



Academy of Collaborative Education

Board Meeting

Published on July 15, 2025 at 10:08 AM CDT

Date and Time

Wednesday July 16, 2025 at 3:30 PM CDT

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.

In accordance with La. R.S. 42:17.2, this board meeting will be held virtually. Members of the public can access it through the link referenced on the website. The meeting's anchor location will be the Academy for Collaborative Education, 505 Glenmar Ave, Monroe, LA 71201.

Any individual who wishes to make a public comment on one or more agenda items but cannot attend the meeting must submit their comment to boardchair@aceforasd.org at least 24 hours before the board meeting. The comment should include the individual's full name and the name of the agenda item on which they are commenting.

Any individual who wishes to make a public comment on one or more agenda items and can attend the meeting in-person, must also submit their comment to boardchair@aceforasd.org at least 24 hours before the board meeting.

During the board meeting, once the Board President/Chair calls for public comment on a specific agenda item and recognizes the speaker, the individual wishing to make an in-person public comment on an agenda item

should be prepared to speak for no longer than 3 minutes. Before commencing with their public comment, the individual must state their full name.

The names of all individuals submitting public comments in person and via email shall be recorded in the meeting minutes.

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:30 PM
A. Record Attendance		Holly Allen	1 m
B. Call the Meeting to Order		Amy Marcus	1 m
C. Approve Minutes	Approve Minutes	Amy Marcus	1 m
Approve minutes for Board Meeting on June 14, 2025			
D. Approve Minutes	Approve Minutes	Amy Marcus	1 m
Approve minutes for Board Meeting on June 30, 2025			
E. Approval of Agenda	Vote	Amy Marcus	2 m
Approval of the agenda as presented.			
II. Reports			3:36 PM
A. Executive Director Report	FYI	Joellen Freeman	15 m
The Executive Director reports on the organization's performance, strategic progress, financial health, and any significant risks or opportunities that may arise.			
--EdOps contract			
--Audit progress			
--Sixth-grade expansion update			
B. Committee Reports			20 m
Board committees report on any critical business related to their committee, including any proposed action items to be voted on by the full board. Draft minutes of the July committee meetings are attached for reference.			

	Purpose	Presenter	Time
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Committees will report in the following order:

- Governance
- Finance
- Facilities
- Academic Excellence

III. Ohter/Old Business

IV. Action Items 4:11 PM

- | | | | | |
|-----------|-------------------------------------------------------------------------------------|------|------------|-----|
| A. | Vote on EdOps FY26 Finance Contract Proposal | Vote | Amy Marcus | 5 m |
| B. | Vote on Student-Parent Handbook | Vote | Amy Marcus | 5 m |
| C. | Vote to Ratify Attendance Policy for SY25-26 | Vote | Amy Marcus | 5 m |
| D. | Vote to Amend the Board and Committee Schedule relative to the Governance Committee | | | 5 m |

Governance would like to change its monthly meeting date to the fourth Wednesday of each month at 3:30.

V. Closing Items 4:31 PM

- | | | | | |
|-----------|-----------------|------|--|--|
| A. | Adjourn Meeting | Vote | | |
|-----------|-----------------|------|--|--|

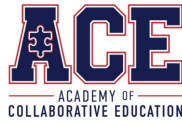
In accordance with the Americans with Disabilities Act, if you need special assistance at a public meeting of Academy of Collaborative Education, please contact Joellen Freeman at jcfreeman@aceforasd.org describing the assistance that is necessary.

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 14, 2025

APPROVED



Academy of Collaborative Education

Minutes

Board Meeting

Annual Retreat

Date and Time

Saturday June 14, 2025 at 8:00 AM

Location

The Center for Children and Families, Inc.
622 Riverside Dr.
Monroe, LA 71201

Amy Marcus is inviting you to a scheduled Zoom meeting.

Topic: ACE Board Meeting

Time: This is a recurring meeting. Meet anytime

Join Zoom Meeting

<https://us06web.zoom.us/j/86737566368>

Meeting ID: 867 3756 6368

One tap mobile

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+16469313860,,86737566368# US

Dial by your location

• +1 646 558 8656 US (New York)

• +1 646 931 3860 US

• +1 301 715 8592 US (Washington DC)

• +1 305 224 1968 US

- +1 309 205 3325 US
- +1 312 626 6799 US (Chicago)
- +1 719 359 4580 US
- +1 720 707 2699 US (Denver)
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US
- +1 669 444 9171 US
- +1 689 278 1000 US

Meeting ID: 867 3756 6368

Find your local number: <https://us06web.zoom.us/j/86737566368>

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Any individual who wishes to make a public comment on one or more items on the agenda, but cannot attend the meeting in person, must submit their comment to boardchair@aceforasd.org no less than 24 hours before the board meeting. The comment should include the individual's full name and the name of the agenda item on which they are commenting.

