

Academy of Collaborative Education

Academic Excellence Committee Meeting

Published on March 3, 2025 at 1:34 PM CST

Amended on March 4, 2025 at 1:53 PM CST

Date and Time

Wednesday March 5, 2025 at 3:00 PM CST

Pursuant to Louisiana Open Meetings Law - La. R.S. 42:19, notice is hereby given to the members of the Board of Directors of Academy of Collaborative Education and to the general public that the Board will hold a regular, special, or re-scheduled meeting, open to the public as specified below. To ensure compliance with the Open Meeting Law, recipients of this message should not forward it to other Board members, and Board members should not reply to this message.

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:00 PM
A. Record Attendance		Joellen Freeman	1 m
B. Call the Meeting to Order		Carmen Parks	1 m
C. Approve Minutes	Approve Minutes	Carmen Parks	1 m
Approve minutes for Academic Excellence Committee Meeting on February 5, 2025			
II. Academic Excellence			3:03 PM

	Purpose	Presenter	Time
A. Charter Promises	Discuss	Carmen Parks	20 m
B. Progress monitoring of IEP goals	Discuss	Joellen Freeman	10 m
C. Update on ABA notes from 1/15/2025-2/21/2025	Discuss	Carmen Parks	10 m
https://docs.google.com/spreadsheets/d/1lpwach6JlbQU4v4RUCaETr76jdkTLL1emKyXzdCJY0/edit?usp=sharing			

III. Other Business

IV. Closing Items

3:43 PM

A. Adjourn Meeting	Vote	Carmen Parks	1 m
---------------------------	------	--------------	-----

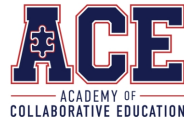
In accordance with the Americans with Disabilities Act, if you need special assistance at a public meeting of Academy of Collaborative Education, please contact Joellen Freeman at jcfreeman@aceforasd.org describing the assistance that is necessary.

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Academic Excellence Committee Meeting on February 5, 2025
AE draft minutes.html

APPROVED



Academy of Collaborative Education

Minutes

Academic Excellence Committee Meeting

Date and Time

Wednesday February 5, 2025 at 3:00 PM

Pursuant to Louisiana Open Meetings Law - La. R.S. 42:19, notice is hereby given to the members of the Board of Directors of Academy of Collaborative Education and to the general public that the Board will hold a regular, special, or re-scheduled meeting, open to the public as specified below. To ensure compliance with the Open Meeting Law, recipients of this message should not forward it to other Board members, and Board members should not reply to this message.

Committee Members Present

Amy Marcus (remote), Carmen Parks, Joellen Freeman, Karen Roberson

Committee Members Absent

None

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Carmen Parks called a meeting of the Academic Excellence Committee of Academy of Collaborative Education to order on Wednesday Feb 5, 2025 at 3:12 PM.

C.

Approve Minutes

- D. This being our first official meeting, there were no minutes to approve.

II. Academic Excellence

A. ACE Charter Promises-Instructional Strategies

The committee began by discussing **Instructional Strategies, Methods, and Technologies on page 5 of the ACE Charter Promises document. We then discussed Item 7 of this section**, and we learned that ACE is using PEAK instead of VB-MAPP. We moved on to Item 8 and were told we would probably replace ABLLS-R with AFLS.

B. ACE CHARTER PROMISES-Assessments PAGE 6

We discussed item 4 in the Assessments section on page 6 and were told that a committee, Karen, Dawn, Joellen, and a few teachers, has been formed to better implement and uphold this policy. We will get a different scanner and revamp the way we scan Google Docs for this purpose.

C. ACE Charter Promises-Behavior Management section on page 7

Joellen will remind and check in with ABA therapists relative to charter promise 2 in this section.

Regarding charter promise 3 of this section, new students will receive the current handbook and a new one (possibly revised in April-May 2025-2026) at next school year's Parent Information Night. Current families have been given handbooks, and the current handbook can be found on our website.

Charter promise 4 in this section refers to the fact that ACE constantly creates more comprehensive behavior plans (written by BCBA with teacher and line-tech and implemented after IEP meeting) that shape behavior instead of punishment. We are also working to reduce the number of referrals to our principal by empowering teachers and staff to implement case-by-case behavior management.

The fifth charter promise in this section will be updated for the next school year to facilitate more effective reporting and response.

The sixth will also be updated for next year, to be more specific. Our goal is for our parents to be a part of "the team."

