is required to be actively treated by a doctor and to be following the doctor's orders during his/her stay on hospital/homebound. Refusal to follow the doctor's recommendations or discontinuing treatments is grounds for dismissal from the program.
- i. A child can receive homebound services "without endangering the health and safety of the instructor or other students."

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Special Education Services

## Purpose

This policy relates to special education services at ANCS.

## Duration

This policy is permanent but subject to revision based upon state and federal requirements.

## Policy

ANCS complies with all requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA).

Parents/guardians have special rights related to special education. For more information, please see [Special Education Parent Rights](#).

### SECTION 1. Goal of the Program

The goal is to build a program based on inclusion, as research shows that inclusion/keeping students in the main classroom is the method most beneficial for students.

### SECTION 2. Types of Services Offered

**Learning Support:** For students whose primary identified need is academic learning.

**Behavioral/Social Support:** For students with personal, behavioral, or emotional issues that interfere with student learning and adjustment.

**Occupational/Physical Therapy Support:** For students that have fine and gross motor impairments that affect their academic achievement.

**Speech and Language Support:** For students with communication impairments that affect their academic achievements.

**Hearing Impaired Support:** For students with hearing impairments that interfere with the development of their communications process.

**Visually Impaired Support:** For students who have visual impairments that adversely affect their educational performance.

**Nursing Services:** For students who have medical needs that adversely affect their educational performance.

### SECTION 3. Determining Level of Intervention

- a. The IEP Team determines the appropriate level of intervention and support required to meet the student's needs.
- b. The appropriate level of intervention is the level at which the student performs successfully in the least restrictive environment (LRE).

## SECTION 4. Special Education Evaluation and Procedures

ANCS uses the following procedures in accordance with state and federal laws for locating, identifying, and evaluating students who may require specialized services:

- a. ANCS routinely conducts screenings of children for hearing and visual acuity.
- b. Universal screeners are administered three times a year for all students in reading (K-8) , math (1-8), literacy (3-8), writing (3-8), and behavior for progress monitoring. Students who are below the 25th percentile are identified as needing intervention and are monitor on a weekly basis to look for growth, which is then used to guide progress and determine next steps.
- c. Gross motor, fine motor, speech and language, academic, and social/emotional skills are monitored and assessed by classroom teachers on an ongoing basis. The child's teacher and any other team member involved in the screening share any concerns with parents/guardians.
- d. A student that is experiencing difficulty may be referred to the Student Support Team (SST) in order to develop a plan for further classroom supports. See "Student Support Team (SST)" on page 226.
- e. Parents/guardians who have concerns regarding their child may contact the Campus Principal at any time to request in writing that a screening or evaluation of their child be conducted as part of their due process rights.
- f. However, eligibility for special education will not be considered without documentation of prior instructional interventions.

## SECTION 5. Factors That Determine Eligibility

- a. In order to be eligible to receive special education services, the student must meet the requirements of one or more of the following categories:
  - i. Autism Spectrum Disorder (AUT)
  - ii. Deaf-Blind (D/B)
  - iii. Deaf/Hard of Hearing (D/HH)
  - iv. Emotional/Behavioral Disorder (EBD)
  - v. Mild, Moderate, Severe, or Profound Intellectual Disability (MID, MOID, SID, PID)
  - vi. Orthopedic Impairment (OI)
  - vii. Other Health Impairment (OUI)
  - viii. Significant Development Delay (SDD)
  - ix. Specific Learning Disability (SLD)
  - x. Speech-Language Impairment (SI)
  - xi. Traumatic Brain Injury (TBI)
  - xii. Visual Impairment, including Blindness (VI)
- b. Eligibility Requirements can be found in the [State Education Rules](#).
- c. Once a student is found eligible for special education services, parents/guardians are then invited to participate in a meeting where the results of the eligibility will be reviewed and the Individual Education Program (IEP) will be developed. See Section 6 below.

## SECTION 6. Parent/Guardian and School Coordination

- a. After an evaluation is completed, a comprehensive evaluation report will be developed with parent/guardian involvement.
- b. This report will include:
  - i. Evaluation findings
  - ii. Specific recommendations for education strategies and techniques for helping the student.



- c. The evaluation report becomes part of the student file but is housed in the SST Department. See "Records" on page 179 for information about how records are kept.

### **SECTION 7. If Additional Support Is Needed**

- a. As an integral team member, parents/guardians are always included as a part of the process with their child.
- b. If a child requires additional services, the Student Support Team (SST) will make modifications to accommodate the child's learning style, behavior, physical limitations, or speech/language difficulties.
- c. If a student does not progress with interventions developed by the SST, parents/guardians will be asked to consider granting their written permission for an educational evaluation of their child.
- d. Once permission to evaluate is obtained, the evaluation must be completed within a 60-school-day timeline.
- e. The SST coordinator and a school psychologist will coordinate the evaluation. As part of initiating a multidisciplinary evaluation, parents/guardians will receive a written document outlining Procedural Safeguards.

### **SECTION 8. Independent Educational Evaluation**

- a. If a parent/guardian disagrees with the results of a completed evaluation done by ANCS, the parent/guardian may request an outside independent educational evaluation (IEE) paid for by ANCS.
- b. ANCS must agree to pay for the IEE or begin due process procedures to show that the district's evaluation is adequate.
- c. A parent/guardian does not have the right to an IEE at public expense until he or she has allowed ANCS to conduct their own evaluation.
- d. Once the evaluation is completed, the eligibility team, including the parent/guardian, will decide whether the student is eligible for special education services. This involves meeting eligibility requirements per the Individuals with Disabilities Education Act (IDEA).

### **SECTION 9. Reevaluation and Renewal**

- a. Students are reevaluated every three years to determine eligibility with the date of each eligibility meeting beginning the next three-year evaluation cycle.
- b. If parents/guardians and educators have concerns, students can be reevaluated one year after their previous evaluation.
- c. IEPs are developed and reviewed annually and are in effect at the beginning of each school year.
- d. The IEP may be reviewed more than once a year if the parent/guardian of the student requests a review.

### **SECTION 10. Terms and Acronyms**

- **IDEA:** Individuals with Disabilities Education Act
- **IEP:** Individualized Education Program
- **BIP:** Behavior Intervention Plan
- **FAPE:** Free Appropriate Public Education
- **LRE:** Least Restrictive Environment
- **OT:** Occupational Therapy
- **SLT:** Speech and Language Therapy
- **RTI:** Response to Intervention



- **AT:** Assistive Technology
- **IEE:** Independent Educational Evaluation

### Approval

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# Student Support Team (SST)

## Purpose

This policy describes the work of the Student Support Team (SST) in their assistance with students who need instructional and classroom interventions.

## Duration

This policy is permanent.

## Policy

### SECTION 1. The Difference Between SST and Special Education

- a. The predominant role of the SST Chair is to design and implement interventions and accommodations in the classroom and manage 504 plans.
- b. The predominant role of the Special Education Coordinator is to help identify students who have an identified disability that is impacting their learning (defined as working below grade level academically and/or behaviorally) to the point that they need specialized instruction, not just interventions and accommodations.

### SECTION 2. The Work of the SST

- a. The predominant goal of the SST is to support the teacher and support the student.
- b. Parents/guardians are involved in the SST process but are not required to give permission for the SST to meet.
- c. The SST meeting includes parents, teachers, the SST Chair, **EIP teachers**, and the Assistant Principal.
- d. If the student has been in the SST for a period of time and has not shown any response, the school psychologist may be added to the team to help give additional ideas.
- e. SST meetings can be called for a variety of topics. For example:
  - i. Academic issues not responding to intervention
  - ii. Behavior issues
  - iii. Emotional issues
  - iv. Attendance issues

## Resources

See "Special Education Services" on page 222.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



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# Technology and Library Media

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Citizen Request for Reconsideration of Library Materials .....	228
Collection Development Policy .....	229
Library Media Center Position Statements .....	232
Library Media Center .....	234
Social Media Use .....	238
Technology Acceptable Use .....	239
Use of Reading Levels in Library Media Center Materials .....	240



# Citizen Request for Reconsideration of Library Materials

## Purpose

This policy controls the process for a citizen request for reconsideration of library materials.

## Duration

This policy is permanent.

## Policy

- a. ANCS subscribes in principle to the philosophy expressed in the ALA's "Library Bill of Rights" and the American Association of School Librarians' "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights." See "Library Media Center Position Statements" on page 232.
- b. ANCS also recognizes that, occasionally, materials selected may be challenged or questioned, despite the care taken in selecting them.
- c. A procedure for processing and responding to criticism of approved material has been established and will be followed. This procedure will include a formal signed complaint of standard format and an appointed committee to reevaluate the material in question.

## Procedure

- a. Upon receiving a complaint, the library media specialist will hold a conference with the patron making the complaint. The Executive Director and Campus Principal will be notified and may be present at the conference.
- b. If the problem cannot be resolved in the conference, the patron will be given a Request for Reconsideration of Library Materials form **[form will be included/linked to]**.
- c. The patron will return the completed form to the library media specialist, who will forward a copy to the Executive Director and Campus Principal.
- d. The Executive Director and/or Campus Principal will appoint a committee to review the complaint. This committee will be composed of the library media specialist, Executive Director, Campus Principal, and one faculty member, as well as a member of the ANCS Governing Board, and a member of the school's PTCA.
- e. The committee will review the complaint and make a written report and recommendation to the Executive Director, Campus Principal, and Governing Board.
- f. Final disposition authority to keep or remove a book or other material rests with the Executive Director, Campus Principal, and Governing Board.
- g. A letter explaining the decision will be sent to the complainant.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Collection Development Policy

## Purpose

The objective of collection development is to make available to library media center patrons a collection of materials that will enrich and support the curriculum and meet the needs of the students, staff, and parents/guardians being served. The library media centers will provide a wide range of materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.

For the purposes of this statement of policy, the term “materials” will refer to any resource with instructional content or function that is used for formal or informal teaching/learning purposes. Materials may include books, periodicals, sound recordings, videocassettes, DVDs, CD-ROMs, databases, software, maps, and supplementary reading and informational resources.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Responsibility for Selection of Library Media Center Materials

Primary responsibility for coordinating and recommending the selection and purchase of library media materials will rest with the library media specialists. In addition, selection procedures may involve representatives of the professional staff directly affected by the selections and persons qualified by preparation to aid in wise selection. Suggestions for materials selection from faculty, parents, and students of ANCS will be given due regard.

To this end, it is the responsibility of the library media specialists:

- a. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
- b. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
- c. To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;
- d. To provide materials representative of the many religious, ethnic, and cultural groups that contribute to our national heritage and the world community;
- e. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate to the school community.

### SECTION 2. Criteria for Selection of Library Media Center Materials

The following criteria will be used to guide selection:

- a. Educational significance
- b. Contribution the subject matter makes to the curriculum and the interests of the students
- c. Favorable reviews found in standard selection sources
- d. Favorable recommendations based on preview and examination of materials by professional personnel

- e. Reputation and significance of the author, producer, and publisher
- f. Validity, currency, and appropriateness of material
- g. Contribution the material makes to breadth of representative viewpoints on controversial issues
- h. High degree of potential user appeal
- i. High artistic quality and/or literary style
- j. Quality and variety of format
- k. Value commensurate with cost and/or need
- l. Timeliness or permanence
- m. Integrity

### **SECTION 3. Procedures for Selection of Library Media Center Materials**

- a. In selecting library media center materials, the library media specialists will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids for selection and other appropriate sources. Sources to be consulted may include:
  - i. Bibliographies and indices such as A to Zoo: Subject Access to Children's Picture Books; Best Books for Children: Preschool through Grade 6; Elementary School Library Collection; Reference Books for School Libraries.
  - ii. Current reviewing media including: Booklist, School Library Journal, Horn Book, Kirkus Reviews, Bulletin of the Center for Children's Books, and others.
- b. Other sources will be consulted as appropriate. Whenever possible, the actual resource will be examined.

### **SECTION 4. Gifts and Donations**

The library media centers welcome gift and donated materials. These materials will be subject to the same criteria as those obtained through the regular selection process. Materials not chosen for inclusion in the collection may be discarded or sold for funds to purchase additional library media center materials.

### **SECTION 5. Weeding**

The ANCS library media centers recognize the importance of maintaining a collection of current, appropriate, and useful materials. Therefore, a periodic evaluation of the collection will be performed in order to remove or replace materials that are no longer useful. Discarded materials may be offered to other members of the school community or disposed of if unusable. The following guidelines have been developed to aid in the weeding process; however, the final decision concerning the removal or replacement of materials rests with the library media specialists.

- a. **Weeding by Appearance**
  - i. Worn-out volumes: dirty, brittle, yellow pages; missing pages; tattered covers; etc.
  - ii. Badly bound volumes: soft, pulpy paper and/or shoddy binding
  - iii. Badly printed works
  - iv. Books of antiquated appearance that might discourage use
  - v. Audiovisual materials with missing or broken pieces
- b. **Weeding of Superfluous or Duplicate Volumes**
  - i. Unneeded duplicate titles
  - ii. Older editions
  - iii. Highly specialized books (when library media center holds more general or up-to-date volumes on the same subject)



- iv. Books on subjects of little interest to the school community
- v. Books that no longer relate to the curriculum (if specialized)
- c. Weeding Based on Poor Content**
  - i. Information is dated
  - ii. Information is inaccurate
  - iii. Stereotypes are present
  - iv. Book is poorly written
- d. Weeding According to Use**
  - i. Nonfiction: Book has not been checked out within last 10 years
  - ii. Fiction: Book has not been checked out within last 5 years (classics excluded)
  - iii. Dewey Decimal categories that may be quickly outdated.
  - iv. In addition, mistakes in selection/acquisition may be quickly outdated.
- e. Categories of Books That Are Not Quickly Outdated**
  - i. dictionaries
  - ii. biographical sources
  - iii. literary criticism
  - iv. classics of literature
  - v. foreign language literature
  - vi. art books
  - vii. local history/geography
  - viii. books providing general principles of a subject or discipline

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]





# Library Media Center Position Statements

## Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

## Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade-level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school Board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and ensure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, by the ALA Council.

## **American Library Association Position Statement on the Confidentiality of Library Records**

The members of the American Library Association, recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs, or services are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to ensure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose recordkeeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records, Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

# Library Media Center

## Purpose

The ANCS library media centers support the mission of ANCS to create a community of deeply engaged families and educators working to foster extraordinary levels of student achievement in an inclusive, constructivist learning environment that values every individual and prepares students to be effective citizens in a diverse global society.

By integrating the library media program into the instructional program, students, teachers, the library media specialists, and other staff are partners in learning. The library media program is an extension of the classroom. Information skills are taught and learned within the context of classroom curricula and encourage learning through active participation.