Once the Board President/Chair calls for public comment on a specific agenda item and recognizes the speaker, the individual wishing to make an in-person public comment on an agenda item should be prepared to speak for no longer than 3 minutes. Before commencing with their public comment, the individual must state their full name.

The names of all individuals submitting public comments shall be recorded in the meeting minutes.

Directors Present

Amy Marcus, Anna Grimmett, Davy Mize, Holly Allen, Kara Maggiore, Latner McDonald (remote), Richard Cannon

Directors Absent

None

Directors who arrived after the meeting opened

Holly Allen

Ex Officio Members Present

Joellen Freeman

Non Voting Members Present

Joellen Freeman

Guests Present

Charmaine Wilson (parent), Madison Bachhofer (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Amy Marcus called a meeting of the board of directors of Academy of Collaborative Education to order on Saturday Jun 14, 2025 at 8:00 AM.

C. Approve Minutes

Approval of the May board meeting minutes was deferred to the June 30th meeting.

D. Approval of June Retreat Agenda

June Retreat Agenda was approved at the May board meeting.

E. Breakfast, Task-List, and BOT

Amy Marcus led welcome and discussion of Board On Track website,

- update Board member profiles
- discuss task lists

Holly Allen arrived at 8:15 AM.

F. "Quick Frame" Annual Meeting and Retreat Objectives

Discussion led by Kara Maggiore

- overview of annual meeting purpose and retreat objections

II. Reports

A. Executive Director Report

Discussion and overview of 2024-2025 year led by Joellen Freeman,

- Review ACE Mission /Vision/Values and Priorities
- Staff:
 - Began school year with 12 teachers and ended with 10
 - Opening 6th grade 2025-2026 school year. BESE previously approved grades 6-8. ACE will increase gradually.
 - Teachers enjoy ongoing professional development
- Student Curriculum: Students primarily use Tier 1 curriculum with small usage of available supplemental curriculum options as needed.
- Parents: Parent organization formed and growing
- Discussion of ACE history

B. Charmaine Wilson left meeting

C. 2025-2028 Strategic Plan

Discussion led by Joellen Freeman,

- ACE expansion into Highschool moving forward, BESE requirements, new facility, etc.
- Replication of ACE into other communities and form of same, whether new school site or pods within existing system
- Availability of parent education
- ACE as resource for future teacher, training site, etc.
- Staff training and support, incumbent training worker program, grant through CFSC
- Identify goals/dreams of ACE through WOOP framework

D. Executive Session - A vote is required to enter an Executive Session. (Board and ED Only)

Kara Maggiore made a motion to Enter Executive Session.

Holly Allen seconded the motion.

The board **VOTED** unanimously to approve the motion.

Discussion led by Amy Marcus,

- Review Executive Director evaluation final memorandum
- Discuss Executive Director final rating and feedback
- Follow up questions and discussion of memorandum, rating, student success, financial stability and parent engagement

Kara Maggiore made a motion to End Executive Session.

Richard Cannon seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Action Items

A. FY26 ED Goals

Kara Maggiore made a motion to Ratify the Executive Director Memorandum and therefore the Appointment of Joellen Freeman as ACE Executive Director 2025-2026.

Amy Marcus seconded the motion.

The board **VOTED** unanimously to approve the motion.

Discussion led by Joellen Freeman,

- Present ED 2025-2026 goals and discussion of same
- Vote on ED goals moved to the next regularly scheduled board meeting on August 20th.
- Edit goals/metrics as indicated and discuss impediments to same re: financial leadership, parent engagement, staff retention, staff recruitment, core value culture

B. FY25 Board Data Review

Discussion led by Amy Marcus,

- discuss strengths and weaknesses identified following compilation of individual board member evaluations

C. Draft 2025-26 Board Committee Goals

Individual committees broke out into sessions for creation of initial drafts of committee goals.

D. Debrief 25-26 Board Committee Goals

Each committee chair shared proposed goals and discussed the same

E. Finance Terms 101

Anna Grimmett facilitated training regarding relevant financial terminology.

F. Finance Questions

Discussion tabled to later date.

G. FY26 Operational Budget

Discussion led by Anna Grimmett,

- clarification needed to budget

- Grant/Loan to ACE from New Schools Louisiana. Kara M. to provide copy of contract re: portion to be paid back
- Vote postponed to June 30, 2025 on FY 2025-2026 budget

Kara Maggiore made a motion to Approve Woodard & Associates as ACE Auditor.

Holly Allen seconded the motion.

The board **VOTED** unanimously to approve the motion.

H. Academic Excellence Questions

I. Election of FY26 Board Officers

Kara Maggiore made a motion to Nominate Anna Grimmatt as the Vice-Chair and Approve the Reinstatement of the Existing Board Chair, Secretary, and Treasurer to the Same Positions.