D. ACE Charter Promises-Parent and Community Engagement section on page 8

Regarding the first promise in this section, ACE will use multimedia community outreach and community activities.

Regarding promise three, we discussed working toward parent training quarterly with family nights, a speaker, and maybe "make-and-takes." ACE will add more community resources for parents on the ACE website. We are also looking into the medical

management processes and procedures to see if we can partner with medical professionals to help our students and parents in any way possible.

E. ACE Charter Promises-Governance on pages 9 nd 10

Item 8 on page 10 was discussed, and Joellen informed the committee that Tammy Morgan told her that ACE would be judged on a traditional framework and could be an "F" school. However, when the charter is up for renewal, BESE will use an alternative framework by looking at PEAK assessments. IEP goals and student improvement.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:13 PM.

Respectfully Submitted,
Amy Marcus

In accordance with the Americans with Disabilities Act, if you need special assistance at a public meeting of Academy of Collaborative Education, please contact Joellen Freeman at jcfreeman@aceforasd.org describing the assistance that is necessary.

Coversheet

Charter Promises

Section:	II. Academic Excellence
Item:	A. Charter Promises
Purpose:	Discuss
Submitted by:	
Related Material:	ACE CHARTER PROMISES.docx

Charter School Promises

- *Items in italics represent promises.* All others are implementation strategies.
- In the DOE column: Items marked “Major” are considered a major change to our charter and require the Board of Elementary and Secondary Education’s approval for an amendment.
- In the DOE column: Items marked “Minor” are considered a minor change to our charter and require the Commissioner of Education’s approval for an amendment.

#	Promise	DOE
School Characteristics <i>ACE promises an innovative, integrated academic and therapeutic environment specifically designed for students with autism spectrum disorder (ASD). ACE focuses on personalized educational methods, enhancing communication skills, fostering empowerment, promoting community integration, and achieving significant academic progress through the fulfillment of Individualized Educational Plan (IEP) and Applied Behavioral Analysis (ABA) objectives.</i>		
	ACE is a small school setting; approximately 18 students per grade, with a total enrollment of about 96 students from kindergarten through 5th grade. 8.5.24 - 91 students enrolled 12.12.24 - 93 students enrolled	
	The school day will run from 7:50 am until 3:00 pm (kindergarten) and 3:15pm (1st -5th) except on Wednesdays when students will be released at 12:30 pm to allow for staff collaboration, IEP meetings, professional development, etc. Verifiable by the JCampus schedule - easily printed	
	ACE serves students on the autism spectrum who have a medical and/or educational diagnosis. While ACE is open to students from the entire state of Louisiana, it primarily serves those from Ouachita Parish and the surrounding parishes. Verified by IEPs, and admission documentation	
	ACE will provide a rich academic environment specifically designed for students with autism spectrum disorder (ASD). Verified by lesson plans, curriculum purchased and utilized in the classroom	
	ACE will implement a best-in-class integrated academic and therapeutic school model for students with ASD. Verified by IEPs that demonstrate hours and location of intervention staff in the classroom along with goals on the IEP	
	ACE will provide an innovative academic environment that fosters curiosity, creativity, and critical thinking. Lesson plans and IEP goals	

	ACE will provide an environment of collaboration between educators and therapists for a unique learning environment for students with ASD. Lesson plans and IEP goals	
	ACE will strive to develop confident communicators through verbal expression and/or augmentative communication. Goals, progress reports and data collection for students with communication and social emotional goals	
	ACE will provide each student their least restrictive environment to fulfill their academic journey with necessary support systems. IEP documentation	
	ACE will utilize ABA to mitigate specific behaviors and improve adaptive learning skills. Behavior data collection, progress reports, IEP goals	

#	Promise	DOE
<p style="text-align: center;">Academic Plan</p> <p style="text-align: center;"><i>ACE is a small school with a positive community of educators and therapists, designed to meet the unique needs of students on the autism spectrum. ACE provides high-quality instruction with the appropriate supports.</i></p>		
	Implement an integrated academic and therapeutic model for students with ASD.	
	An academic program aligned with Louisiana Department of Education standards and the Louisiana Connectors.	
	Developed Individualized Educational Plans (IEPs) for each student.	
	Instruction provided in core content areas: mathematics, English Language Arts, Science, Writing, Spelling and Social Studies.	
	Access to highly educated experts including behavior analysts, speech-language pathologists and occupational therapists.	
	Best practice, research based interventions integrated into the classroom.	
	Small classroom sizes of 8-9 students per class. - JCampus data - no classrooms with more than 9 students	
	Student-to-staff ratio of 2.5:1 or 3:1. - yes. We have staff that fills in when we have staff absences. In addition, OT and speech are able to embed at different intervals during the day.	
	Push-in therapy services as outlined in each student's IEP. All services are provided in the classroom.	
	Individualized therapeutic supports including social skills, speech and occupational therapy. IEP documentation	