The library media program provides a setting in which students build skills they need throughout their years of formal education and into adulthood. These skills include locating, analyzing, evaluating, interpreting, and communicating information and ideas. Through the library media center, students learn critical thinking and problem-solving skills, the rights and responsibilities of the generation and flow of information and ideas, and an appreciation for the value of literature in an educated society. These skills rely on access to adequate library media facilities, appropriate resources, and qualified personnel.

The library media program serves students, staff, and parents/guardians of ANCS. The collection includes a diversity of materials that represent various points of view on current and historical issues, as well as a wide variety of resources in areas of interest to all students. Classroom curricula guide collection development, along with requests and needs of students, faculty, and parents/guardians. See "Collection Development Policy" on page 229. Student access is not limited by reading level; rather, restriction-free exploration of interests is encouraged.

## Duration

This policy is permanent, but it is subject to revision.

## Policy

### SECTION 1. Staffing and Certifications

- a. The school's library media specialists serve in overlapping roles as information specialist, teacher, and instructional consultant.
- b. The library media specialists will meet state certification requirements for library media specialist classifications.
- c. The library media specialists will hold a master's degree, which is considered the entry-level degree for the field. Degrees from institutions accredited by organizations such as the American Library Association (ALA), the National Council for Accreditation of Teacher Education (NCATE), or the Georgia Department of Education are preferable.
- d. The library media center utilizes parent and community volunteers to help with special events or regular tasks occurring on a daily, weekly, or occasional basis.

### SECTION 2. Flexible Scheduling / Hours of Operation

- a. The hours of operation for the library media center will follow the hours of the regular school day, with the exception of the dismissal period at the Elementary Campus.

- b. Professional library media center staff must be present for the facility to be open.
- c. If a library media center staff member works during the after-school program, the library media center may remain open for the use of students and teachers in that program.
- d. It is the goal of the school's library media centers to provide an open, flexible schedule for all grades. The maintenance of this type of schedule is key to the success of a constructivist curriculum.
- e. An open schedule allows students and teachers to come to the center throughout the day on an as-needed basis to use information sources, read, check books in and out, and meet and work with other students and teachers.
- f. Students, faculty, staff, and parents/guardians are encouraged to use the resources of the library media centers at any time needed. However, patrons are asked to respect the needs of others who may be using the space at the same time.
- g. For full class visits, teachers should sign up for a time in advance and collaborate with the library media specialists, allowing for a more effective use of student time.

### SECTION 3. Planning and Coordination with the Media Center Staff

- a. The library media specialists work with teachers and students to help them understand how to use the library media center.
- b. At the beginning of each school year, library media center guidelines are explained and discussed with each class during an orientation session.
- c. The library media specialists, in collaboration with each classroom teacher, hold additional information literacy skills sessions throughout the school year to explore with students other uses of the library media center and its resources.
- d. The teacher brings a knowledge of subject content and student needs; the library media specialist provides a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills.
- e. This cooperation between the teacher and the library media specialist integrates information skills and materials into the classroom curriculum, resulting in the development of assignments that encourage open inquiry.

### SECTION 4. Roles and Responsibilities

- a. **Principals:** The Principals ensure implementation of ANCS and library media center policies and procedures; encourage teachers to incorporate library media services into the instructional program; advocate the benefits of flexible scheduling; provide joint planning time for teachers and library media staff; and support efforts to ensure confidentiality of records and provide diversity in the centers' collections.
- b. **Library Media Specialists:** The library media specialists serve as teacher, instructional partner, and information specialist. The media specialists administer the policies and procedures of the library media centers; collaborate with faculty in curriculum development and implementation; and provide information literacy skills instruction to students.
- c. **Lead Teachers and Associate Teachers:** Lead teachers and associate teachers collaborate with media specialists to integrate information skills learning into classroom activities; attend library media center orientation sessions and workshops; support the goals of library media center flexible scheduling; and assist their class when using the library media center.
- d. **Students:** ANCS students use the library media centers regularly during school hours. They follow the school's Guiding Principles when using the library media center and show respect for fellow users by using a quiet voice, walking, handling materials carefully, and following established library media center procedures.

- e. **Parents and Guardians:** Parents and guardians of ANCS students partner with the library media centers through general support and volunteering; ensure adherence to library media center policies, including checkout procedures and care of materials; and encourage participation in fundraising events. Parent volunteers may, among other activities, help organize volunteers, serve as book fair chairperson, or work on other specific projects.

### SECTION 5. Programs and Other Resources

- a. **Book Fair:** An annual book fair will be held for students. The library media centers will have a committee composed of parents/guardians and staff to plan and implement the book fair.
- b. **Fundraising:** The library media centers may participate in fundraising activities outside of those conducted for the school in general. Funds acquired will be used for collection development and/or author visits. If funds need to be used for additional purposes, requests will require the approval of the Campus Principal.
- c. **Professional and Curricular Materials:** ANCS will maintain a selection of professional and curricular materials that are available for checkout by parents/guardians and staff.
- d. **Parent Materials:** A parent library media collection will be made available in the library media centers. The collection will contain materials dealing with the school, education, or parenting issues.
- e. **Copyright Issues:** The library media centers will implement and promote student and staff understanding of U.S. copyright law.
- f. **Atlanta-Fulton County Public Library:** ANCS students, staff, and parents/guardians are encouraged to obtain an Atlanta-Fulton County Library card and use the resources of the public library system. Teachers residing outside of Fulton County may obtain an educator's card.

### SECTION 6. Checking Out Materials

- a. **Students:** Students using the library media centers agree to respect the materials, facility, staff, and other students and faculty using the space. Students in kindergarten and grade 1 are allowed to check out one book at a time, for a period of two weeks. Students in grades 2-8 are allowed to check out up to two books at a time, for a period of two weeks. Books may be renewed for one additional checkout period. The library media specialists reserve the right to limit student book checkout based on a student's record of overdue, damaged, or lost books. Students are required to pay a per-book fee of \$5 for damaged books that may be repaired and returned to the shelf; a fee of \$15 for books that are damaged beyond repair; and a \$15 fee for lost books. Appropriate notice will be sent to a student's parent/guardian for book fees owed. School records, including report cards, may be held at the end of the year if a student owes library media fees. Fees are non-refundable.
- b. **Faculty/Staff:** Teachers and other staff using the library media centers may check out an unlimited number of books or other materials for the school year. All materials are subject to recall and should be returned at the end of the school year.
- c. **Parents/Guardians:** Parents and guardians of ANCS students may check out up to 5 books at a time for a period of two weeks. The fees for lost or damaged books will follow the same guidelines as those for students (see above).

### SECTION 7. Materials

Materials marked as reference do not circulate and must be used in the library media centers.

**Periodicals:** The library media centers subscribe to a variety of periodicals for students and professional staff. Periodicals do not circulate.



**DVDs, CDs, and Other Audiovisual Materials:** Faculty and staff may check out audiovisual materials, including DVDs, videocassettes, listening center kits, and audiovisual equipment. The library media specialists may make exceptions for student checkout in special cases.

**Internet Use:** Access to the Internet is available throughout the school day in the library media centers. An ANCS Technology and Internet Use Agreement form, signed by a parent/guardian stating that a child may use the Internet, must be on file before a student can use the service. When using the Internet, an adult must be available to assist students.

### **SECTION 8. Confidentiality of Records**

The ANCS library media center follows the policy of the ALA regarding the confidentiality of records (ALA Policy 52.4, 54.16). See the [ALA Confidentiality Policy](#) for more information.

## **Resources**

American Association of School Librarians (2011). AASL Position Statements. Retrieved November 1, 2011, from <http://www.ala.org>

American Library Association (1998). Workbook for Selection Writing Policy. Retrieved November 1, 2011, from <http://www.ala.org>

## **Approval**

**Policy approval date:**

11/2011

**Policy effective date:**

11/2011

**Policy review date:**

[dd mm yyyy]



# Social Media Use

## Purpose

This policy outlines the expectations around the use of social media on school-sponsored platforms.

## Duration

This policy is permanent, but it is subject to revision.

## Policy

- a. Users of official school-sponsored online platform presences, including employees, shall conduct themselves in a respectful manner and adhere to standards of civility.
- b. All users of official school-sponsored online platform presences are responsible for their communications and actions.
- c. Employees and students shall comply with all policies, procedures, and practices established by the Board in connection with the use of official school-sponsored online platform presences.
- d. Use of online platforms in violation of the law or Board policies may result in disciplinary action.
- e. The Executive Director or designee shall ensure that official school-sponsored online platform presence content protects the privacy rights of students, parents/guardians, staff, Board members, and other individuals, as required by law.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Technology Acceptable Use

See "Student Technology Use" on page 163.





# Use of Reading Levels in Library Media Center Materials

## Purpose

This policy restates the position statement for the American Library Association regarding the use of reading levels in media center materials.

## Duration

This policy is permanent.

## Policy

### Position Statement on Labeling Books with Reading Levels

ANCS uses spine labels to organize and identify library resources by call number to help patrons locate general subject areas or specific fiction, non-fiction, reference, audiovisual, or other items. Viewpoint-neutral directional labeling increases students' access to information and supports their First Amendment right to read. Best practice at ANCS includes books and other resources being shelved using a standard classification system that also enables students to find resources in other libraries, such as a public library, from which they may borrow materials.

Student browsing behaviors can be profoundly altered with the addition of external reading level labels. With reading level labels often closely tied to reward points, student browsing becomes mainly a search for books that must be read and tests completed for individual or classroom point goals and/or grades. ANCS library media center materials are not merely extensions of classroom book collections or classroom teaching methods, but rather places where children can explore interests safely and without restrictions. A minor's right to access resources freely and without restriction has long been and continues to be the position of the American Library Association and the American Association of School Librarians.

Labeling and shelving a book with an assigned grade level on its spine allows other students to observe the reading level of peers, thus threatening the confidentiality of students' reading levels. Only a student, the child's parents/guardians, the teacher, and the library media specialists as appropriate should have knowledge of a student's reading capability.

It is the responsibility of the library media specialists to promote free access for students and not to aid in restricting their library materials. Library media specialists should resist labeling and advocate for development of ANCS policies regarding leveled reading programs that rely on library media center staff compliance with library book labeling and non-standard shelving requirements. These policies should address the concerns of privacy, student First Amendment rights, behavior modification in both browsing and motivational reading attitudes, and related issues.

American Association of School Librarians (2011). Position Statement on Labeling Books with Reading Levels. Information retrieved on May 1, 2015, from

<http://www.ala.org/aasl/advocacy/resources/statements/labeling>

## Approval

Policy approval date:

Policy effective date:

Policy review date:



## Policy and Procedures Guide

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[dd mm yyyy]

[dd mm yyyy]

[dd mm yyyy]



# Introduction to Personnel Policies

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Accident or Injury in the Workplace .....	243
Attendance and Leave .....	244
Background Checks .....	245
Benefits Offerings and Eligibility .....	246
Cell Phone and Computer/Internet Use .....	248
Compensation .....	250
Confidential Personnel File .....	252
Conflict of Interest – Employee .....	253
Drug, Alcohol, and Substance Abuse .....	255
Employee Evaluation .....	257
Employee Levels .....	260
Grievances – Employee .....	262
Hiring and Evaluation of Immediate Family Members .....	264
Hiring .....	266
Leave of Absence .....	268
Professional Conduct .....	272
Professional Growth .....	274
Progressive Discipline .....	275
Reporting Misconduct .....	277
Sexual Discrimination, Harassment, and Misconduct .....	278
Smoke-Free School Zone .....	281
Weapons .....	282
Workplace Violence .....	283



# Accident or Injury in the Workplace

## Purpose

This policy instructs staff on action to take if there is an accident or injury in the workplace.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Immediate Procedure

- a. All employee injuries that occur on ANCS premises should immediately be reported to the Campus Principal where the injury occurred and/or the immediate supervisor of the employee.
- b. Upon observation or notification of an employee injury, the Campus Principal or supervisor should take action to assess the level of medical emergency and immediately obtain the appropriate medical care.
- c. In the case of major or life-threatening emergencies, immediately call 911 and request emergency medical assistance.
- d. In the case of minor or non-life-threatening injuries, provide first aid or medical treatment through the School Nurse, as available.

### SECTION 2. Incident Report

- a. Once the employee's injuries have been addressed, the Campus Principal or supervisor should complete an Incident Report detailing the following:
  - i. The employee involved
  - ii. Others present
  - iii. The date, time, location, and description of the accident
- b. The Incident Report should be forwarded to the Director of Business and Operations, who will then initiate a claim with ANCS's Workers' Compensation carrier.

### SECTION 3. Additional Medical Treatment

- a. Should the employee need additional medical treatment, they should be directed to select one of the Workers' Compensation medical providers listed on the Official Notice of Georgia Workers' Compensation Law, which is posted in the teachers' lounge.
- b. A Workers' Compensation claim representative will be assigned to provide the injured employee with further instructions regarding their medical care.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Attendance and Leave

## Purpose

This policy governs attendance and leave for ANCS personnel.

## Duration

This policy is permanent, but it is subject to change.

## Policy

### SECTION 1. Attendance and Leave

- a. All staff members are expected to adhere to the school's stated policies for attendance and leave. It is important that each staff member sign in each day and sign out if he/she leaves the building before the end of the school day (and sign back in if returning before the end of the school day). An accurate sign-in/sign-out sheet is necessary in the event of an emergency or school evacuation.
- b. All employees are required to work according to the schedule and dates stated in their employment agreement.

### SECTION 2. Professional Duties and Events Outside of School Hours

- a. Teachers are required to participate in programs related to their professional duties that may be outside of school hours. These days include teacher in-service sessions conducted within the regular work hours, staff meetings, and parent-teacher-student conferences.
- b. All employees are encouraged to attend school functions and events that occur after-hours to maintain an integrated presence in the school community. Employees will be notified of those functions they are required to attend.

## Related Policies

See "Attendance, Scheduling, and Use of Substitutes" on page 1.

See "Inclement Weather" on page 176.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Background Checks

## Purpose

ANCS wishes to create a safe learning environment for students to ensure student success. Therefore, the Board employs individuals who act as role models for students and who demonstrate the highest level of integrity.

## Duration

This policy is permanent, but it is subject to review annually.

## Policy

### SECTION 1. Fingerprinting and Criminal Record Checks Prior to Employment

- a. In accordance with O.C.G.A. § 20-2-211(e)(1), all personnel, certificated as well as non-certificated, employed by the Board shall be fingerprinted and have a criminal record check.
- b. The fingerprinting and record checks shall be initiated by ANCS at the appropriate time.
- c. Substitute teachers will be responsible for paying the associated fee.
- d. Criminal record checks of non-certificated personnel continued in employment at ANCS shall occur every fifth year of employment.
- e. The Principal / Executive Director is authorized to develop regulations to implement this policy.

### SECTION 2. Verification of Employment Eligibility

- a. All employees of ANCS shall fill out the federal I-9 form at the time of employment.