Richard Cannon seconded the motion.

The board **VOTED** unanimously to approve the motion.

J. FY26 Schedule for Board and Committee meetings

Richard Cannon made a motion to Approve Maintenance of Board and Committee Meetings on Same Schedule for 2025-2026 School Year.

Holly Allen seconded the motion.

Meeting Schedule as follows:

- Board: 3rd Wednesday each month at 3:30pm
- Governance: 2nd Tuesday of each month at 3:30pm
- Finance: 2nd Wednesday of each month at 2:00pm
- Academic: 1st Wednesday of each month at 3:00pm
- Facilities: 2nd Thursday of each month at 3:30pm
- Schedule of ALL meetings may be viewed on ACE website
- Access to ALL meetings may be had through ACE website at ACE Board/Zoom and select meeting link

The board **VOTED** unanimously to approve the motion.

K. Approval of previously reviewed contracts:

Holly Allen made a motion to Approve PSA between ACE and Alanna Hollborn.

Kara Maggiore seconded the motion.

The board **VOTED** unanimously to approve the motion.

Kara Maggiore made a motion to Defer Approval of OT Agreement.

Richard Cannon seconded the motion.

Motion deferred to next regularly scheduled Board meeting

The board **VOTED** unanimously to approve the motion.

IV. Closing Items

A. Task List

Discussion led by Amy Marcus,

- Board members routine review of task lists on Board on Track
- Board members remote access to Board and committee meetings through ACE website

B. Next Board Meeting

- Short Board Meeting scheduled for June 30, 2025, to approve the 2025-2026 Budget
- The next regularly scheduled board meeting will be held August 20th at 3:30.

C. Adjourn Meeting

Amy Marcus made a motion to End Board Retreat.

Kara Maggiore seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:19 PM.

Respectfully Submitted,
Holly Allen

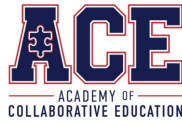
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Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 30, 2025

APPROVED



Academy of Collaborative Education

Minutes

Board Meeting

Date and Time

Monday June 30, 2025 at 3:30 PM

Location

Academy of Collaborative Education

505 Glenmar Ave.

Monroe, LA 71201

Amy Marcus is inviting you to a scheduled Zoom meeting.

Topic: ACE Board Meeting

Time: This is a recurring meeting. Meet anytime

Join Zoom Meeting

<https://us06web.zoom.us/j/86737566368>

Meeting ID: 867 3756 6368

One tap mobile

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+16469313860,,86737566368# US

Dial by your location

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• +1 646 931 3860 US

• +1 301 715 8592 US (Washington DC)

• +1 305 224 1968 US

• +1 309 205 3325 US

• +1 312 626 6799 US (Chicago)

- +1 719 359 4580 US
- +1 720 707 2699 US (Denver)
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US
- +1 669 444 9171 US
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Directors Present

Amy Marcus, Anna Grimmett (remote), Davy Mize, Holly Allen (remote), Kara Maggiore (remote), Latner McDonald, Richard Cannon

Directors Absent

None

Directors who arrived after the meeting opened

Holly Allen

Ex Officio Members Present

Joellen Freeman

Non Voting Members Present

Joellen Freeman

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Amy Marcus called a meeting of the board of directors of Academy of Collaborative Education to order on Monday Jun 30, 2025 at 3:33 PM.

C. Approve May 21st Minutes

Richard Cannon made a motion to approve the minutes from Board Meeting on 05-21-25. Latner McDonald seconded the motion. The board **VOTED** to approve the motion.

Roll Call

Amy Marcus	Aye
Kara Maggiore	Aye
Anna Grimmett	Aye
Latner McDonald	Aye
Holly Allen	Absent
Davy Mize	Aye
Richard Cannon	Aye

D. Approval of June 30th Meeting Agenda

Davy Mize made a motion to Approve June 30th Meeting Agenda. Richard Cannon seconded the motion. The board **VOTED** to approve the motion.

Roll Call

Richard Cannon Aye
Kara Maggiore Aye
Anna Grimmett Aye
Amy Marcus Aye
Holly Allen Absent
Latner McDonald Aye
Davy Mize Aye

II. Reports

A. Executive Director Report

Holly Allen arrived.

Joellen Freeman led discussion of:

- SY25-26 OT Contract.
 - Copy of document timely attached to Meeting Agenda for review by Board and Public
- FY26 (SY25-26) Operational Budget.
 - Discussed for 2nd time with full Board.
 - Copy of Budget timely attached to Meeting Agenda for review by Board and Public.
 - Same budget was also attached to Board Retreat Agenda.
 - ACE will soon move to new CPA/Accounting provider.
 - Anticipated edits to Budget related to use of CSP funding. Edited Budget to be formally and timely presented to Board and Public at later date.
- Sixth-Grade Expansion Project Bid.
 - Received Bid from a single contractor of 175K, which was significantly higher than budgeted and/or projected.
 - Discussed reasons for high bid and ACE Options related to the same.