	Evidence based assessments such as The VB-MAPP and ABLLS-R. - in this first year, we are using PEAK	
	Two Academic Programs: (1) Academic Program and (2) Essential Academic Program. JCampus able to verify	
	All students access and engage in Tier 1 Curricula. Lesson plans are able to verify use of Tier 1 with supplemental curriculum used to support.	
	Supplemental curriculum utilized to enhance learning experience based on students' needs. Same as above	
	ABA principles embedded into instruction and classroom management. IEP able to verify	
	Collaboration among teachers and therapy providers provide diverse modalities of instruction.	

#	Promise	DOE
<p style="text-align: center;">Core Content Areas <i>ACE's approach to education for students with ASD in the core content areas with instructional strategies.</i></p>		
	ELA: Utilize a tier 1 ELA curriculum by Amplify, CKLA, supplemented with strategies like SRA Reading Mastery, Pre-level 1, iReady, and/or Unique Learning Systems (ULS) for students needing additional support.	
	Math: Impleteming Jump Math (K-5) aligned with Louisiana Standards, supplemented with Touch Math, ULS, iReady, and hands-on-projects.	
	Science/Social Studies: Employing Amplify Science as a Tier 1 Curriculum, supplemented with Foss Science Kits, Studies Weekly, and ULS to enhance and break down lessons.	
	ACE will develop IEPs tailored to each student's needs in academics, communication, social/emotional, and activities of daily living. - verified through IEP	
	ACE will offer a structured, teacher-led, three learning pod approach for academic learning and skill development. Data	
	ACE will encourage social interaction and collaboration among students. Need data	
	ACE will break skills down into basic steps for systematic teaching.ACE will deconstruct skills into fundamental steps for systematic instruction. Lesson plans can verify	
	ACE will incorporate the students' natural environment into teaching and utilizing play-based therapy, for kindergarten. Lesson plans can verify	

	ACE will focus on individualized functional communication skills that best meets the needs of each student. Verified through IEP goals, progress reports and data collection	
	ACE will provide supports to bridge learning and increase independence. Verified through lesson plans	

#	Promise	DOE
<p style="text-align: center;">Classroom Structure</p> <p>ACE ensures fidelity to its model and commitment to providing an effective, inclusive educational experience.</p>		
	ACE will employ research-based methodologies and classroom designs to enhance direct, small group instruction.	
	ACE will maintain two classrooms per grade, totaling twelve classrooms with eight students each, to accommodate the individualized curriculum program for each student.	
	ACE will utilize visual schedules during the academic day to promote independent transitions for students. Need to update data. I have baseline scores provided by Attuned.	
	ACE will ensure small class sizes with a student-to-staff ratio of 2.5:1 or 3:1 to facilitate a three-station small group transition model at all grade levels.	
	ACE will provide push-in therapy services as outlined in each student's Individualized Education Program (IEP).	
	ACE will ensure students access the least restrictive environment to practice independence through foundational life skills, social-emotional, and restorative practices.	
	ACE classrooms will be set up with station teaching, utilizing three learning pods (A-C-E) to support academic, collaborative skill building, and essential independence activities. Data collected	
	Pod 1: Led by a teacher, focusing on core curriculum, class projects, individual academic teaching, and small group instruction. Data collected	
	Pod 2: Led by an RBT, SLP, and/or OT, focusing on social and behavioral skill building, data collection for PEAK & IEP goals, language and speech skill building, and gross and fine motor skills. Data collected	
	Pod 3: Led by an RBT, paraprofessional, SLP, and/or OT, focusing on core academic strengthening, independent skills, social and pragmatic skills, cooperative group motor activities, art/music, and communication skills. Data collected	

	ACE students will have IEPs and other instructional supports to access and engage in Tier 1 curriculum, including seating charts, sensory materials, staffing ratios, small group and 1:1 instruction, daily class schedules, timers, sensory seating, classroom jobs, headphones, class contracts, frequent breaks, clear transition signals, choices, and visual calendars. Data collected	
	ACE promises to maintain a learning environment that meets the unique needs of each student, ensuring they receive a high-quality education tailored to their individual requirements. Verified through IEP goals, progress reports and data collection	