### SECTION 3. Transcript and Diploma Verification

- a. Each employee of ANCS will provide an official copy of her/his transcript(s) for inclusion in the employee's personnel records. See "Confidential Personnel File" on page 252.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Benefits Offerings and Eligibility

## Purpose

This policy governs benefits offerings and eligibility for ANCS employees.

## Duration

This policy is permanent, but it is subject to annual review and revisions.

## Policy

### SECTION 1. Eligibility

- a. Employees who are employed at a rate of .5 FTE (50%) or greater are eligible to participate in the health benefit programs. Current employees who did not elect to participate in health benefits at the time of hire may later do so during an annual Open Enrollment period. Newly hired employees are eligible to enroll to participate in benefit programs during the first 30 days of employment.
- b. For new faculty members (191-day contracted employees), benefits become effective on the first of the month following 60 days after their contract date, which for most new faculty means that their benefits would become effective September 1 (60 days after their contract date of July 1). For new staff members, benefits become effective 30 days following their date of hire.

### SECTION 2. Benefit Cost

- a. ANCS covers 75% of the premium cost of medical, life, and dental and vision coverages for plan participants. The employee's 25% share of the premium cost is automatically deducted from each paycheck on a pre-tax basis.
- b. All employees participate in the Teachers Retirement System (TRS), and a percentage of gross pay is withheld on a pre-tax basis as a retirement contribution. Additionally, ANCS contributes a percentage of your gross pay to TRS on your behalf. These percentages vary from year to year.
- c. Employees pay the full costs of optional coverages, such as 403b or supplemental insurance plans.

### SECTION 3. Health Benefit Programs

- a. ANCS offers a health benefit package that includes medical and \$50,000 in life insurance, along with dental and vision coverage options. Employees may elect to participate in the health and life program only, or the dental and vision program only, or may elect to participate in both programs. Newly hired employees must elect to participate in the health benefit programs within 30 days of employment. If a new employee does not elect to participate within the initial 30 days, they must wait until the next Open Enrollment period to do so.
- b. Currently, our Open Enrollment period for health benefits occurs during December of each year, and enrollment and/or changes are effective January 1 of each year. Enrollment forms are made available to employees during the Open Enrollment period.

### SECTION 4. Supplemental Benefit Plans

- a. ANCS also makes supplemental benefit coverages, such as accident, long-term disability, or cancer insurance, available to employees. Employees electing these coverages may pay their premiums through payroll deduction.
- b. Supplemental policies offered and covered by the school: \$50,000 life insurance policy.



### **SECTION 5. Supplemental Retirement Plan**

- a. ANCS also offers employees a way to supplement their retirement funding through payroll-deducted contributions to a 403b retirement plan. The contributions are deducted on a pre-tax basis and deposited with a retirement plan administrator who maintains a tax-deferred account for the employee.

### **SECTION 6. Workers' Compensation**

- a. ANCS covers all employees under a Workers' Compensation insurance program. This coverage provides benefits to the employee should they be injured while performing their job duties for ANCS.

## **Related Policies**

See "Benefits Administration" on page 68.

See "Payroll" on page 88.

## **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]





# Cell Phone and Computer/Internet Use

## Purpose

The purpose of this policy is to ensure that users utilize computer/Internet access in a manner consistent with the purpose of providing this Internet service.

## Duration

This policy is permanent, but it is subject to review annually.

## Policy

### SECTION 1. Cell Phone Use

Staff members should exercise discretion when using a cell phone for communications related to their job while in the presence of students. Staff members should not engage in cell phone use for non-school-related communications while in the presence of students. Staff may use their cell phones in the faculty lounge if they are on a break or off active duty while children are out of the classroom. This includes texting, emailing, application use, etc., as well as talking.

### SECTION 2. Computer and Internet Use

- a. ANCS offers use of school computers to staff, including Internet access. Users of these computers are expected to exercise care and follow all operating instructions, safety standards, and guidelines for their use. Any damage to or loss of a school computer caused by an individual user will be that user's responsibility to fix, including and up to paying for the replacement of the computer.
- b. All users must abide by the following:
  - i. Respect the privacy, safety, and confidentiality of others by neither disclosing nor disseminating personal information on the Internet. This shall include email, chat rooms, and all forms of direct Internet communications.
  - ii. Respect computer and network equipment. Equipment may not be altered, nor can access to computer or network configurations be made without the knowledge and consent of the Network Administrator(s).
  - iii. Do not download or install software, music, or other programs from the Internet onto a school computer.
  - iv. Understand that software piracy is a federal offense, and that ANCS' network may not be used for copying, downloading, distributing, or storing commercial software not licensed by ANCS.
  - v. Abide by copyright laws.
  - vi. Understand individual users are responsible for all activity on their accounts, even if they are not the one behind the keyboard; for this reason, users should keep their accounts secure and not share their passwords with anyone else.
  - vii. Understand that ANCS is an educational community, and that as such our educational function is our paramount mission. Therefore, users should defer their recreational activities to times outside of academic hours.
  - viii. Abstain from accessing inappropriate web sites or computer games that include pornography, as well as images or language that are obscene or that are considered harmful to minors as defined by the Children's Internet Protection Act (aka CIPA).
  - ix. Ask questions regarding computer procedures when unsure of how to do something.



- c. It should be further understood that users of ANCS computing and networking resources cannot assume absolute privacy. Users should expect that network connections will be monitored and computer files may be inspected.
- d. ANCS staff members are expected to use school resources responsibly, ethically, and lawfully to provide instructional support. Using electronic technology is a privilege, not a right, that ANCS may discontinue at any time. ANCS reserves the right to examine electronic mail messages, files of all types on ANCS computers, web browsers, cache files, web browser bookmarks, logs of websites visited, and other information stored on or passing through ANCS networks or standalone systems. This right of access ensures compliance with policies, assists with internal investigations, and assists in the management of ANCS information systems. Therefore, ANCS employees or persons using ANCS electronic resources should have NO expectation of privacy while using any ANCS network or standalone system.

**Does this need to be included below, as it's not something employees have to do?**

### **SECTION 3. Technology & Internet Use Agreement Form**

Students and families are requested to review and sign a Technology & Internet Use Agreement Form, located on the website. This governs the students' appropriate use of school Internet and resources.

## Approval

**Policy approval date:**

[dd mmm yyyy]

**Policy effective date:**

[dd mmm yyyy]

**Policy review date:**

[dd mmm yyyy]



# Compensation

## Purpose

ANCS recognizes that to attract and retain qualified individuals to fill openings at all levels and to motivate and provide personal growth and compensation opportunities as indicated by job performance, competitive compensation must be provided to employees.

## Duration

This policy is permanent, but it is subject to review annually.

## Policy

### SECTION 1. Authorization for Salary and Compensation Administration

The Executive Director is authorized to maintain and administer the compensation plan adopted by the Board and to develop regulations for administering that plan.

### SECTION 2. Compensation Plan and Salary Schedule

The compensation plan shall be fair, externally comparable, internally consistent, and within the resources available to ANCS. Salaries of all employees shall be in accordance with Board policy. Salary credit-certified employees will be compensated according to their job classification, years of experience, and certificates or licenses:

- a. Salary schedules for all positions will be proposed annually by the Personnel Committee to be adopted by the ANCS Governing Board. Schedules and changes will be guided by (but not necessarily replicate) appropriate Atlanta Public Schools salary schedules, education, experience, and cost-of-living adjustments based on economic conditions.
- b. Additional longer-term responsibilities taken on outside of contractual responsibilities may be compensated with a stipend as determined by the Executive Director, Campus Principal, and/or Personnel Committee.

### SECTION 3. Salary for Higher Certificates and Advanced Degrees

- a. Salary placement for all lead teachers shall be from the APS schedule T-4 track unless and until they have a valid T-5 certificate on file with the Office of the Principal of their resident campus. Lead teacher salaries at ANCS do not go beyond the T-5 track.
- b. The salary track for improved certificates and advanced degrees will be adjusted in the following school year. Faculty should submit the improved certificates prior to the issuance of contracts in April. A teacher who earns the improved certificate prior to the first pay period of an annual contract may petition for the salary increase to be effective in that contract year.

### SECTION 4. Certificates and Licenses

Each certificated employee will hold the appropriate certificate or license for his/her assignment as required by the charter and charter school law.

### SECTION 5. Salary for Prior Service

- a. The Board will grant newly employed teachers steps on the salary schedule for outside teaching experience as verified by the Executive Director and/or Campus Principals. The initial placement for all



newly employed teachers with prior service will be Step 1 of the appropriate track until they have certified records of such prior service on file with the Principal / Executive Director.

- b. Pay will be retroactive if verification of acceptable prior service is received within 90 days of employment.

### SECTION 6. Pay Periods

- a. ANCS personnel are paid on a 12-month basis.
- b. Paychecks are issued on the fifth and the twentieth of the month.
- c. Direct deposit is available and encouraged.

### SECTION 7. Stipends

- a. Stipends are in addition to an employee's salary, defined in his/her contract. They are awarded for duties outside of the normal job description of faculty or staff. They are representative of a defined short-term or part-time need that is clearly defined by the Executive Director and approved by the Governing Board. Roles with stipends are announced to existing school employees and are not posted externally as open positions are. Any existing employee may express interest to the Executive Director in assuming the role in addition to their defined responsibilities in their existing contract.
- b. The exact amount and duration of the stipend is commensurate with the level of time, effort, and specialized knowledge required for the duties. Stipends are defined by an addendum to the school contract and last, at the longest, for one year. For roles that are repetitive or extend beyond one year, a new contract will be presented for approval and offered either to the same employee or another defined for the role.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Confidential Personnel File

## Purpose

This policy governs confidential personnel files for ANCS employees.

## Duration

This policy is permanent, but it is subject to review annually.

## Policy

### SECTION 1. Maintaining Confidential Personnel Files

- a. ANCS shall maintain a confidential personnel file for each employee.
- b. The personnel file will contain evaluation documents and any other employment-related documents or correspondence. Personal data on all employees, including current address, contact phone numbers, relevant medical information, emergency contact numbers, and next of kin, will be included in the employee's personnel file.
- c. All documents placed in the personnel file will have been signed by all concerned parties.
- d. Personnel files will be maintained by the Business and Operations Office. These files are locked during and after normal business hours, with access limited. The Director of Business and Operations and the Executive Director / Principals will be the only individuals with a key to these files.

### SECTION 2. Updating Employee Personal Data

- a. Employees shall promptly notify the Director of Business and Operations and Principal in writing of any changes in personal data that may impact their employment.
- b. Personal mailing addresses, telephone numbers, dependent information, emergency contact information, and other status changes must be accurate and current at all times.

### SECTION 3. Reviewing Confidential Personnel Files

- a. Personnel files are the property of ANCS, and access to the information contained therein is restricted except as may be required by state or federal laws or the judicial process.
- b. Only authorized representatives of the school, the employee, or the employee's designated representative with a legitimate reason to review information in a file are allowed to do so. With reasonable advance notice, an employee may review material and/or request a copy of any or all of the materials at the employee's cost in the employee's file, but only in the presence of the Director of Business and Operations or the designated file custodian. With written authorization from the employee, the employee's representative may review and/or request copies of file contents.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Conflict of Interest – Employee

## Purpose

The purpose of this policy is to ensure that ANCS employees' private financial interests and relationships do not conflict with their obligations to act objectively and with integrity as school employees.

## Duration

This policy is permanent.

## Policy

- a. Beyond the list of guidelines below, it is the good judgment of employees that offers the best protection against potential conflicts of interest. Employees who have questions about a potential conflict of interest should discuss the situation with the Executive Director, Director of Business and Operations, and/or the Principal.
  - i. Each employee has a duty to act in the best interests of the students and the school.
  - ii. No ANCS employee shall use his or her influence or authority as an ANCS official to sell or effect a sale, directly or indirectly, for personal gain, to the school or to any ANCS employee.
  - iii. No ANCS employee shall disclose confidential information concerning the school's intentions, its investments, its property development, sale, acquisition, or its purchasing or contracting activities.
  - iv. No ANCS employee shall solicit, accept, or agree to accept gifts, loans, gratuities, entertainment, transportation, lodging, meals, any ticket of admission, discounts, payment, or service, except those of nominal value (less than \$50.00), from any employee, student, parent, person, firm, or corporation that to his or her knowledge is interested directly or indirectly in any manner whatsoever in business dealings with the school; provided, however, that an elected official who is a candidate for public office may accept campaign contributions and services in connection with any campaign.
  - v. If an employee accepts items or services of nominal value, the gift must be disclosed to the Principal. Advertising items and instructional products that are widely distributed may be accepted. Expressions of good will from the community as a token of retirement or a job well done may be accepted.
  - vi. No ANCS employee shall accept outside employment or business activity with obligations that may conflict, or appear to conflict, with the interests of ANCS, nor shall the employee conduct activities related to outside employment during the school/business day.
  - vii. Teachers employed by ANCS shall not teach or coach for pay any ANCS student during the regular school day. Teachers shall not tutor for pay any ANCS students they directly teach.
  - viii. No ANCS employee shall advertise business or professional services or use system resources for personal or commercial enterprise.
  - ix. No ANCS employee shall use his/her influence or authority as an ANCS official to affect the employment of a relative as defined herein, including hourly employees, contractors, and vendors. Such influence and/or authority includes participation in decisions regarding hiring, reappointment, placement, evaluation, rate of pay, salary increases, promotion, tenure, monetary awards, and/or discipline, even when the related employees are not in the same line of supervision or authority. See "Hiring and Evaluation of Immediate Family Members" on page 264. See "Vendor and Supplier Conflict of Interest" on page 103.



- x. No ANCS employee shall use his/her influence or authority as an ANCS official to affect the employment of an individual with whom he/she is engaged in a dating or romantic relationship, including hourly employees, contractors, and vendors. Such influence and/or authority includes participation in decisions regarding hiring, reappointment, placement, evaluation, rate of pay, salary increases, promotion, tenure, monetary awards, and/or discipline, even when the employees are not in the same line of supervision or authority.
- xi. No ANCS employee may occupy a position in the same line of authority as a relative as defined herein.
  - b. For the purpose of this policy, relatives are defined as individuals who are related by blood, marriage, or adoption, including but not limited to the following relationships: spouse, child, stepchild, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, aunt, uncle, niece, nephew, parent-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, any other relative living in the household of the employee, a person who is engaged to be married to the employee or who otherwise holds himself/herself out as, or is generally known as, the person whom the employee intends to marry or with whom the employee intends to form a household, or any other natural person having the same legal residence as the employee.
  - c. Consultants or temporary employees who are retained by ANCS shall be subject to this policy.
  - d. In the event that a potential conflict of interest situation arises, the employee who suspects the conflict should notify the Executive Director, Principal, and/or Director of Business and Operations. Employees who perform this reporting function in good faith will not be subject to any reprisal. Any employee who violates the policy shall be subject to discipline up to and including termination of employment. Any contract or subcontract made in violation of this policy may be voided and subject to termination. See "Reporting Misconduct" on page 277.