III. Action Items

A. FY26 Budget Vote

- 2025-2026 Budget as posted for public review and comment was approved. This budget will be sent to LDOE.

Anna Grimmett made a motion to Approve Budget Posted as of June 14, 2025.

Kara Maggiore seconded the motion.

2025-2026 Budget as posted for public review and comment was approved. This budget will be sent to LDOE.

The board **VOTED** unanimously to approve the motion.

B.

SY25-26 OT Contract Vote

Holly Allen made a motion to Approve SY25-26 OT Contract.

Davy Mize seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Sixth-Grade Expansion Bid Acceptance

Latner McDonald made a motion to Reserve Acceptance to Bid of Regan Builders.

Richard Cannon seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Closing Items

A. Adjourn Meeting

Richard Cannon made a motion to Adjourn Meeting.

Holly Allen seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:30 PM.

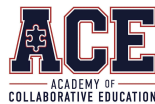
Respectfully Submitted,
Holly Allen

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Coversheet

Executive Director Report

Section: II. Reports
Item: A. Executive Director Report
Purpose: FYI
Submitted by:
Related Material:
4924-4437-2039 v.7 ACE Attendance Policy 2025-2026 - BD draft 7.13.25.docx.pdf
25-26.StudentParentHandbook.jcf.4.27.25.docx.pdf
EdOps SOW - FY26 Finance - ACE.docx.pdf



Attendance Policy

Board Approved: _____, 2025

Daily student attendance at school maximizes student learning opportunities. It is critical that students and their parents make every effort possible to minimize the number of student absences from school.

Excused Absences

Daily attendance in school is required.¹ Excused absences are absences which are not considered for truancy purposes and must be verified by ACE's supervisor of child welfare and attendance and/or the school principal. These excused absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

In accordance with Louisiana law, absences considered excused are:

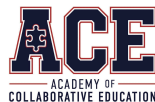
- Extended physical or emotional illness (documented by acceptable excuses and verified by a physician or nurse practitioner licensed in Louisiana);
- Extended hospital stay in which a student is absent as verified by a physician or dentist;
- Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;
- Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state;
- Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials;
- Observance of special and recognized holidays of the student's own faith;
- Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year;
- Absences verified and approved by ACE's principal or designee as stated below:
 - Prior school system-approved travel for education;
 - Death of an immediate family member (not to exceed one week)
 - Natural catastrophe and/or disaster;
 - Student personal illness or serious illness in the family; or
 - Pregnant and parenting students at a minimum of 10 days after the birth of a child.

For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the School.

Unexcused Absences

Unexcused absences include any absence not meeting the requirements set forth in the

¹ Louisiana law requires students to be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) per school year.



above definition of excused absences. This includes any job (including agriculture and domestic services, even in their own homes or for their own parents or tutors) unless it is part of an approved instructional program. Unexcused absences reflect poorly on student achievement, so we strongly encourage students to minimize the number of unexcused absences. ACE is responsible for a minimum number of instructional minutes for both state and IEP requirements. ACE takes this responsibility very seriously, and we count every minute of our school day to ensure that students meet these minutes and receive the maximum benefit possible from school.

The following are some examples of missed school days that will be considered unexcused absences:

- Family trips
- Non-school related activities (sporting events, celebrations, trips)
- Truancy (non-attendance)

Non-urgent appointments should be made after school, or on early dismissal days or school holiday dates. Regularly scheduled medical or therapy appointments during the school day will be considered unexcused absences absent extenuating circumstances or unless otherwise allowed under the provisions regarding Behavioral Health Services for Students found in Bulletin 135—Health and Safety, or in the student’s IEP or 504 Plan.

Absences Related to Mental Health

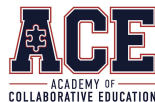
A student may be absent related to the student’s mental health for up to three days in any school year, and such absences shall be excused when documentation/verification is submitted to ACE. The student will be given the opportunity to make up missed work. Upon the return to school following the second day of mental health absence in any school year, the student will be referred to the appropriate school support personnel for guidance in addressing the underlying issue, which may include referral to medical services outside of the school setting.

Excessive Absences and Tardiness

Should a student reach ten (10) absences (excused or unexcused) within a semester, the ACE leadership team will meet with the parent/guardian to align interventions in an effort to support the student in regular attendance. A student’s parents/guardians will be notified and asked to participate in this process to review the circumstances that led to the excessive absences.