#	Promise	DOE
<p align="center">Instructional Strategies, Methods, and Technologies</p> <p>ACE promises to deliver a high-quality, individualized educational program based on research-backed methodologies, including ABA and AVB, to ensure students with autism receive intensive, language-based interventions and data-driven instruction tailored to their unique needs.</p>		
	ACE will deliver a high-quality program of instruction individualized to the unique needs of each learner.	
	ACE will provide intensive, language-based interventions daily to engage and enhance students' academic experiences.	
	ACE will base instruction on ABA principles, employing systematic approaches to assessment, evaluation, and intervention.	
	ACE will use AVB, a branch of ABA focused on verbal communication, to teach language skills effectively.	
	ACE will use research-backed methodologies, ensuring all instructional strategies are empirically supported and effective.	
	ACE will employ single-case experimental designs to evaluate the effectiveness of individualized interventions, making the program data-driven and results-oriented.	
	ACE will use VB-MAPP to assess and guide the development of individualized educational goals and objectives.	
	ACE will use ABLLS-R to guide instruction in language and critical learner skills for children with autism.	
	ACE will use research-based teaching methodologies to help students access grade-level learning and gain necessary skills.	
	ACE will implement direct instruction to provide sequenced, structured, and teacher-led lessons for small groups.	

	ACE will utilize cooperative learning groups to promote social interaction, self-confidence, decision-making, and collaborative skills.	
	ACE will use DTT to break down skills into basic steps and teach them systematically, providing ample opportunities for practice. IEP behavioral goals, progress reports and data collection	
	ACE will incorporate the learner's natural environment into teaching to ensure skills are learned and generalized naturally.	
	ACE will use play-based therapy initiated by students to develop communication, language skills, and positive social behaviors.	
	ACE will focus on the acquisition of functional verbal operants to improve language, communication, and social skills	
	ACE will use errorless teaching to ensure students respond correctly, reducing discouragement and frustration.	
	ACE will use scaffolding and shaping to support skill development from guided to independent mastery.	
	ACE will break down complex tasks into smaller steps to teach them logically and sequentially.	

#	Promise	DOE
Assessments ACE will implement a comprehensive, data-driven assessment cycle to monitor and support individual student progress, ensuring tailored instruction and active parental involvement for a holistic view of each student's academic and social-emotional development.		
	ACE conducts ongoing assessments, including diagnostic, formative, and summative evaluations, to get a holistic view of student progress and programmatic impact.	
	Assessment data is used to monitor individual and programmatic progress, adjust instructional methods, and develop ambitious IEP goals. IEP goals, progress reports, data collection, grades	
	Unique needs of students are supported through the IEP and classroom support systems to access Tier 1 curricula, with data from benchmark assessments guiding the differentiation and modification of instruction. IEP goals, progress reports, data collection, grades	
	Parents/Guardians have access to the student's digital academic portfolio and are regularly informed of their child's progress, with scheduled parent-teacher meetings each grading period to discuss academic and IEP progress.	Not developed at this time

	ACE provides narrative reports including both quantitative and qualitative measures of academic progress, mastery areas, communication skills, and social-emotional learning, offering a holistic understanding of the student's progress.	
	A variety of state assessments and benchmark tests are administered across grades K-5, with parents/guardians notified of testing dates throughout the year.	

#	Promise	DOE
<p style="text-align: center;">Behavior Management</p> <p>ACE will maintain a positive, inclusive school environment through proactive behavior management strategies, clear disciplinary procedures, and ongoing monitoring to ensure the safety and well-being of all students.</p>		
	ACE is committed to fostering a positive, supportive school environment tailored to the needs of students with autism, employing principles of Applied Behavior Analysis (ABA) to proactively manage behaviors.	
	ABA principles are integrated into daily protocols to minimize maladaptive behaviors, with trained staff available to implement interventions and support strategies as needed.	Identified as an area of improvement
	ACE provides clear disciplinary policies outlined in the Family Handbook, ensuring parents receive this information upon enrollment and discuss it during the annual Parent Information Night, with translations available for ELL parents.	Needs updating and improvement
	Through strong classroom management and research-based interventions, ACE aims to reduce exclusionary disciplinary referrals, with disciplinary actions considered on a case-by-case basis in consultation with relevant stakeholders.	Identified as an area of improvement
	ACE defines harassment, intimidation, and bullying and implements a comprehensive response system, including investigations, involvement of all parties, and appropriate consequences based on the severity of the offense. Documentation of referrals, behavior report, incident reports. — looking at updating the policy and process for more effective reporting and response.	
	At ACE, suspension or expulsion is considered as a last resort, with clear protocols outlined for notification, parental involvement, and review of placement to ensure students receive necessary support and services.	Identified as an area of process improvement