## Related Policies

See "Hiring and Evaluation of Immediate Family Members" on page 264.

See "Vendor and Supplier Conflict of Interest" on page 103.

See "Reporting Misconduct" on page 277.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Drug, Alcohol, and Substance Abuse

## Purpose

This policy governs employee abuse of drugs, alcohol, and other controlled substances.

## Duration

This policy is permanent, but it is subject to revisions.

## Policy

- a. ANCS complies with all laws that regulate or prohibit the possession, use, or distribution of alcohol, illicit drugs, and controlled substances. The unlawful manufacture, distribution, dispensing, possession, or use of alcohol or a controlled substance, marijuana, or dangerous drug is prohibited at ANCS and at ANCS-sponsored activities at all times for all ANCS employees, in accordance with the Drug-Free Schools and Communities Act Amendments of 1989 and Drug-Free Workplace Act of 1988, O.C.G.A. 34-9-410, and the Georgia Drug-Free Public Work Force Act of 1990.
- b. Employees must perform their jobs safely and without the adverse influence of alcohol or controlled substances. ANCS prohibits all employees from possessing, using, manufacturing, dispensing, selling, distributing, or being under the influence of illegal drugs or unauthorized prescription drugs, and from the use, sale, distribution, or possession of drug paraphernalia. All employees are prohibited from unlawfully possessing, using, manufacturing, dispensing, selling, distributing, or being under the influence of alcohol.
  - i. "Illegal drugs" or "illicit drugs" mean any controlled substance or imitation controlled substance whose unauthorized manufacture, distribution, dispensation, possession, consumption, use, or sale is prohibited by federal or state law.
  - ii. "Unauthorized use of prescription drugs" means use of a drug by anyone other than the person for whom the drug was prescribed, or in any manner that is prohibited by federal or state laws.
- c. The actions prohibited by this policy do not include the lawful and proper use of drugs prescribed by a physician or over-the-counter medications that are taken as directed. However, no employee shall report to work or attempt to engage in normal duties if he or she is knowingly impaired by drugs that are prescribed by a physician or by over-the-counter drugs.
- d. Compliance with this policy is mandatory for all ANCS employees. ANCS has a zero-tolerance policy for violations of this policy, which means violators will be addressed through ANCS, through prosecution in the courts, or both. Employees who violate this policy will be subject to personnel and appropriate disciplinary actions, which may include termination of employment, counseling, referral to an appropriate treatment or rehabilitation program, a warning, placement on strict probation, unpaid suspension from employment, conditional continuation of employment, expulsion, discharge, and referral to the proper law enforcement authorities. Consideration may be given as to whether treatment or rehabilitation will be offered to employees who have self-identified and/or have provided appropriate documentation to substantiate difficulty with drugs or alcohol, so that they may meet the standards and requirements set forth by the policy.
- e. This policy applies at the following times:
  - i. During school hours or as a part of any of its business activities
  - ii. While on any property owned or leased by ANCS
  - iii. At any time during which the employee is acting in the course and scope of his or her employment with ANCS





## Policy and Procedures Guide

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- iv. At any other time that the employee's violation of this policy has a direct and adverse effect on the performance of his or her job
- f. An employee shall notify his or her supervisor of any charge, conviction (or plea of guilty, no contest, or "nolo contendere") of any criminal drug or alcohol statute no later than the next business day after any such charge, conviction, or plea.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Employee Evaluation

## Purpose

This policy governs employee evaluations for ANCS personnel.

## Duration

This policy is permanent, but it is subject to change.

## Policy

### SECTION 1. Employee Evaluation Systems

- a. Under Georgia law, all teachers and school leaders must be evaluated using the state's Teacher Keys (TKES) or Leader Keys (LKES) evaluation systems. For all such employees, the state requirements of TKES or LKES will be followed. All other employees will be evaluated by the process described in the sections that follow.

### SECTION 2. Employee Evaluation Cycles

- a. The process of evaluation at ANCS is one that is ultimately focused on giving clear and actionable feedback to support employees in the development of their practice and acknowledging professional growth.
- b. Employees are formally evaluated by their supervisors as a part of evaluation cycles:
  - i. Level 1 employees are involved in an evaluation cycle at least twice each year.
  - ii. Level 2 and 3 employees are involved in at least one evaluation cycle each year.
  - iii. For each employee, at least one evaluation cycle must be completed prior to the issuance of a new/renewed contract.
- c. At a minimum, an evaluation cycle consists of the following:
  - i. A pre-conference between the supervisor and employee.
  - ii. An evaluation of a reasonable amount of the employee's work by the supervisor using multiple sources of data (including the observation of at least one full class session for all teachers and associate teachers).
  - iii. A written evaluation report with information from data sources containing commendations and recommendations and an overall rating of "Unsatisfactory", "Progressing", "Proficient", or "Exemplary."
- d. At the start of the school year, each employee will meet with his/her supervisor by the end of September to review the criteria on which he/she will be evaluated and establish goals for the school year.

### SECTION 2. Employee Evaluation Reports

- a. All evaluation reports will be signed by the employee, the employee's supervisor, and a Principal or the Executive Director. An employee's evaluation reports will be kept confidential in the employee's personnel file. An employee may submit a written reply to any evaluation report, and the reply will be attached to the report and placed in the personnel file. See "Confidential Personnel File" on page 252.

- b. If an employee's performance on two consecutive evaluation reports has been rated "Unsatisfactory," the Executive Director or Principal (in consultation with the employee's supervisor) may require that the employee be placed on an improvement plan. An improvement plan will outline the following:
  - i. The specific criteria to be met
  - ii. Indicators of satisfactory performance,
  - iii. Support the employee will receive, when appropriate, in meeting these criteria
  - iv. The time that will be allowed for improvement
  - v. The date by which another evaluation report will be completed
- c. The employee, supervisor, and Executive Director or Principal must review the improvement plan prior to it going into effect. Also, upon being placed on an improvement plan, the employee will receive a written warning that if his/her performance remains "Unsatisfactory" at the end of the evaluation cycle, he/she may be dismissed from his/her position.
- d. In order to provide a more comprehensive picture of employee performance, multiple sources of data will be used in the process of evaluating employees as well as to target areas for specific professional development and improvement. The following sources of data may be used in relation to the performance criteria as part of the support and evaluation process (note: not all sources of data are applicable to all positions):
  - i. Observation
    - Classroom Observation
      - Informal
      - Formal
    - Outside-of-Classroom Observation
      - Professional meetings
      - Parent conferences
      - Duties
      - Information sessions, PTCA meetings, field trips, and other school-sponsored events
  - ii. Conferences
    - Goal-setting conferences
    - Pre- and/or post-observation conferences
  - iii. Teacher and Student Work Artifacts
    - Student work samples, including feedback given on work
    - Student standardized test data
    - Lesson and unit plans
    - Assignment/unit overviews and rubrics
    - Progress and end-of-term reports
    - Communications sent home to parents/guardians
    - Discipline referrals
  - iv. Surveys and Reflections
    - Student survey data
    - Parent/guardian survey data
    - Student interviews
    - Self-evaluations



v. Other Sources

- Attendance record
- Arrival and departure times
- Notes and data from other colleagues

### Related Policies

See "Employee Levels" on page 260.

See "Confidential Personnel File" on page 252.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Employee Levels

## Purpose

To provide an overview of career development at ANCS by defining the process through which readiness for expanded responsibilities is determined and the types of support and evaluation provided for employees at various stages of their career.

## Duration

This policy is permanent, but it is subject to review annually.

## Policy

### SECTION 1. Level 1 Employees

- a. Level 1 employees may be new to ANCS or simply new to the positions they are in at ANCS. Their level of responsibility takes into account their accumulated experience previous to ANCS, but this level is intended to support employees new to the school and/or their positions as they acclimate to ANCS and work to establish and demonstrate effective practices consistent with the school's philosophy. Level 1 employees have a focused set of responsibilities centered primarily on the criteria of their specific position. They may, for example, be permitted to not take part in certain activities—such as K-8 committees or lunch/recess duties—as determined by the Executive Director and Campus Principals. All employees new to ANCS will participate in a yearlong induction program that includes mentorship from another employee during that year and possibly beyond.
- b. Level 1 employees are formally evaluated at least twice each school year. See "Employee Evaluation" on page 257.
- c. Any employees new to ANCS or new to their position or employees on an improvement plan will be categorized as level 1 employees in their positions unless otherwise determined by the Executive Director.

### SECTION 2. Level 2 Employees

- a. Level 2 employees are those employees whose performance on the criteria specified for their position as a level 1 employee is proficient. With position responsibilities capably handled, level 2 employees are expected to take part in all regular faculty and staff activities.
- b. An employee may be hired at level 2 as determined by the Executive Director and Campus Principals as long as he/she:
  - i. Has at least two years of experience in a similar position or its equivalent.
  - ii. Has demonstrated proficiency in his/her practice as outlined in the performance criteria for the position.
- c. Level 2 employees are formally evaluated at least once each school year. See "Employee Evaluation" on page 257.

### SECTION 3. Level 3 Employees

- a. Level 3 employees are those employees whose performance over time on the criteria specified for their positions is determined to be exemplary. Level 3 employees may remain full time in their positions with the expectation that they serve as models and advisors for other employees, and they also are eligible for leadership roles within the school and oversight of special projects as determined by the Executive Director and Campus Principals. These additional roles and responsibilities may change from one year



to the next.

- b. Level 3 employees are formally evaluated at least once each school year. See "Employee Evaluation" on page 257.

### **SECTION 4. Movement Through the Levels**

All employees begin at ANCS as either level 1 or level 2 employees. From that point forward, movement through the levels follows the process described below.

#### **Movement From Level 1 to Level 2**

- a. An employee may move from level 1 to level 2 status in the contract period immediately following at least two evaluations with ratings of "Proficient."
- b. A level 1 employee whose evaluation rating has not reached "Proficient" after two contract periods may be placed on an improvement plan or dismissed from the position.

#### **Movement From Level 2 to Level 3**

- a. An employee may move from level 2 to level 3 status in the contract period immediately following at least two evaluations with ratings of "Exemplary." A level 2 employee must be at ANCS at least two years prior to moving to level 3.
- b. Movement from one level to the next is formally approved by the Executive Director based upon the recommendations of an employee's supervisor.

## **Resources**

See "Employee Evaluation" on page 257.

## **Approval**

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Grievances – Employee

## Purpose

This policy governs the handling of employee grievances.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Employee Grievances

- a. As is natural, there are times when disputes arise between employees or between an employee and the school administration. Consistent with the philosophy behind the Charter, it is expected that during any dispute, all employees will model the conflict resolution skills that they advance to ANCS students. Should it become necessary, this procedure is intended to provide a simple, expeditious, and fair process for resolving employee complaints at the lowest possible level and with a minimum of conflict and formal proceedings.
- b. No employee will be subject to reprisal as a result of filing a complaint under this procedure.

### SECTION 2. Scope of Complaint Procedure

Any current employee may file a complaint concerning his or her employment or the implementation of the personnel policies. The complaint should be in writing, and every attempt should have been made to settle the issue with individual conversations.

### Exclusions

This procedure may not be used to complain about the following:

- a. Performance ratings contained in the employee's personnel evaluations
- b. The employee's job performance
- c. Termination, non-renewal, demotion, suspension, or reprimand of employee
- d. Revocation, suspension, or denial of certificates to all certified employees

### SECTION 3. Employee Grievance Procedure

1. After a good-faith effort with the Principal to thoroughly resolve the dispute, all employees may submit their complaint, in writing, to the Principal within ten (10) days after the most recent event upon which the complaint is based. The written complaint should include identification of the problem, a description of the efforts undertaken to informally resolve the dispute, and a proposed resolution.
2. The Executive Director and a third party who is not involved with the grievance will meet with the employee to go over the complaint and for a discussion of the complaint with all parties involved. This meeting shall take place within ten (10) days of the receipt of the complaint, and the Executive Director shall prepare a written decision within five (5) days of the meeting with the employee.
3. If the resolution suggested in the complaint is not reached, the employee may appeal the Executive Director's decision by filing within ten (10) days of the decision, with the Chair of the Personnel Committee, the original complaint, and a written explanation of why he or she disagrees with the decision of the Executive Director. Within five (5) days of receipt of the appeal, the Chair of the



Personnel Committee shall schedule a hearing to hear from all parties. The Chair shall excuse themselves from the hearing if they have a conflict of interest in the subject of the hearing. A decision will then be rendered by the Chair of the Personnel Committee within five (5) days of the completion of the hearing. Any such proceedings shall be conducted in closed session.

4. The decision of the Chair of the Personnel Committee shall be final unless appealed to the Board of Directors, which may review and modify the decision of the Chair of the Personnel Committee if it finds that the Chair or the Principal / Executive Director failed to properly follow the grievance procedure. A request for an appeal must be submitted to the Chair of the Board within five (5) days of the decision of the Chair of the Personnel Committee. The Chair of the Board shall schedule a meeting to consider the appeal as soon as is practical. Board members who are interested parties shall excuse themselves from the hearing if such members have a conflict of interest in the subject of the appeal. Any such proceedings shall be conducted in closed session and a decision will be rendered by a majority vote of the Board of Directors within five (5) days of the meeting.

### Mediation

At any time in the process, the employee may elect to proceed to mediation and the time frames specified in this policy will be suspended. If mediation fails to resolve the complaint, this procedure will resume where it left off prior to the mediation.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]





# Hiring and Evaluation of Immediate Family Members

## Purpose

It is the intent of this policy to avoid any situation wherein a conflict of interest might arise on the part of a Board member or a member of the staff of ANCS without unnecessarily excluding qualified immediate family members from seeking employment opportunities with ANCS.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Definitions

For the purposes of this policy, a member of the immediate family is defined to include spouses, domestic partners, parents, children, adopted children, brothers, sisters, brothers-in-law, sisters-in-law, father-in-law, mother-in-law, step-parents, step-siblings, half-siblings, step-children, and a person who is engaged to be married to the employee or who otherwise holds himself/herself out as, or is generally known as, the person whom the employee intends to marry or with whom the employee intends to form a household.

### SECTION 2. Hiring of a Family Member

- a. In any instance in which a member of a current employee's immediate family ("family member") applies for employment at the school, the employee shall remove himself/herself from the hiring process to the extent such that no favoritism on the part of the employee will influence the hiring for the position for which the employee's family member is applying. It is the responsibility of the employee to notify the Principal if a family member is applying for employment at the school or if a marriage will create the potential for a conflict of interest among current employees. In the case of the Executive Director, it is his/her responsibility to notify the chairs of the Governing Board and the Personnel Committee if a family member is applying for employment at the school.
- b. The Governing Board Personnel Chair shall confirm compliance with this policy. Also, any staff member may notify the Executive Director and/or the Chair of the Personnel Committee if he/she feels this policy is not being followed.
- c. Prior to approval of the contract by the Governing Board, the family relationship must be disclosed at a public meeting.