Lateness to school and to class is disruptive to instruction. A student will be considered tardy to school if the student arrives after the instructional start time. Upon late arrival, the parent/guardian must sign the student in at the front desk.

Tardy includes but is not limited to a student leaving or checking out of school unexcused prior to regularly scheduled dismissal time at the end of the school day but does not include reporting late to class when transferring from one class to another during the school day.



A student shall be considered “habitually absent or tardy” either condition continues to exist after all reasonable efforts by a principal or other appropriate authority have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any month or if a pattern of five absences a month is established or as otherwise provided by law.

In accordance with applicable law, any student who is a juvenile and who is considered habitually absent or tardy (as defined above) shall be reported by supervisors of child welfare and attendance to the Monroe City Police Truancy Department as a truant child, pursuant to the provisions of chapter 2 of title VII of the Louisiana Children's Code relative to families in need of services.

Illness Policy

If your student appears to be ill in the morning before school, please keep your student at home. In general, students are considered ill when they are experiencing vomiting or diarrhea, or if they have symptoms of a suspected communicable illness or condition. If your student is sent home from school, please keep in mind the student should not return to school until the student has maintained a 98.6 degree (normal) temperature for 24 hours without being given medication for fever reduction (such as Tylenol, Motrin, etc.). The student should have experienced no vomiting or diarrhea for 24 hours before returning to school. If parents, guardians, or emergency contacts are called to pick up a student due to illness at school, it is expected that your student will be picked up as requested within one (1) hour of notification. ACE will use the emergency contact information that it has on file for parents. Please contact ACE's administrative assistant should you need to update this information at any point.

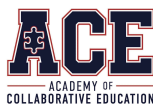
Chronic Illness Policy

When a student is identified as potentially requiring a plan to address significant absences associated with a chronic health condition, a medical certification form shall be sent to the parents and returned to ACE within (30) school days. Please contact the school administrative assistant for a Chronic Illness Verification form to be signed by a physician and kept on file in our office.

Signing out Early

We strongly discourage parents/guardians from signing students out early for appointments, therapies or other engagements which can be scheduled during school breaks, half days, or after school hours.

Students who must leave school early for unavoidable purposes must have their parent/guardian contact the school, and the parent/guardian must sign their child out at the front desk. Parents/guardians must remain in the lobby area until the child is escorted to the lobby from the classroom by a staff member. A parent/guardian must authorize in writing all additional family members or others who can sign their child out of the school.



Also, to avoid classroom disruptions, **students will not be released for dismissal 15 minutes prior to regular dismissal time except on an emergency basis.** This is to ensure that staff members have time to complete all academic lessons and proceed to staff posts to ensure that students can safely be dismissed to the car pick up line. Please help us keep all students safe by not routinely picking up your child early from school.

Parent Communication

ACE makes every effort to communicate proactively using different modalities for families that may include informational outdials for automated notifications for communication in the event of crisis, as well as school information, email, texts and direct phone calls. We also provide scheduled parent-teacher conferences up to four times per school year in an effort to maintain transparency, team collaboration and integrity during the academic/IEP progress.

For any classroom concerns, the classroom teacher should be your point of contact. For any concerns not resolved through your child's classroom teacher, please reach out to the Principal or Program Director.

Way to effectively communicate with your child's teacher or service provider include:

- Email - please call the school if you need a specific teachers or service provider email address or find the teachers' email address in the [ACE Staff Directory](#) on the school's website.
- Phone - please feel free to leave a message with the office (318.327.8223) for your child's teacher, BCBA, SLP, OT, or PT. Staff members are requested to return calls within 24 hours. Phone calls will not be transferred to the classroom during instructional hours.

Communication between school and home should remain respectful and collaborative. Inappropriate or unprofessional communication will not be condoned.

Identification for picking up a student

All adults authorized to pick up your child or receive your child from staff, must be listed on the authorized contact list.

- If someone who is not listed on the authorized pick up form must come into the office and show identification in order to pick up your child for that day. You **MUST** call the office with the details of the person who you are authorizing to pick up your child that day.
- If you have a new person picking up your child or receiving your child from the transportation staff, please ensure that we have written update authorization allowing us to release your child and that person has their license with them when receiving your child.
- If someone is coming to pick your child up during the school day, please ask them to bring identification into the office so that they can verify the name with the authorized pick up list or you will need to call the office with the detailed



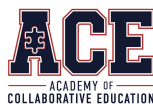
information to pick up your child.

When the authorized person enters the geo-fence area of the school, DashPass will notify your child's teacher in the classroom. A staff member will bring your child to the car in a safe manner for dismissal. Persons that do not have DashPass will be asked to park and walk into the building to show ID which may delay the pickup of the student.