	In crisis situations, ACE will utilize CPI strategies as a last resort, ensuring the safety of students and staff while adhering to all reporting requirements and regulations. No incidences of CPI strategies reported to date.	
	ACE administration will address all concerns and complaints promptly, following due process rights outlined by the US Department of Education via IDEA and the Louisiana Department of Education. Documentation completed and up to date.	
	ACE collects and analyzes annual data on suspensions and expulsions disaggregated by sub-groups, with staff monitoring participation rates and addressing any disparities in a systematic manner to ensure equitable practices. Slated for Leadership meeting in the spring to analyze and update for following school year.	

#	Promise	DOE
Parent and Community Engagement ACE prioritizes parent and community engagement, establishing structures and practices to foster collaboration, communication, and feedback, ensuring that families are active partners in supporting student success and contributing to the school community's growth and development.		
	ACE will actively reach out to diverse communities, promoting its inclusive educational model and ensuring accessibility regardless of socioeconomic status.	
	ACE will establish a Parent Volunteer Organization to involve all parents and guardians in supporting student programs and activities vital to school life. Slow to get organized, but consistently working to involve parents.	
	ACE recognizes that education is a shared responsibility among the school, families, and the community, fostering collaboration through various forms of communication, support for home learning environments, and community partnerships.	Identified as an area of process improvement
	ACE maintains open lines of communication between parents/guardians and staff through various channels, ensuring accessibility, responsiveness, and resolution of concerns through structured protocols outlined in the family handbook. Communication logs	
	ACE implements a fair and transparent grievance resolution process, escalating concerns from the teacher to the principal, executive director, and board of directors if necessary, with a focus on timely and constructive resolution. Communication logs	

	ACE will welcome parent visitation and participation through an open-door policy, accommodating varied schedules and providing opportunities for engagement with teachers and staff. Sign in log sheets along with volunteer hour log kept by office	
	ACE encourages parental input and feedback through attendance at board meetings, written submissions, parent-teacher conferences, classroom observations, and surveys, ensuring responsiveness and adjustments to family engagement systems based on feedback. Communication logs	

#	Promise	DOE
<p style="text-align: center;">Academic Goals</p> <p>ACE has established a specialized assessment framework aligned with its mission and state accountability standards, implementing a thorough process for monitoring and reviewing IEP goals, with ambitious yet achievable academic goals for student mastery and growth on benchmark assessments throughout the charter period.</p>		
	ACE recognizes the unique needs of its student population and aligns its academic performance assessment with a specialized framework tailored to its mission and the Louisiana Department of Education's accountability standards for special populations	
	ACE implements a comprehensive data collection and review process for Individualized Education Program (IEP) goals, including baseline data collection, quarterly progress monitoring, and annual reviews by the IEP team to analyze student progress and set new goals based on collected data. IEP goals, progress reports, data collection, grades	
	ACE sets ambitious yet realistic academic goals for benchmark assessments, such as LEAP 2025 and NWEA MAP, aiming for steady increases in student mastery levels and growth over the initial charter contract period. IEP goals, progress reports, data collection, grades - assessment scores	

#	Promise	DOE
<p style="text-align: center;">Governance</p> <p>ACE's charter board ensures diverse representation, transparency, and accountability through regular meetings, a robust conflict of interest policy, structured governance committees, strategic planning, and continuous monitoring of academic, organizational, and financial performance to fulfill its mission of providing high-quality education to students with asd.</p>		

	The Board of Directors of ACE consists of individuals with a range of backgrounds and expertise, including parents, educators, community activists, and professionals with knowledge of autism spectrum disorders. Documents in google drive or BOT	
	Board meetings are held regularly, ensuring transparency and accountability. Documents in google drive or BOT	
	ACE maintains a comprehensive conflict of interest policy to uphold public trust in its operations. Board members are required to disclose potential conflicts, and corrective action is taken if necessary. Documents in google drive or BOT	
	Compliance with Louisiana ethics laws and submission of required disclosures are ensured annually. Documents in google drive or BOT	
	Committees are established to oversee key areas such as Academic, Finance, Governance, and Fundraising/Development, allowing for focused attention on organizational and financial health, as well as academic performance. Documents in google drive or BOT	
	The board utilizes a dashboard to monitor academic, organizational, and financial goals, allowing for proactive decision-making and resource allocation. Renewal standards are assessed well in advance, and strategies are developed to maximize chances of successful renewal based on ongoing performance monitoring. Documents in google drive or BOT	
	ACE conducts annual reviews based on an alternative academic framework.	NEED TO DISCUSS - updated information received from consultant and verified by Tammy Morgan. Need to talk about this
#	Promise	DOE
<p style="text-align: center;">Organizational Goals</p> <p>ACE aims to meet all operational expectations and indicators, including enrollment, student records, special populations, and law and policy compliance. By prioritizing equity, ensuring compliance with laws and policies, and maintaining a nondiscriminatory environment.</p>		
	Enrollment	