### SECTION 3. Evaluation of a Family Member

The Principal and Executive Director shall make every effort to ensure that the family member is not supervised or evaluated by a relative. If possible, the Principal and/or Executive Director shall designate another appropriate supervisor for the family member. There will be circumstances in which the related employee's supervision and evaluation of the family member cannot be entirely avoided (e.g., terms of contract, related employee is the Principal or Executive Director). Both parents/guardians and staff members may report any evidence of a conflict of interest or violation of this policy to the Principal and/or Executive Director. Any evaluations conducted of the employee will be reviewed and signed by both the supervisor and the Executive Director.



## Related Policies

See "Hiring" on page 266.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Hiring

## Purpose

This policy governs hiring at ANCS.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Vacancies

- a. As ANCS is an equal opportunity employer, vacancies are open to all qualified applicants without regard to race, gender, age, religion, sexual orientation, or national origin. All vacancies will be posted and/or advertised.
- b. ANCS encourages promotion from within. When positions become vacant, notice will be posted; qualified current employees are encouraged to apply. All internal candidates will be interviewed.

### SECTION 2. Steps for Filling a Position

- a. When a teaching position becomes vacant or when notice is given to leave a position, the Principal / Executive Director will notify the Chair of the Personnel Committee.
- b. Before the vacancy is posted, the Principal will draft the following reference documents:
  - i. Job description
  - ii. Criteria of eligibility
  - iii. Schedule and protocol concerning the job posting
  - iv. Text of the job posting
- c. The position shall be posted on the ANCS website. The position may also be posted on the U.S. Charter Schools website, the Atlanta Journal-Constitution website, at local facilities that may include universities with education programs (GSU, Clark Atlanta, etc.) or on their websites, or on any other website or facility deemed appropriate by the Principal / Executive Director.
- d. The Principal / Executive Director will review complete applications and select the most qualified applicants for interviews.
- e. Each time an opening occurs, an ad hoc committee will be formed. This committee shall be charged with interviewing the most qualified applicants as selected by the Principal / Executive Director. The ad hoc committee shall consist of the Principal / Executive Director of ANCS, at least one peer (e.g., a current second-grade teacher for a second-grade lead teacher position opening), and potentially others as deemed appropriate.
- f. The interview shall contain questions calling upon direct experience as well as hypothetical scenarios. All candidates for the same position shall be interviewed with an identical set of questions. Committee member notes from each interview will be collected and kept on file for one year by the Principal / Executive Director.
- g. The ad hoc committee will interview candidates until consensus has been reached on the most suitable candidate. Before an offer is extended to the candidate of choice, all references must be checked and determined to be satisfactory. Notes from reference calls must be kept in the candidate's employment file. Once a candidate has accepted the position and signed a contract, the other



interviewees for that position will be notified by email of the decision. New hires must submit to background check and fingerprinting within 30 days of offer.

- h. Applicants selected must be recommended by the ad hoc committee and approved by the Board.

### Related Policies

See "Hiring and Evaluation of Immediate Family Members" on page 264.

### Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

# Leave of Absence

## Purpose

This policy governs leave for ANCS employees.

## Duration

This policy is permanent, but it is subject to review.

## Policy

### SECTION 1. Leave

Each member of the ANCS staff is entitled to leave as defined in this policy. Forms to request leave can be obtained from the office or the faculty room.

### SECTION 2. Jury Duty or Witness Leave

- a. An employee may be absent without loss of pay and without charge to any other category of leave when attending court as a juror or when subpoenaed to testify in a case arising out of duties as an employee of the school system.
- b. The employee must notify his or her immediate supervisor as soon as possible after the employee has been served with the summons for jury duty or a subpoena to appear in a case. The employee may retain any compensation he/she receives for serving as a juror or as a witness.

### SECTION 3. Per Diem Leave

- a. Per diem leave is leave that is related to illness, health-related issues, or family-related health issues. Per diem leave shall be accumulated based on the following formula:
  - i. Staff members who have less than 10 years of experience accrue days at a rate of 1.25 days per month worked.
  - ii. Staff members who have 10 years or more years of experience accrue days at a rate of 2.25 days per month worked.
  - iii. Part-time staff members accrue the per-month rate according to the fraction of time worked.
  - iv. Unused per diem days may be carried forward to subsequent school years. A staff member may accumulate up to 120 days of per diem leave.
- b. An employee who is retiring from ANCS has three options with respect to accrued per diem leave:
  - i. The employee can choose to be reimbursed for up to 120 days of accrued leave at the rate of \$41/day.
  - ii. If the employee has a minimum of 60 days of accrued leave, the employee can choose to apply the accrued leave days to establish sick leave credit with her/his Teachers Retirement System of Georgia (TRS) account. The policy concerning the establishment of sick leave credit with TRS is governed by TRS and is subject to its rules (see <http://www.trsga.com/active-member/retirement-service-and-disability/unused-sick-leave-credit-at-retirement>). Consistent with TRS policy, the employee may not be reimbursed for any days that are used to establish sick leave credit with TRS. Creditable sick leave for TRS accumulates at a maximum rate of 1.25 days per month. For teachers who have earned sick leave at a rate of over 1.25 days per month (ANCS employees with over 10 years of teaching experience), the earned total for purposes of establishment of sick leave with TRS will be reduced to meet this standard of 1.25



days per month. This reduction of a leave is governed by TRS and occurs only when an employee wishes to use his or her accrued leave to establish sick leave credit with TRS.

- iii. The employee can apply some of her or his accrued leave to establish sick leave credit with TRS and request reimbursement at the rate of \$41/day for the remainder of the accrued leave (assuming the employee has a minimum of 60 days of accrued leave).
- c. ANCS employees are permitted to accrue per diem leave in addition to 120 days, but any accrued per diem days over 120 days will be placed in a TRS overage account. These additional days cannot be used as per diem leave during employment but can be applied to establish sick leave credit toward TRS when an employee reaches retirement, consistent with TRS policy and rules.

### SECTION 4. Personal Leave

- a. Personal leave is leave that is used to conduct business that cannot be handled outside of the school day.
- b. Each staff member is allocated three (3) personal days per year. Personal days do not carry over from one year to the next.
- c. The Principal or a designee should be notified at least one week in advance of a staff member requesting a personal day.
- d. Personal leave may not be taken to extend a school holiday without approval of the Principal.

### SECTION 5. Maternity/Paternity Leave

During maternity/paternity leave, the first days shall be taken through the employee's accumulated per diem days, after which the employee can apply for FMLA. For more information, see Section 9 below.

### SECTION 6. Military Leave

The military leave policy is defined by O.C.G.A. § 38-2-279:

- a. An ANCS employee who receives orders for active military duty will be entitled to a leave of absence with pay for the period of such ordered military duty, and while going to and returning from such duty, not to exceed a total of eighteen (18) work days in any one (1) federal fiscal year (October 1–September 30).
- b. After an employee has exhausted this period of paid military leave, ANCS may pay the employee for his or her accumulated per diem and personal leave. Following the maximum paid leave time, continued absence by the employee will be considered military leave without pay. The employee will be required to submit a copy of his or her orders to active military duty.
- c. In the event that the governor declares an emergency and orders an employee to active duty as a member of the National Guard, the employee will be paid his or her salary or other compensation as an employee for a period not to exceed thirty (30) days in any one (1) federal fiscal year.

### SECTION 7. Bereavement Leave

- a. In the case of the death of a member of the immediate family, or of any relative living in the same home, the employee's administrator may grant the use of per diem or personal leave or, in some cases when an employee does not have available per diem or personal leave, a leave of absence for as many as five (5) work days at full pay.
- b. Immediate family means husband, wife, father, mother, son, daughter, brother, sister, grandparents, and these relatives-in-law.
- c. The administrator may adjust the length of such leave to the distance traveled. A leave of one day or less may be granted by the administrator upon the death of relatives not in the immediate family.

**SECTION 8. Leave to Pursue Education Goals**

- a. ANCS wishes to support the advancement of learning for all staff. Therefore, the Board authorizes that regular full-time employees who have completed their probationary period may apply in writing to the Principal / Executive Director for a leave of absence for study that is directly related to their ANCS area of work or for such other types of study as may be approved by the Principal / Executive Director. The request for leave shall not exceed one year. Such leave may be granted without pay upon the recommendation of the Principal / Executive Director and with the approval of the Board of Directors.
- b. An employee who completes a period of leave to pursue educational goals will not be guaranteed their original position upon return, but they will be offered the same or equivalent (comparable or similar) position with equivalent employment benefits, pay, and other terms if such a position is available.
- c. If an employee is granted leave for education reasons, a temporary replacement will be hired during the employee's absence.

**SECTION 9. Federal Family and Medical Leave Act/Long-Term Leave**

- a. Long-term leave is defined as leave for issues beyond the allocated leave time. It may be used for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. Long-term or family leave is not paid leave. The school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Long-term leave may qualify under the Family Medical Leave Act (FMLA), which is a federal law that gives eligible employees the right to take up to 12 weeks of job-protected leave for family or medical reasons. To be eligible for FMLA, an employee must have worked for ANCS full time for at least one year.
- b. The FMLA does not require employers to provide paid FMLA leave, but it does allow employers to charge FMLA absences simultaneously against any available paid leave as well as the FMLA. Therefore, an employee's available sick, personal, and per diem leave and vacation days will be applied to any FMLA leave taken for a reason covered by those provisions.

**Reasons for Leave**

The FMLA allows eligible employees to take leave for the following reasons:

- a. To care for the employee's child during the first year following the birth, adoption, or foster care placement of the child
- b. To care for the employee's spouse, child, or parent who has a serious health condition
- c. Because of the employee's own serious or extended health condition (including pregnancy, childbirth, and related medical conditions) that makes the employee unable to perform his/her job.

**Length of FMLA Leave**

No more than 12 weeks of FMLA leave may be taken in any 12-month period. Leave will be counted based on a rolling 12-month period measured backward from the date that the employee's FMLA or per diem leave begins.

**Advance Notice**

Employees are required to provide advance notice of FMLA leave as follows:

- a. When the need for FMLA leave is foreseeable, notice is required 30 days in advance.
- b. When the need for leave is not foreseeable, the employee must provide notice as soon as practical. The taking of leave may be denied or postponed if these notice requirements are not met.



### Medical Certification

- a. When the leave of absence is occasioned by the employee's own serious health condition or that of a family member, the employee will be required to submit medical certification on the form provided by the Board. In addition, the Board may require a second or third opinion at the Board's expense.
- b. When the leave is over 30 days in length, recertification may be required at 30-day intervals throughout the leave. Recertification may also be required when the employee requests an extension of leave, when the medical situation changes, or when the Board receives information that casts doubt on the continuing validity of an earlier certification.

### Approval of Leave

Campus Principals will be responsible for reviewing leave requests. Approval of the leave will be given in writing and will specify an expected return date. If an extension of leave is needed, the employee must submit a new request and medical certification to the Campus Principal before the end of the original leave period. Leave taken without approval, as required under this policy, will be treated as unauthorized leave and may result in disciplinary action up to and including termination.

### Reinstatement

The FMLA entitles an employee to return to the same or an equivalent position at the conclusion of the leave. Certain restrictions apply to instructional employees whose return from leave would occur near the end of the semester. Under certain circumstances, these employees may be required to extend their leave through the end of the semester to avoid disruption of the education process.

### Health Insurance

Employees on approved FMLA leave remain covered under the school's health insurance. Premium payments must be made within the time periods required. The Board will continue to pay their portion of the premium; the employee is also responsible for their portion of the premium.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Professional Conduct

## Purpose

This policy governs professional conduct by ANCS employees.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Decorum

- a. ANCS expects all employees to maintain the highest standards of conduct and act in a mature and responsible manner at all times. Each staff member is expected at all times to perform the responsibilities of her/his position to the best of her/his ability. Employees shall not engage in activities that violate federal, state, or local laws or that diminish ANCS in any way.
- b. Decorum by all staff should mirror teaching by example. Proper language, gestures, emotional control, and mannerisms should befit those of a role model for students and parents.

### SECTION 2. Ethics and Conduct

All staff members are reminded that the welfare of the child is the very first concern of our school. It is the responsibility of all staff members to support programs and activities when in public. When a staff member criticizes colleagues, families, or school programs, these criticisms should be discussed in instructional teams and all criticisms should be constructive and made in a professional manner. Any criticisms should be directed to the Principal / Executive Director.

### SECTION 3. Communicable Diseases

- a. If your medical condition poses a substantial health or safety risk to the school students and staff, you must leave the premises until your attendance on duty no longer poses a threat.
- b. ANCS relies upon public health and medical experts' written documentation to determine whether to require your removal and when to permit your return to work.

### SECTION 4. Confidentiality

Professional communication by ANCS employees requires no discussion of individual students, families, or colleagues and their problems in non-professional situations. The faculty lounge and public places are inappropriate locations for these discussions. Breaches of confidentiality will be subject to disciplinary action.

### SECTION 5. Dress and Appearance Standards

ANCS recognizes that professional attire helps set the tone of an educational system. Faculty and staff are expected to dress professionally as befits their teaching activity and should be in keeping with expectations held for students. Dressing in an appropriate manner for student learning and as a model for all students does not include the wearing of sweatpants or t-shirts with statements on them (unless an ANCS shirt).

## Related Policies

See "Reporting Misconduct" on page 277.



## **Approval**

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# Professional Growth

## Purpose

This policy governs professional growth for ANCS personnel.

## Duration

This policy is permanent, but it is subject to change.

## Policy

### SECTION 1. Supporting Professional Growth

- a. In addition to the support and feedback gained through the evaluation process, the school also seeks to invest in the ongoing learning and development of employees.

### SECTION 2. Individual Professional Development Funds

- a. An employee may request funds for an individual professional development opportunity by submitting a short, written proposal to his/her supervisor, who will review proposals, keeping in mind school and individual professional goals. Upon approval by the supervisor, the supervisor will formally request final approval from the Principal.
- b. Upon returning from the professional development experience, the employee will complete a short written reflection and/or presentation to appropriate faculty/staff members. These reflections and presentations will help share knowledge gained from the experience, allow the school to maintain a record of professional development, and provide a guide for future use of these funds.
- c. Individual professional development funds may be used for the direct expenses related to the opportunity. For example, the cost of a conference (conference, materials, etc.) is covered, but parking, travel expenses, meals, or childcare costs are not.

## Related Policies

See "Employee Evaluation" on page 257.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Progressive Discipline

## Purpose

This policy governs disciplinary procedures for ANCS staff.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Expectations

ANCS expects all employees to maintain the highest standards of conduct and act in a mature and responsible manner at all times. Each staff member is expected at all times to perform the responsibilities of her/his position to the best of her/his ability. Employees shall not engage in activities that violate federal, state, or local laws or that diminish ANCS in any way. Key in the success of this task is effective communication of those responsibilities and any concerns about the performance of those responsibilities. See "Professional Conduct" on page 272.