**Student/Parent Handbook
2025-2026**

**Principal: Karen Roberson
Executive Director: Joellen Freeman**



IMPORTANT INFORMATION AT A GLANCE

The Academy of Collaborative Education (“ACE”) provides the following information for your convenience. Information is subject to change during the school year. Should a change occur, you will be notified via bulletins sent home with the students or through school newsletters. Should you have any questions regarding this information, please call the school office at 318.327-8223.

Office Hours 7:30 a.m. - 4:00 p.m.
Phone Number 318.450.7669
School Mailing Address 505 Glenmar Avenue
 Monroe, LA 71201
Principal Karen Roberson/kroberson@aceforasd.org
Executive Director Joellen Freeman / jcfreeman@aceforasd.org
Website Address www.aceforasd.org

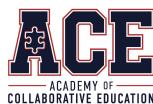
Board of Directors

The Board is responsible for meeting the mandates of the Board of Elementary and Secondary Education, the Louisiana Department of Education and the overall operation of the charter school.

- Board Chair: Amy Marcus - boardchair@aceforasd.org
- Vice Board Chair: Kara Maggiore - viceboardchair@aceforasd.org
- Secretary: Holly Allen - secretary@aceforasd.org
- Treasurer: Latner McDonald - treasurer@aceforasd.org
- Finance Committee Chair: Latner McDonald - financechair@aceforasd.org
- Governance Committee Chair: Kara Maggiore - governance@aceforasd.org
- Academic Committee Chair: Amy Marcus - academicchair@aceforasd.org
- Facilities Committee Chair: Davy Mize - facilitieschair@aceforasd.org
- Parent Volunteer Representative: Davy Mize - pvorep@aceforasd.org
- Board Member: Anna Grimmatt - trustee1@aceforasd.org
- Board Member: Richard Cannon - trustee2@aceforasd.org

FULL DAY

GRADE	DROP OFF	INSTRUCTION BEGINS	PICK UP
Kindergarten	7:35 - 7:47	7:47	3:00
1st - 6th	7:35 - 7:47	7:47	3:17



HALF DAY

GRADE	DROP OFF	INSTRUCTION BEGINS	PICK UP
Kindergarten	7:35 - 7:47	7:47	12:30
1st - 6th	7:35 - 7:47	7:47	12:30

Mission

The mission is to provide a best-in-class integrated academic and therapeutic school model for students with Autism Spectrum Disorder (“ASD”).

Vision

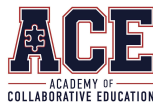
The vision of ACE is to provide access to an innovative academic environment that grows learners filled with curiosity, creativity, and critical thinking.

CORE VALUES

- **Passion** is the foundation that leads to a positive environment, celebrating the small and big successes, and working with gusto/enthusiasm.
- **Respect** is genuine listening and being open to others, being punctual and prepared, having kindness in actions and words, and understanding that everyone has a purpose and adds value to our school community.
- **Perseverance** is being dedicated to the success of the whole school, not giving up on yourself or others, and working through challenges.
- **Collaboration** is working together to achieve common goals, share ideas, build on each other’s strengths and solve complex problems, and is the norm at ACE.
- **Excellence** is growing and evolving with a desire to learn, and the ability to adapt and empower others; this is the expectation and the standard for ACE students.

At ACE, we believe...

- In cultivating an environment where all feel safe and respected to express their true selves without judgment.
- In celebrating successes, big and small.
- In communicating in a professional manner for all voices to be heard and valued.
- Collaboration and support are at the heart of our success.
- In persevering through challenges.
- In setting high expectations to change the educational narrative for all.



Enrollment Policy

ACE has established fair and equitable enrollment procedures to be used throughout the school year.

ACE will enroll all eligible students in grades K-6 who submit a timely enrollment application form unless the number of applications exceeds the capacity of the program, class, or grade level.

ACE shall give enrollment preference to students returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school.

ACE may give enrollment preference to and reserve capacity for pupils who are either children, grandchildren or legal awards of any of the following:

- (a) Members of the governing body of the school
- (b) Employees of the charter holder
- (c) Employees of the school
- (d) Directors, officers, partners or board members of the charter holder

Applications will be accepted year-round; however, open enrollment for the following school year will officially start December 1, 2025. At the end of the open enrollment period (December 31, 2025), for any grade level/program for which there are more applications than available spaces, a lottery for the relevant grade or program will be held and will be overseen by the Executive Director, and Principal, to select, at random, the students who will attend the school with no more than 18 students per grade, grades Kindergarten-6th. Students who are not selected through the lottery process will be put on a waitlist. Students will be enrolled based on their position on the waitlist, starting no later than April 1, 2026 if there are no students on the waitlist for that grade. For more information on the enrollment process, please request the enrollment policy from the office.

ACE may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

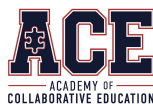
ACE shall not limit admission based on race, religion, gender, ethnicity, or national origin.