	<ul style="list-style-type: none"> • Ensure 100% enrollment of students with disabilities, all diagnosed with autism spectrum disorder. • Maintain a re-enrollment rate of 85% or higher. • Receive no notices of concern or breach regarding enrollment policies and procedures. <p>JCampus can verify - 8.5.24 - 100% verified and maintaining enrollment 12.12.14 - 100% verified and maintaining enrollment ***no notices of breach***</p>	
	Student Records and Data Reporting <ul style="list-style-type: none"> • Receive no notices of concern or breach related to student records and data reporting. • Ensure compliance with laws and policies concerning admissions, discipline, attendance, and truancy. • Maintain a nondiscriminatory admissions process <p>12.15.14 - No notices</p>	
	Special Populations <ul style="list-style-type: none"> • Maintain IEP timeline compliance with no IEPs out of compliance. • Ensure all students with disabilities are in the least restrictive environment and meet performance measures. • Receive no notices of concern or breach regarding Title I and other Federal Programs implementation. <p>12.15.14 - No notices</p>	
	Law and Policy Compliance <ul style="list-style-type: none"> • Adhere to all state policies regarding governance compliance, including open meeting laws, public records act, etc. • Comply with Louisiana Ethics Law and legal contractual obligations. • Avoid violations of required test procedures and adhere to state approved policies. <p>12.15.24</p>	

#	Promise	DOE
<p align="center">Financial Goals</p> <p>ACE meticulously manages its finances, implementing a conservative budgeting approach, conducting regular audits, and establishing robust financial controls to ensure transparency, compliance, and long-term sustainability.</p>		
	<p>The Executive Director, Mike Dunn (Dunn Financial Solutions) and the Finance Committee, will oversee every aspect of the financial health.</p> <p>12.15.24 - current</p>	

	ACE will prioritize mission-critical expenses directly linked to classroom instruction. 12.15.24 verified through expense data	
	ACE will adopt a conservative approach to budgeting, aiming to maximize revenue projections while minimizing expenses. 12.15.24 - verified through expense reporting	
	Regular meetings will be held to meticulously develop the annual operating budget, review budget-to-actual positions, assess cash flow, and ensure timely accounting. 2 finance committee meetings to date - 12.15.24	
	ACE has established financial policies and procedures to ensure compliance, transparency, and strong ethics. 12.15.24 - finalizing for board approval	
	ACE will receive regular board training on financial and charter governance requirements to fulfill fiduciary responsibilities. 12.15.24 - ???	
	ACE will commit to conducting an annual audit by a reputable auditing practice, Faulk & Winkler, to ensure rigorous financial management practices. (This audit will identify areas of risk, ensure regulatory compliance, build reserves, and strengthen internal controls.) 12.15.24 - Company has been engaged; however, not audit due at this time	
	ACE will develop, review, and update the financial policies and procedures manual regularly to ensure adherence to non-profit accounting standards. 12.15.24 - Scheduled to review and update in February/March	
	ACE will seek to maintain financial viability, transparency, and accountability in all our operations. 12.15.24 - Due to ACT 370 - ACE will be required to cooperate with Louisiana State mandate for transparency with the Treasury of Louisiana. Financial reports are documented and presented during Board meetings on a monthly basis.	

ACE CHARTER PROMISES

1. Innovative academic environment
2. Innovative therapeutic environment
3. Integrated academic environment
4. Integrated therapeutic environment
5. Personalized education methods
6. Enhanced communication skills
7. Empowerment fostered
8. Community integration promoted
9. Significant academic progress via IEP goals
10. Significant academic progress via ABA objectives
11. Positive educators who meet the needs of students
12. Positive therapists who meet the needs of students
13. High-quality instruction
14. Appropriate supports
15. Core content is approached with instructional strategies