### SECTION 2. Inappropriate Behaviors and Activities

ANCS expects employees to act in a responsible and mature way at all times. Supervisors shall answer any questions concerning any work or safety rule. Inappropriate behaviors include but are not limited to poor work performance and class management, tardiness and attendance issues, and insubordination. See "Professional Conduct" on page 272.

### SECTION 3. Progressive Discipline Procedure

- a. Under the following framework, open and productive communication will assist all employees in improving their job performance and/or correcting any inappropriate behavior.
- b. The Principal / Executive Director, at his/her discretion, may combine or skip steps depending on the particulars of each situation. The level of disciplinary intervention may also vary; factors that will be considered may include whether an offense is repeated despite counseling or training, the employee's performance record, and the impact of the performance/conduct issues on ANCS.
- c. For all warnings, the signature of the Principal / Executive Director is required and the signature of the employee is requested.

Warning	Type	Discussion	Filed With	Response Time	Required Result
First	Verbal Warning with Written Meeting Summary	Principal / Executive Director and Employee	Personnel Folder	2 weeks to enter response	Improved Performance
Second	Written	Principal / Executive Director	Personnel Folder; copy to Personnel Chair	2 weeks to enter response	Improved Performance
Third and Final	Written	Principal / Executive Director	Personnel Folder; copy to Personnel Chair	2 weeks to request hearing in front of Board	Termination



**First Warning – Verbal with Written Summary**

- a. Staff member will be given a verbal warning concerning the poor job performance or behavior. The warning will be given in private by the Principal and Executive Director, stating that it is a first warning outlining the issue, the corrective actions to be taken, and the time frame for these actions to be implemented. The warning will also outline that if the issue is not resolved, further disciplinary action will be taken, including but not limited to termination.
- b. Following this warning, a written memo will be sent to the employee summarizing the discussion. A copy of this memo will be filed in the personnel file of the employee and will also be forwarded to the Board Chair and Personnel Committee Chair. The employee will have the option of placing a responsive memo in his or her personnel file within 2 weeks of the issuance of the warning.

**Second Warning – Written**

- a. Staff member will be given a written warning concerning the poor job performance or behavior. The warning will be given in private by the Principal and Executive Director, clearly stating that it is a first written warning, outlining the issue, corrective actions to be taken, and the time frame for these actions to be implemented. The warning will also outline that if the issue is not resolved, further disciplinary action will be taken, including but not limited to termination.
- b. The Executive Director will sign it and the employee will be asked to sign; however, they have the option to refuse to sign. A copy of this memo will be filed in the personnel file of the employee and will also be forwarded to the Board Chair and Personnel Committee Chair. The employee will have the option of placing a responsive memo in his or her personnel file within 2 weeks of the issuance of the warning.

**Third and Final Warning – Written with Action**

In the event that the staff member does not correct the poor performance or behavior in the manner stated in the second warning, the Principal / Executive Director will meet with the Board Chair and Personnel Committee Chair to determine what action is to occur and to discuss the action with legal counsel prior to taking action. The Principal / Executive Director will then meet with the staff member, provide a third and final written summary, and inform the employee that he or she will be terminated.

**Further Action Taken**

- a. If an employee is terminated with cause, the staff member does have the right to a hearing before the Board of Directors prior to the termination going into effect.
- b. A request for a hearing must be presented in writing to the Principal / Executive Director within 10 days of the notice of termination.

**Related Policies**

See "Professional Conduct" on page 272.

**Approval**

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# Reporting Misconduct

## Purpose

This policy governs defining, identifying, and reporting procedures for misconduct.

## Duration

This policy is permanent and subject to annual review.

## Policy

### SECTION 1. Reporting

ANCS encourages all ANCS employees to report misconduct. ANCS is committed to protecting employees who report suspected misconduct. The term "employee" includes all staff, independent contractors, and volunteers.

### SECTION 2. Confidentiality

ANCS will try to prevent disclosure of the identity of the employee reporting alleged misconduct. However, the identity of an employee may become obvious to others due to the nature of the information. The employee's identity will be disclosed to the following:

- a. Law enforcement agency investigating the matter
- b. ANCS employees assigned to investigate the matter

### SECTION 3. Definition of Misconduct

Misconduct is an activity performed by an employee that violates state and/or federal laws or regulations, local ordinances, or ANCS policy. See "Professional Conduct" on page 272.

## Related Policies

See "Professional Conduct" on page 272.

## Approval

**Policy approval date:**  
[mm.dd.yyyy]

**Policy effective date:**  
[mm.dd.yyyy]

**Policy review date:**  
[mm.dd.yyyy]

# Sexual Discrimination, Harassment, and Misconduct

## Purpose

This policy governs sexual discrimination, harassment, and misconduct at ANCS.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Prohibition of Sexual Harassment

- a. Sexual harassment is a form of sex discrimination that undermines the integrity of the educational and employment environment and violates Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972. Accordingly, sexual misconduct perpetrated against or by employees is prohibited at ANCS. It is the policy of ANCS that all individuals shall learn and work in an environment free of all forms of discrimination, including sex discrimination.
- b. ANCS will investigate all complaints, formal or informal, verbal or written, of alleged improper sexual conduct and will discipline any individual who, in the course of his or her education, employment, or involvement with ANCS, exposes another person to improper sexual conduct.

### SECTION 2. Definitions of Misconduct

- a. Sexual misconduct refers to any unwelcome or unlawful sexual act; any solicitation of any unlawful sexual act, whether written, verbal, or physical; any act of child abuse, as defined by law; any solicitation, encouragement, or consummation of a romantic or physical relationship with a student; or any sexual contact with a student. The definition of the term "romantic relationship" includes dating a student or otherwise being involved in an inappropriate social relationship or any act of unlawful sexual harassment as defined by law.
- b. Sexual harassment is a specific form of sexual misconduct. As defined by the Equal Employment Opportunity Commission (EEOC) and the Office for Civil Rights (OCR), sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
  - i. Submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, educational opportunities, or other benefits provided by ANCS;
  - ii. An individual's submission to, or rejection of, such conduct or communication is used as a factor in decisions affecting that individual's employment, educational opportunities, or other benefits provided by ANCS; or
  - iii. Such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment, or creating an intimidating, hostile, or offensive working or learning environment.
- c. Sexual harassment may consist of exposure to a pattern of objectionable sexual behavior or exposure to a single, serious act. Sexual harassment exists when such conduct is unwelcome, offensive to both the recipient and to a reasonable person, and severe or pervasive. Even if never acted upon, threats or



suggestions of preferential or adverse treatment with regard to an individual's employment or educational status constitute sexual harassment when made by a person in a supervisory position.

### **SECTION 3. Complaint Resolution Process**

Any employee (full-time, part-time, hourly), contractor, or consultant who believes that he or she has been exposed to unwelcome sexual misconduct should immediately report the alleged act to the Principal or, in the case of a conflict of interest, report to the Chair of the Personnel Committee. The resolution will then proceed as outlined in the ANCS Grievance Procedure. See "Grievances – Employee" on page 262.

### **SECTION 4. Sanctions**

Appropriate disciplinary actions will be taken against persons found to have violated this policy. These actions shall include sanctions authorized by law and Board policy. These actions shall also include other measures designed to end sexual misconduct and to prevent its recurrence. Due process rights shall be afforded to all affected persons, where appropriate.

### **SECTION 5. Appeals Process [Matt is following up with Mike Nations about this section]**

Board policy may be appealed by both the person found to have violated this policy and the person bringing the complaint.

### **SECTION 6. Prohibitions**

ANCS prohibits retaliation, intentional false reporting, and hindering an investigation.

#### **Retaliation**

- a. Retaliation against individuals who file complaints of alleged sexual misconduct is expressly prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.
- b. Appropriate disciplinary action up to and including termination shall be imposed for verified acts of retaliation.

#### **Intentional False Reporting**

Persons who knowingly fabricate allegations of sexual misconduct shall be subject to disciplinary action up to and including termination.

#### **Hindering an Investigation**

Individuals who withhold information, purposely provide inaccurate facts, violate privacy and confidentiality rules, or otherwise hinder an investigation of sexual misconduct shall be subject to disciplinary action up to and including termination.

### **SECTION 7. Notice**

This policy shall be available at the school and online on the school's website.

### **SECTION 8. Right to Alternate Dispute Resolution Procedures**

These procedures do not deny the right of any individual to pursue other avenues of recourse.

## **Related Policies**

See "Grievances – Employee" on page 262.





## **Approval**

**Policy approval date:**  
[dd mm yyyy]

**Policy effective date:**  
[dd mm yyyy]

**Policy review date:**  
[dd mm yyyy]



# Smoke-Free School Zone

## Purpose

This policy governs the use of tobacco products on ANCS grounds.

## Duration

This policy is permanent, but it is subject to change.

## Policy

### SECTION 1. Scope of Policy

- a. As part of ANCS' commitment to providing a healthy and safe environment for its community, students, employees, and visitors are prohibited from smoking or using any tobacco product at ANCS facilities or ANCS-sponsored events, such as fundraisers, where students are present. ANCS prohibits the use of any tobacco product, including but not limited to cigarettes, cigars, cigarillos, small cigars, pipes, hookah, smokeless tobacco (otherwise known as dip, chew, snuff, spit, and snus), electronic cigarettes, and other smokeless products.
- b. All areas of ANCS are smoke-free without exception. This includes but is not limited to private, enclosed offices; conference and meeting rooms; cafeterias/lunchrooms; employee break areas; playing/athletic fields; entrances and exits to buildings; and parking lots.
- c. Smoking is prohibited by employees while they are on duty supervising students, whether they are on or off ANCS property.
- d. The Principal / Executive Director is authorized to develop regulations to implement this policy.

### SECTION 2. Notification of Policy to Prospective Employees

In accordance with O.C.G.A. § 31-12A-5, all prospective employees are to be notified of this no-smoking policy upon their application for employment.

## Approval

**Policy approval date:**

[dd mmm yyyy]

**Policy effective date:**

[dd mmm yyyy]

**Policy review date:**

[dd mmm yyyy]



# Weapons

## Purpose

This policy governs weapons on ANCS property and ANCS-sponsored trips and activities.

## Duration

This policy is permanent, but it is subject to revisions.

## Policy

### SECTION 1. Prohibition of Weapons

- a. ANCS is committed to maintaining a safe and secure working and learning environment to ensure student success. The Board and ANCS prohibit the possession of weapons of any type on school property, on school-sponsored trips, in the school safety zone, and at school-sponsored activities. Anyone violating this policy shall be subject to disciplinary action up to and including termination and, potentially, prosecution under the provisions of law.
- b. In response to recent changes made to state statute O.C.G.A. § 16-11-127.1, weapons are not allowed on ANCS property, in schools, administrative offices, or at school activities. Trained police officers are the only individuals who may carry weapons on ANCS property (schools and administrative offices), school safety zones, and at activities.

### SECTION 2. Definition of “Weapon”

The term “weapon” means and includes those items listed in O.C.G.A. § 16-11-127.1 and other applicable laws. However, regardless of the definitions and specific instruments defined in said laws, the Board prohibits the possession of knives of any type on school property, in the school safety zone, and at school-sponsored activities, if any such knife can be used to inflict bodily harm.

## Resources and Related Policies

O.C.G.A. § 16-11-127.1 can be viewed at <http://www.lexisnexis.com/hottopics/gacode/default.asp>.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]



# Workplace Violence

## Purpose

This describes workplace violence policy at ANCS.

## Duration

This policy is permanent.

## Policy

### SECTION 1. Scope

- a. ANCS strives to have a workplace that is free from acts or threats of physical violence, harassment, intimidation, or other threatening and/or disruptive behavior that takes place on ANCS grounds or offsite at an ANCS-related activity. To this end, ANCS seeks to provide a safe work environment for all employees to the full extent of the law. This statement shall not be construed to create an obligation on the part of ANCS to take action beyond what is required by law.
- b. ANCS has a zero-tolerance policy regarding workplace violence. Violations of this policy will lead to disciplinary and/or legal action as appropriate.
- c. Employees are expected to refrain from conduct that may be dangerous to others. Conduct that intimidates, threatens, or intimidates another employee, student, or visitor will not be tolerated.
- d. ANCS resources may not be used to threaten, harass, or stalk anyone, whether on or off ANCS grounds.
- e. ANCS treats threats stemming from a personal relationship as it does other forms of violence.

### SECTION 2. Reporting and Investigating Workplace Violence

- a. All indirect or direct threats of violence, incidents of actual violence, or suspicious individuals or activities should be reported as soon as possible to a direct supervisor.
- b. ANCS will thoroughly and promptly investigate all reports of threats or incidents of violence and of suspicious individuals or activities. The identity of the person making the report will be protected as much as possible. ANCS will not retaliate against employees who make good-faith reports of violence, threats, or suspicious individuals or activities. To maintain workplace safety and the integrity of its investigation, the school may suspend employees suspected of workplace violence or threats of violence, either with or without pay, pending the results of its investigation.

## Related Policies

See "Professional Conduct" on page 272.

See "Student Discipline" on page 153.