Parents/Guardians are not required to volunteer in order to be admitted, but involvement is highly encouraged to benefit our school community. Please contact your student's teacher or the Parent Volunteer Organization President to find out ways that you can volunteer and support ACE's mission.

STUDENT FEE POLICY

General Statement

ACE is tuition free. Families needing financial assistance are encouraged to communicate with school administration. We are committed to working collaboratively with families to make appropriate arrangements, including fee adjustments, payment plans, or waivers, as needed. Our goal is to ensure that all students are afforded the same opportunities as other students.



The following chart details current student fees. All fees are collected through the ACE website (www.aceforasd.org) via OSP. If for any reason a parent may need help with payment, contact the front office for assistance. Collected fees are used to defray the costs of the referenced supply or special in-classroom activities.

<u>Fee</u>	<u>Amount</u>	<u>Due Date</u>	<u>Purpose</u>
Classroom Supplies	\$30.00	August 30th of each school year	Providing classroom materials and resources to ACE students.

Families who would like to request an economic hardship fee waiver should contact the Principal or his/her designee. Waiver Assistance Request Forms will be evaluated based on a family's demonstrated financial need. Assistance requests that are denied may be appealed to the Executive Director. No student will ever be denied participation because of a lack of ability to pay a fee. Students will not be denied any other academic opportunity because of an inability to pay a fee. Furthermore, failure to pay any required fee shall not result in withholding a student's educational record. This fee policy also prohibits the assessment of any fees which are not outlined above.

EDUCATIONAL FOCUS

Attendance Requirements

ACE believes students need to be at school daily to maximize their learning opportunities. Daily student attendance at school maximizes student learning opportunities. It is critical that students and their parents make every effort possible to minimize the number of student absences from school.

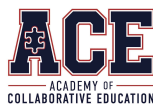
Excused Absences

Daily attendance in school is required.¹ Excused absences are absences which are not considered for truancy purposes and must be verified by ACE's supervisor of child welfare and attendance and/or the school principal. These excused absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

In accordance with Louisiana law, absences considered excused are:

- Extended physical or emotional illness (documented by acceptable excuses and verified by a physician or nurse practitioner licensed in Louisiana);
- Extended hospital stay in which a student is absent as verified by a physician or dentist;
- Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;

¹ Louisiana law requires students to be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) per school year.



- Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state;
- Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials;
- Observance of special and recognized holidays of the student's own faith;
- Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year;
- Absences verified and approved by ACE's principal or designee as stated below:
 - Prior school system-approved travel for education;
 - Death of an immediate family member (not to exceed one week)
 - Natural catastrophe and/or disaster;
 - Student personal illness or serious illness in the family; or
 - Pregnant and parenting students at a minimum of 10 days after the birth of a child.

For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the School.

Unexcused Absences

Unexcused absences include any absence not meeting the requirements set forth in the above definition of excused absences. This includes any job (including agriculture and domestic services, even in their own homes or for their own parents or tutors) unless it is part of an approved instructional program. Unexcused absences reflect poorly on student achievement, so we strongly encourage students to minimize the number of unexcused absences. ACE is responsible for a minimum number of instructional minutes for both state and IEP requirements. ACE takes this responsibility very seriously, and we count every minute of our school day to ensure that students meet these minutes and receive the maximum benefit possible from school.

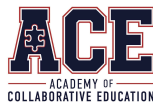
The following are some examples of missed school days that will be considered unexcused absences:

- Family trips
- Non-school related activities (sporting events, celebrations, trips)
- Truancy (non-attendance)

Non-urgent appointments should be made after school, or on early dismissal days or school holiday dates. Regularly scheduled medical or therapy appointments during the school day will be considered unexcused absences absent extenuating circumstances or unless otherwise allowed under the provisions regarding Behavioral Health Services for Students found in Bulletin 135—Health and Safety, or in the student's IEP or 504 Plan.

Absences Related to Mental Health

A student may be absent related to the student's mental health for up to three days in any school year, and such absences shall be excused when documentation/verification is submitted to ACE. The student will be given the opportunity to make up missed work. Upon the return to school



following the second day of mental health absence in any school year, the student will be referred to the appropriate school support personnel for guidance in addressing the underlying issue, which may include referral to medical services outside of the school setting.

Excessive Absences and Tardiness

Should a student reach ten (10) absences (excused or unexcused) within a semester, the ACE leadership team will meet with the parent/guardian to align interventions in an effort to support the student in regular attendance. A student's parents/guardians will be notified and asked to participate in this process to review the circumstances that led to the excessive absences.

Lateness to school and to class is disruptive to instruction. A student will be considered tardy to school if the student arrives after the instructional start time. Upon late arrival, the parent/guardian must sign the student in at the front desk.