## Approval

**Policy approval date:**

[dd mm yyyy]

**Policy effective date:**

[dd mm yyyy]

**Policy review date:**

[dd mm yyyy]

ATLANTA NEIGHBORHOOD CHARTER SCHOOL  
 FY 2015 - Pro Forma Monthly Cash Flow Statement  
 April 31, 2015

Current

	Allocation based on FTE Count = 669												
	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15
<b>Revenue</b>													
Local/State Funding	\$0	\$673,873	\$673,873	\$673,873	\$726,442	\$689,587	\$663,819	\$663,819	\$663,819	\$663,819	\$663,819	\$0	\$0
Grants	\$130,890	\$103,275	\$201,376	\$7,305	\$0	\$0	\$20,000	\$0	\$151,485	\$23,978	\$200,000	\$0	\$0
Contributions & Fundraising	\$1,382	\$5,496	\$12,988	\$8,753	\$6,113	\$21,124	\$23,252	\$7,973	\$98,751	\$7,632	\$6,500	\$1,300	\$1,300
Program Income	\$3,985	\$64,488	\$96,370	\$82,953	\$28,785	\$90,998	\$89,876	\$84,023	\$87,411	\$76,177	\$69,000	\$0	\$0
Title One	\$0	\$0	\$0	\$0	\$0	\$6,372	\$0	\$0	\$6,977	\$0	\$34,372		\$6,372
Other Income	\$895	(\$132)	\$714	\$3,527	\$315	\$9,609	\$3,316	\$547	\$537	\$1,702	\$1,000	\$0	\$0
NTRP Reimbursement		\$0	\$0	\$0	\$47,444	\$0	\$43,046	\$0	\$0	\$0	\$0	\$38,000	\$0
<b>Total Revenue</b>	<b>\$137,152</b>	<b>\$847,000</b>	<b>\$985,321</b>	<b>\$776,410</b>	<b>\$809,099</b>	<b>\$817,690</b>	<b>\$843,309</b>	<b>\$756,361</b>	<b>\$1,008,980</b>	<b>\$773,308</b>	<b>\$974,691</b>	<b>\$39,300</b>	<b>\$7,672</b>
<b>Expenditures</b>													
Salaries and Benefits	\$453,076	\$502,301	\$571,821	\$589,341	\$577,037	\$600,359	\$567,349	\$592,417	\$579,231	\$574,873	\$600,000	\$540,000	\$540,000
Professional Development	\$35,710	\$24,924	\$3,972	\$29,731	\$5,593	\$15,646	\$8,185	\$14,751	(\$525)	\$497	\$2,500	\$0	\$0
Curriculum & Classroom Expenses	\$7,274	\$36,117	\$8,800	\$7,348	\$12,730	\$21,294	\$2,984	\$7,962	\$6,515	\$9,302	\$10,000	\$10,000	\$10,000
Program Expenses	\$0	\$4,297	\$17,226	\$14,694	\$7,451	\$24,319	\$15,650	\$34,463	\$49,479	\$26,482	\$15,000	\$0	\$0
Building & Grounds	\$54,168	\$68,929	\$40,564	\$42,780	\$41,948	\$27,431	\$46,715	\$39,874	\$34,911	\$42,460	\$42,000	\$42,000	\$42,000
Fixed Assets Expenditures	\$130,835	\$17,648	\$151,956	\$216,199	\$18,026	\$11,530	\$2,989	\$98,780	\$3,689	\$6,009	\$0	\$0	\$0
Professional Services	\$0	\$5,185	\$3,972	\$19,055	\$4,190	\$0	\$595	\$3,595	\$1,605	\$500	\$0	\$0	\$0
Gen&Admin/Insurance/Interest	\$26,839	\$23,691	\$27,300	\$20,745	\$9,775	\$17,238	\$8,134	\$12,941	\$8,052	\$14,576	\$20,000	\$10,000	\$10,000
Nutrition Program Expenses	\$409	\$18,742	\$15,124	\$11,981	\$14,855	\$14,099	\$12,506	\$14,951	\$11,911	\$10,652	\$15,000	\$0	\$0
Equipment Rental (Copiers)	\$5,244	\$0	\$5,256	\$135	\$11,678	\$7,845	\$821	\$7,367	\$809	\$2,439	\$4,500	\$0	\$0
Furniture & Equip (Non Capitalized)	\$0	\$4,904	\$350	\$251	\$4,049	\$2,957	\$68	\$800	\$0	\$0	\$1,000	\$0	\$0
Fundraising Expenses		\$650	\$66	\$2,547	\$4,242	\$1,646	\$0	\$5,435	\$20,554	\$13,797	\$0	\$0	\$0
i3 CREATE Expenses		\$0	\$0	\$0	\$0	\$0	\$1,571	\$3,698	\$75,000	\$18,000	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$713,555</b>	<b>\$707,388</b>	<b>\$846,408</b>	<b>\$954,806</b>	<b>\$711,574</b>	<b>\$744,364</b>	<b>\$667,565</b>	<b>\$837,035</b>	<b>\$791,231</b>	<b>\$719,587</b>	<b>\$710,000</b>	<b>\$602,000</b>	<b>\$602,000</b>
<b>Total Revenues - Total Expenditures</b>	<b>(\$576,403)</b>	<b>\$139,612</b>	<b>\$138,913</b>	<b>\$(178,396)</b>	<b>\$97,525</b>	<b>\$73,327</b>	<b>\$175,744</b>	<b>\$(80,674)</b>	<b>\$217,749</b>	<b>\$53,721</b>	<b>\$264,691</b>	<b>\$(562,700)</b>	<b>(\$594,328)</b>
<b>EOM Cash Balance</b>	<b>\$209,835</b>	<b>\$315,695</b>	<b>\$468,557</b>	<b>\$283,014</b>	<b>\$379,528</b>	<b>\$445,525</b>	<b>\$613,200</b>	<b>\$525,398</b>	<b>\$701,942</b>	<b>\$748,573</b>	<b>\$1,013,264</b>	<b>\$450,564</b>	<b>\$(143,763)</b>
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected

\$200,000 State Facilities Grant

Note: Adjusted to reflect only Bank of North Georgia operating accounts. Not including \$666k of investment

**ATLANTA NEIGHBORHOOD CHARTER SCHOOL**

**Budget to Actual FY2015**

**YTD April 2015**

**Period Ended 4/30/2015**

	<b>YTD Actual</b>	<b>YTD Budget</b>	<b>YTD \$Variance</b>	<b>Amended Budget</b>
<b>Income</b>				
Local/State Funding	\$6,092,925	6,128,228	(35,303)	6,809,142
Grants	\$448,245	572,500	(124,255)	687,000
Contributions & Fundraising	\$250,252	272,917	(22,665)	327,500
Prior year NTRP & Title 1 Funds Received	\$175,000	175,000	0	175,000
Program Income	\$436,179	328,333	107,845	394,000
Nutrition Income	\$210,835	183,333	27,502	220,000
i3 CREATE Income	\$119,485	79,167	40,318	95,000
Other Income	\$20,283	18,537	1,746	22,244
<b>Total Income</b>	<b>\$ 7,753,203</b>	<b>\$ 7,758,014</b>	<b>\$ (4,811)</b>	<b>\$ 8,729,886</b>
<b>Expenditures</b>				
Salaries and Benefits	\$5,699,101	5,622,058	(77,043)	6,746,470
Professional Development	\$134,263	112,500	(21,763)	135,000
Curriculum & Classroom Expenses	\$120,524	122,500	1,976	147,000
Program Expenses	\$203,333	120,833	(82,499)	145,000
Building & Grounds	\$455,314	445,833	(9,481)	535,000
Fixed Asset Expenditures	\$658,307	537,500	(120,807)	645,000
Professional Services	\$34,525	25,000	(9,525)	30,000
Gen&Admin/Insurance/Interest Expense	\$164,350	188,282	23,932	225,938
Nutrition Program Purchases	\$126,348	133,333	6,985	160,000
Equipment Rental (Copiers)	\$41,593	41,667	74	50,000
Furniture & Equipment (Non-Capitalized)	\$13,378	13,612	234	16,334
Fundraising Expenses	\$49,829	36,000	(13,829)	43,200
i3 CREATE Grant Expenses	\$98,269	0	(98,269)	0
<b>Total Expenditures</b>	<b>\$7,799,133</b>	<b>\$ 7,399,118</b>	<b>\$ (400,014)</b>	<b>\$ 8,878,942</b>
Operating Income/Loss	\$ (45,930)	\$ 358,896	\$ (404,826)	\$ (149,056)
	\$ 612,377			
	\$ 612,377	From YTD Stmt of Activity		

<b>Total investments held by ANCS</b>			
<b>4/30/2015</b>			
Institution	Investment	Amount	
Bank of North Georgia	Money Market	676,669.00	
Bank of North Georgia	Operating accounts	71,904.00	
		<b>748,573.00</b>	
Edward Jones	CD	227,029.00	2 year - matures Nov 2015
Self-Help Credit Union	CD	227,496.00	1 year - matures Oct 2015
Self-Help Credit Union	Money Market	8,998.00	Money Market account
SunTrust Bank	CD	206,300.00	1 year - renews automatically
<b>Total invested funds (not at BoNG)</b>		<b>669,823.00</b>	
<b>Grand total ANCS funds</b>		<b>1,418,396.00</b>	

Status	Draft
Year	FY 2016
Date	5/15/2015

Atlanta Neighborhood Charter School



# of Students

661

669

(8)

ANCS  
Proposed  
Budget  
FY16

ANCS  
Budget  
FY15

ANCS  
Budgeted  
Variance  
FY16

Income Tab #

APS Allocation [1]	\$ 7,400,577	\$ 6,730,975	\$ 669,602
APS Nursing & Transportation Allocation	\$ 54,308	\$ 52,400	\$ 1,908
Other State & Local funding	\$ -	\$ 25,767	\$ (25,767)
FY15 .5% Admin fee refund	\$ 34,000	\$ -	\$ 34,000
Prior Year cash carryover	\$ -	\$ 400,000	\$ (400,000)
Title 1 Funding	\$ -	\$ 25,500	\$ (25,500)
Title 2 Funding	\$ -	\$ 10,000	\$ (10,000)
Facilities Grant	\$ -	\$ 200,000	\$ (200,000)
CREATE Grant	\$ 110,000	\$ 45,000	\$ 65,000
Prior Year grants	\$ -	\$ 376,000	\$ (376,000)
Sartain Lanier Grant	\$ 20,000	\$ 20,000	\$ -
<b>Total Local/State Funding</b>	<b>\$ 7,618,885</b>	<b>\$ 7,885,64 [2]</b>	<b>\$ (266,757)</b>
Contributions (General)	\$ 2,000	\$ 2,000	\$ -
Fund Raising (Annual Campaign)	\$ 130,000	103,000	\$ 27,000
Auction	\$ 100,000	\$ 100,000	\$ -
Major Donor Program	\$ 25,000		\$ 25,000
Other Fundraising	\$ 3,000	\$ 3,000	\$ -
<b>Total Contributions &amp; Fundraising</b>	<b>\$ 260,000</b>	<b>\$ 208,000</b>	<b>\$ 52,000</b>
Supply Fee	\$ 7,000	\$ 7,000	\$ -
Meal Program	\$ 220,000	\$ 220,000	\$ -
PTCA income	\$ 67,000	\$ 67,200	\$ (200)
Field Trips	\$ 25,000	\$ 20,800	\$ 4,200
Grade Level Trips	\$ 100,000	\$ 30,000	\$ 70,000
Athletics	\$ 15,000	\$ 20,000	\$ (5,000)
After School	\$ 223,000	\$ 206,000	\$ 17,000
Enrichment	\$ 40,000	\$ 43,000	\$ (3,000)
<b>Total Program Income</b>	<b>\$ 697,000</b>	<b>\$ 614,000</b>	<b>\$ 83,000</b>
Interest Income	\$ 5,000		
Community Building	\$ 1,200	\$ 1,200	\$ -
Facilities Use	\$ 2,000	\$ 2,000	\$ -



		Other	\$ 500	\$ 19,044	\$ (18,544)
	<u>1.3</u>	<b>Total Other Income</b>	<b>\$ 8,700</b>	<b>\$ 22,244</b>	<b>\$ (13,544)</b>
		<b>Total Income</b>	<b>\$ 8,584,585</b>	<b>\$ 8,729,886</b>	<b>\$ (145,301)</b>
Expense	<u>2.0</u>	<b>Total Salaries and Benefits</b>	<b>\$ 7,047,007</b>	<b>\$ 6,746,470</b>	<b>\$ 300,537</b>
		<b>Health insurance premium contingency</b>	<b>\$ 80,000</b>	<b>\$ -</b>	<b>\$ 80,000</b>
		Teachers Institute / Retreat	\$ 7,000		
		Conferences and workshops	\$ 37,500		
		Staff Development - Travel	\$ 1,000		
		Staff Development - Consultant	\$ 7,500		
		Staff Devel Materials	\$ 1,500		
	<u>2.1</u>	<b>Total Staff Development</b>	<b>\$ 54,500</b>	<b>\$ 135,000</b>	<b>\$ (80,500)</b>
		Lunch Program Purchases (not including salary)	\$ 130,000	\$ 160,000	
		Athletics	\$ 35,000	\$ 30,000	
		Enrichment	\$ 40,000	\$ 25,000	
		After School Expenses	\$ 15,000	\$ 10,780	
		Field Trips	\$ 27,500	\$ 22,050	
		Grade Level Trips	\$ 100,000	\$ 30,000	
		PTCA Expenses	\$ -	\$ 17,170	
		Saturday / Summer School	\$ 12,000	\$ 10,000	
		Yearbook	\$ 3,000	\$ -	
		<b>Total Program Expenses</b>	<b>\$ 362,500</b>	<b>\$ 305,000</b>	
		Classroom Supplies	\$ 68,775	\$ 122,252	
		Instruct. / Curriculum Materials	\$ 28,848	\$ 24,748	
		<b>Total Curriculum Materials &amp; Expenses</b>	<b>\$ 97,623</b>	<b>\$ 147,000</b>	
	<u>2.2</u>	<b>Total Curriculum &amp; Program Expenses</b>	<b>\$ 460,123</b>	<b>\$ 452,000</b>	<b>\$ 8,123</b>
		Pest Control	\$ 5,000	\$ 10,000	
		Janitorial Services	\$ 100,000	\$ 103,600	
		Janitorial Supplies	\$ 13,500	\$ 10,000	
		Sanitation	\$ 14,937	\$ 20,937	
		Supplies	\$ 2,500	\$ 10,500	
		<b>Total Building Services</b>	<b>\$ 135,937</b>	<b>\$ 155,037</b>	
		Building rent (Mortgage)	\$ 105,264	\$ 105,261	
		Mobile Unit Lease (Net)	\$ 7,332	\$ 7,332	
		SWAT Budget	\$ 1,000	\$ 1,000	
		Replacements - painting	\$ 20,000	\$ -	

		Replacements - carpet/flooring	\$ 20,000	\$ -	
		Repairs / Maintenance	\$ 40,000	\$ 100,000	
		<b>Total Building Repairs/ Maintenance</b>	<b>\$ 193,596</b>	<b>\$ 213,593</b>	
		Farm	\$ 3,600	\$ 6,050	
		Repairs / Maintenance	\$ 6,000	\$ 20,000	
		<b>Total Grounds</b>	<b>\$ 6,000</b>	<b>\$ 26,050</b>	
		Utilities	\$ 125,000	\$ 125,000	
		Internet Service	\$ 10,000	\$ 10,820	
		Alarm Monitoring & Servicing	\$ 5,000	\$ -	
		Telephone	\$ 5,500	\$ 4,500	
		<b>Total Telephone and Utilities</b>	<b>\$ 145,500</b>	<b>\$ 140,320</b>	
<u>2.3</u>		<b>Total Building Expenses</b>	<b>\$ 481,033</b>	<b>\$ 535,000</b>	<b>\$ (53,967)</b>
	Prof. Services	Legal	\$ 1,000	\$ 1,000	
		Accounting	\$ 3,500	\$ 3,500	
		Auditing	\$ 25,500	\$ 25,500	
<u>2.4</u>		<b>Total Professional Services</b>	<b>\$ 30,000</b>	<b>\$ 30,000</b>	<b>\$ -</b>
	General Admin Expense	Advertising/Web Costs	\$ 3,500	\$ 5,000	
		Bank Service Charges	\$ 5,000	\$ 3,000	
		Dues and Subscriptions	\$ 10,000	\$ 10,000	
		Insurance	\$ 61,818	\$ 85,438	
		Hospitality	\$ 14,000	\$ -	
		Licenses and Permits	\$ 2,500	\$ 2,500	
		Miscellaneous	\$ 3,000	\$ 3,000	
		Gov Board/Committee Costs	\$ 10,250	\$ 2,500	
		Office supplies/Small Equipment	\$ 45,000	\$ 60,000	
		Payroll Service Fees	\$ 18,000	\$ 16,000	
		Postage and Delivery	\$ 4,000	\$ 5,000	
		Printing and Reproduction	\$ 500	\$ 500	
<u>2.5</u>		<b>Total Other Gen/Admin Expense</b>	<b>\$ 177,568</b>	<b>\$ 192,938</b>	<b>\$ (15,370)</b>
	Fundraising Expenses	Direct Mail	\$ 5,000	\$ 5,000	
		Auction	\$ 30,000	\$ 30,000	
		Community Building	\$ 1,200	\$ 1,200	
		Other Events	\$ 7,000	\$ 7,000	
<u>2.6</u>		<b>Total Fundraising Expenses</b>	<b>\$ 43,200</b>	<b>\$ 43,200</b>	<b>\$ -</b>
	Books, Equipment and Furniture	Library	\$ 12,000	\$ 6,000	
		Furniture	\$ 6,000	\$ 16,334	

2.7		Technology: Service, training & supplies	\$ 7,500	\$ 7,500	
		Grants to Green Improvements	\$ 10,000	\$ 492,525	
		Equipment: Purchase/Lease	\$ 10,000	\$ 58,475	
		Copiers Expenses	\$ 50,000	\$ 50,000	
		Computers: Software/Other	\$ 7,334	\$ -	
		Computers: Hardware	\$ 55,500	\$ 80,500	
		<b>Total Books/Equipment/Furniture</b>	<b>\$ 158,334</b>	<b>\$ 711,334</b>	<b>\$ (553,000)</b>
		<b>Total Expenses</b>	<b>\$ 8,531,765</b>	<b>\$ 8,845,942</b>	<b>\$ (394,177)</b>
		<b>Operating Income/Loss</b>	<b>\$ 52,820</b>	<b>\$ (116,056)</b>	<b>\$ 248,876</b>

[1] Includes  
Local Funding  
State Funding  
Nursing  
Transportation

[2] Includes APS allocation, NTRP + Title 1 + Nursing + Transportation



From: Mitch White  
 To: Governing Board of Directors  
 c: Kari Lovell, Matt Underwood  
 In re: 2015-2016 Budget

Date: May 16, 2015

As you know, we have revised the FY 2016 budget since the draft I showed you at the April Board meeting. Kari and Matt have taken a close look at every line item and made adjustments on our most current information. I have highlighted the largest changes below:

	ANCS Proposed Budget FY16 5/19/15	ANCS Proposed Budget FY16 4/21/15	Difference
APS Allocation	\$7,400,577	\$7,135,914	\$264,663
FY 15 .5% Admin fee refund	\$34,000	\$0	\$34,000
CREATE Grant	\$110,000	\$85,000	\$25,000
Sartain Lanier Grant	\$20,000	\$0	\$20,000
3 Smaller Changes (<\$20k change each)	\$253,000	\$226,118	\$26,882
All other categories	\$767,008	\$767,008	\$0
<b>Total Income</b>	<b>\$8,584,585</b>	<b>\$8,214,040</b>	<b>\$370,545</b>
Total Salaries and Benefits	\$7,047,007	\$6,794,238	\$252,769
Health insurance premium contingency	\$80,000	\$0	\$80,000
Lunch Program Purchases	\$130,000	\$160,000	-\$30,000
19 smaller items (<\$15k change each)	\$419,016	\$413,898	\$5,118
All other categories	\$855,742	\$855,342	\$0
<b>Total Expense</b>	<b>\$8,531,765</b>	<b>\$8,223,478</b>	<b>\$308,287</b>
<b>Operating Income</b>	<b>\$52,820</b>	<b>-\$9,438</b>	<b>\$62,258</b>

We **increased our income** by \$370,545 since last month:

**APS Allocation and Admin Fee.** We have included the items we highlighted last month that weren't in the budget yet, based on APS' budget adoption since our April meeting and our best estimate of our APS allocation for next year. The incremental \$264,663 includes approximately \$154,000 for two years of the Beltline payments (FY 15 and FY 16), approximately \$34,000 for the ongoing reduction of the APS administrative fee (the FY 15 payment was broken out on a separate line), approximately \$50,000 in increased QBE funding we discussed last month, and about \$26,000 in higher than expected local tax revenues. There are potentially two places where our actual allocation could be higher than planned: 1) we believe that there are still mistakes to our disadvantage in the Training & Experience calculations we received; 2) until we receive our actual QBE worksheets in late July, we won't know the state portion of our allocation with certainty. For this reason, we believe the budget is conservative, and we would know whether we are right by the first FY 16 Board meeting in August.

**Grants and smaller changes.** We have identified an additional \$25,000 of budgeted expenses that are reimbursable under the CREATE grant, and we added the \$20,000 Sartain Lanier Grant. We also made three smaller changes that totalled an incremental \$36,882.

We also **added \$308,287 to our anticipated expenses:**

**Salaries and Benefits.** We "trued up" our actual FY 16 based on recent hires, and also created an error for the TRS contribution in the spreadsheet. These adjustments added \$252,769 to our expenses.

**Healthcare.** We added \$80,000 in anticipated higher health insurance costs, based on our quote last year and preliminary discussions with our broker.

**Lunch program purchases.** We reduced our expected lunch program purchases by \$30,000, as we had non-repeatable startup expenses last year, and are running favorably on a monthly basis.

**Smaller adjustments.** We made 19 smaller adjustments, some up and some down (none larger than \$15,000) which netted out to \$5,118 in higher expenses.

These changes brought us to a planned operating income of \$52,820. As you know, we would like to include a contingency this year for unanticipated expenses, which the \$52,820 would be earmarked for. We will move that planned operating income into a "contingency" category when we vote on the budget in June.

## **Salary Increases**

This budget doesn't include any planned salary increases or bonuses. We don't believe the current budget can support this expense. (Each 1% increase is about \$53,000.) We do, however, believe that there is a good chance that our actual QBE funding will come in higher than planned (see above) and we will know substantially more about the actual QBE funding in July. Our recommendation is to approve the budget as presented at the June meeting, and revisit the issue of faculty raises at the August Board meeting.

# Fund Development Report

- “ April 2015 total received:\$6702.69
- “ Year to date received: \$112,373.03
- “ Recent activities:
  - “ We organized a final Annual Campaign push beginning the week of May 1. Our outreach included a morning car pool push at EC, a courier post, e-blast, and two short videos/announcements.
  - “ We continued to receive funds this month from the “Gather and Grow Run With the Wolves sponsorship drive.
  - “ We are creating a more formal Fund Development committee for next year, and are putting plans in place for next year’s goals.



## Additional news / Fund Development PR:

Matt and Narin met to discuss other promotional work, such the formal video (production would begin in the fall), updating the ANCS website for more Gather and Grow visibility (and updating the annual campaign page), possible phone outreach, and better ways to track giving (including the purchase of software for this purpose).

We have campaign materials ready for orientation this year and plan to send material to new families and grandparents early in the fall. A new simple mailer will be sent to existing families later in the fall.

# Additional Funding news

- “ The Dobbs Foundation has committed \$225,000 to CREATE–\$75,000 per year for the next three years. ANCS has now met the minimum private match requirement.
- “ ANCS also received \$50,000 from the Belk Foundation.
- “ This total \$275,000 in grants will support our commitment to collaborate with other Atlanta schools and support new teacher training efforts.
- “ As we note in our e–blast, foundations often inquire about participation and giving within our community, so we need to continue our efforts to raise direct donations and participation in the annual campaign.

# ANCS Annual Campaign Monthly Report

Month of Receipt	Apr-15
Received this Month	\$6,702.69
2015 Auction	\$195.00
Total Received To Date	\$112,273.03
Count Of Donations	622
Thank You Letters Sent	198

	<b>Method of Payment</b>				<b>TOTAL</b>	
	Direct Mail	Online	Direct Debit ACH	Other	Received In Apr 2015	Received To Date
<b>Parents and Guardians</b>	\$470.00	\$3,869.00	\$240.00		\$4,579.00	\$61,766.00
<b>Grandparents and Special Friends</b>	\$1,183.34	\$500.00			\$1,683.34	\$19,441.68
<b>ANCS Faculty and Staff</b>		\$105.00	\$70.00		\$175.00	\$3,249.00
<b>Other</b>	\$75.35	\$90.00	\$100.00		\$265.35	\$12,409.35
<b>AUCTION 2015</b>				\$195.00	\$195.00	\$15,407.00
<b>Total</b>	\$1,728.69	\$4,564.00	\$410.00	\$195.00	\$6,897.69	\$112,273.03

## New Hires and Reassignments – 2015–16 SY – New Hires

<b>Name</b>	<b>Position</b>	<b>Campus</b>	<b>Highest Degree Earned/Institution</b>	<b>Georgia Certified?</b>	<b>Years of Experience</b>
UNFILLED	0.5 FTE ESOL	Both			
Lisa Dibble	Lead Teacher	EC	M.Ed/Georgia State University	Yes	12
Nicole Agadoni*	Associate Teacher	EC	BA/Georgia State University	Yes	1
Kristin German*	Associate Teacher	EC	BA/Georgia State University	Yes	1
Damon Sumner	Lead Teacher - special education	EC	BA/University of North Texas	Yes	4
Molly Kent	Lead Teacher	EC	BS/Presbyterian College	Yes	2
Brett Rackoff	Lead Teacher	EC	M.Ed/Cedar Crest College	Yes	7
KaToya Sumner	Associate Teacher	EC	BA/University of North Texas	No	7
Justin Stubbs	Instructional Technology Specialist	EC	M.Ed/University of Georgia	Yes	3
Anne Green	Lead Teacher	EC	M.Ed/University of Georgia	Yes	2
Bill Turcotte	0.5 FTE Receptionist	EC	MFA/Atlanta College of Art and Design	No	
Abbie Gulson	0.5 FTE Receptionist	EC		No	
UNFILLED	Associate Teacher	EC			
Phillip Breaux	Lead Teacher - special education	MC	EdS/Piedmont College	Yes	8
Humaira Afzal*	0.5 MST lead teacher/0.5 Humanities associate teach	MC	BSE/Georgia State	Yes	1
Desiree Bennett	Lead Teacher - special education	MC	M.Ed/Georgia State University	Yes	7
Kim Smith-Fausset	Lead Teacher - Spanish	MC	M/University of Georgia	No	16
UNFILLED	0.5 FTE Instructional Technology Specialist	MC			
<i>* indicates NTRP resident</i>					

New Hires and Reassignments – 2015–16 SY – Reassignments

<b><i>Name</i></b>	<b><i>Current Position</i></b>	<b><i>New Position</i></b>	
Veleta Greer	Lead Teacher	K-3 Instructional Coach	
Ian Brown*	Associate Teacher (MC)	0.5 Humanities lead teacher/0.5 MST associate teacher	
Mike Boardman	Instructional Technology Specialist (MC)	Operational Technology Specialist K-8	
<i>* indicates NTRP resident</i>			

## 2015-16 SY Staffing Structure Changes

### **Elementary Campus**

Beginning in the 2013-14 school year, the staffing structure for grades 3rd-5th shifted from 3 classrooms at each grade level with a lead teacher and associate teacher dedicated to each to having 4 lead teachers and 1 associate teacher at each of these grade levels. This shift--researched and decided upon by the elementary campus leadership--has allowed for flexible grouping of students across the school day and week to allow for more targeted instruction based on student needs.

At the same time, with two years of experience with this model, there is evidence that, developmentally, 3rd grade students are not quite ready for such a shift coming from their 2nd grade year. Therefore, next school year, the staffing structure for 3rd grade will return to having 3 lead teachers and 3 associate teachers; the structure for 4th and 5th grade will remain the same as it has been for the past two years. This structure for 3rd grade will help those students receive the support they need in the transition from lower elementary grades to upper elementary grades while still allowing for flexible grouping of students to work with different teachers across the school day and week.

### **Middle Campus**

The middle campus will return to having 2 Spanish teachers next school year with the addition of an FTE in next year's budget. This is in line with the [long-term vision for foreign language instruction at the school](#).

With 2 Spanish teachers, the expected staffing structure for 2015-16 is:

- 6th graders will be taught in smaller classes (13-14 per class). The hope is to provide students the opportunity to experience the language, many for the first time, in a smaller environment. The teachers will be able to give the students more individualized attention and encourage students to speak, read, listen and write in the target language as often as possible.
- 7th graders will be taught in a co-teaching setting (27 per class with 2 teachers). The teachers will use a variety of co-teaching models to reach the students at their levels.
- 8th graders will continue to select into a year-long elective class and will be taught by one teacher.

The frequency of Spanish classes will not change for the 2015-16 school year. If we decide to move forward with an application for the International Baccalaureate's Middle Years Programme, we will need to rethink the frequency of Spanish for the 8th grade year as the elective option means not all students would meet the required language hours for MYP.

# Personnel Committee Report

## Monthly Update

- ▶ Lia Santos, Personnel Committee Chair, attended the Business Operations Meeting to discuss the budget and salary increase options for this year
  - She communicated via e-mail with Matt and Mitch once the budget was complete and a recommendation on salary increases was made
- ▶ Lia launched the CEO Self Evaluation in late April
  - Matt completed his self evaluation
  - Matt's self evaluation, job description, and self reflection on progress against goals were distributed to each Board member
  - Board members and Direct Reports were asked to complete Matt's year-end evaluation
- ▶ Matt's year-end evaluation will take place in June. Detailed activities and a working draft of the timeline are provided on the following page.

# Personnel Committee Report

## Timeline: Executive Director Year-End Evaluation

April

May

June

**Executive Director :  
Self Evaluation  
COMPLETE**  
*Executive Director  
completes self evaluation  
via online tool; Distributed to  
Board Members*

**Feedback Reviewed in  
Executive Session of  
June Board Meeting**  
*Personnel Chair provides a  
summary of all feedback  
Date TBD – June Meeting  
Date is not confirmed*

**Leadership Team and  
Board Members:  
Evaluation COMPLETE**  
*Leadership Team and Board  
Members complete the  
same evaluation online*

**Draft Report**  
*Board President and  
Personnel Chair meet to  
draft summary of feedback  
Week of May 18th*

**Finalize Report**  
*Board President and  
Personnel Chair finalize  
feedback summary report  
Date TBD*

**Executive Director :  
Progress Review**  
*Executive Director and  
Personnel Chair meet to  
review 1) progress to  
Strategic Plan and 2)  
Survey of staff, students,  
and parents  
Week of May 25th*

**Provide Final Feedback**  
*Board President and  
Personnel Chair meet to  
review final report with Matt  
Date TBD*