Tardy includes but is not limited to a student leaving or checking out of school unexcused prior to regularly scheduled dismissal time at the end of the school day but does not include reporting late to class when transferring from one class to another during the school day.

A student shall be considered "habitually absent or tardy" either condition continues to exist after all reasonable efforts by a principal or other appropriate authority have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any month or if a pattern of five absences a month is established or as otherwise provided by law.

In accordance with applicable law, any student who is a juvenile and who is considered habitually absent or tardy (as defined above) shall be reported by supervisors of child welfare and attendance to the Monroe City Police Truancy Department as a truant child, pursuant to the provisions of chapter 2 of title VII of the Louisiana Children's Code relative to families in need of services.

Illness Policy

If your student appears to be ill in the morning before school, please keep your student at home.

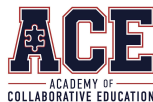
In general, students will be sent home from school if:

- If the student has a temperature of 100.4 degrees or more
- If the student is experiencing vomiting or diarrhea
- If the student has symptoms of a suspected communicable illness or condition.

Return to School Policy after Illness

If your student is sent home from school, please keep in mind the student not return to school until the student:

- has maintained a 98.6 degree (normal) temperature for 24 hours without being given fever reducing medication (such as Tylenol, Motrin, etc).
- Has had no vomiting and/or diarrhea for 24 hours from the last bout of either



- Student should be able to participate comfortably in daily school activities without signs or symptoms of illness.
- If a doctor provides specific return-to-school instructions, those should be followed.

If parents, guardians, or emergency contacts are called to pick up a student due to illness at school, it is expected that your student will be picked up as requested within one (1) hour of notification. ACE will use the emergency contact information that it has on file for parents. Please contact ACE's administrative assistant should you need to update this information at any point.

Chronic Illness Policy

When a student is identified as potentially requiring a plan to address significant absences associated with a chronic health condition, a Medical Certification Form shall be sent to the parents and returned to ACE within (30) school days. Please contact the school administrative assistant, Allison Dickens at 318.327.8223 or ajohnson-dickens@aceoforasd.org, for a Medical Certification Form to be signed by a physician and kept on file in our office.

Signing out Early

We strongly discourage parents/guardians from signing students out early for appointments, therapies or other engagements which can be scheduled on the weekly half-day Wednesday, during school breaks or after school hours.

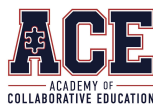
Students who must leave school early for unavoidable purposes must have their parent/guardian contact the school, and the parent/guardian must sign their child out at the front desk. Parents/guardians must remain in the lobby area until the child is escorted to the lobby from the classroom by a staff member. A parent/guardian must authorize in writing all additional family members or others who can sign their child out of the school.

Also, to avoid classroom disruptions, **students will not be released for dismissal 30 minutes prior to regular dismissal time except on an emergency basis.** This is to ensure that staff members have time to complete all academic lessons and proceed to staff posts to ensure that students can safely be dismissed to the car pick up line. Please help us keep all students safe by not routinely picking up your child early from school.

Identification for picking up a student

All adults authorized to pick up your child or receive your child from staff, must be listed on the authorized contact list.

- If someone who is not listed on the authorized pick up form must come into the office and show identification in order to pick up your child for that day. You MUST call the office with the details of the person who you are authorizing to pick up your child that day.
- If you have a new person picking up your child or receiving your child from the transportation staff, please ensure that we have written update authorization allowing us



to release your child and that person has their license with them when receiving your child.

- If someone is coming to pick your child up during the school day, please ask them to bring identification into the office so that they can verify the name with the authorized pick up list or you will need to call the office with the detailed information to pick up your child.

Parent Communication

ACE makes every effort to communicate proactively using different modalities for families that may include informational out dials for automated notifications for communication in the event of crisis, as well as school information, email, texts and direct phone calls. We also provide scheduled parent-teacher conferences up to four times per school year in an effort to maintain transparency, team collaboration and integrity during the academic/IEP progress.

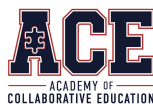
For any classroom concerns, the classroom teacher should be your point of contact. For any concerns not resolved through your child's classroom teacher, please reach out to the Principal, Karen Roberson at 318.327.8223 or at kroberson@aceforasd.org.

Way to effectively communicate with your child's teacher or service provider include:

- Email - please call the school if you need a specific teachers or service provider email address or find the teachers' email address in the [ACE Staff Directory](#) on the school's website.
- Phone - please feel free to leave a message with the office (318.327.8223) for your child's teacher, BCBA, SLP, OT, or PT. Staff members are requested to return calls within 24 hours. **Phone calls will not be transferred to the classroom during instructional hours.**
- Remind App - this will be set up with the teacher at the beginning of the year or when your student is enrolled.
- Communication Book/Daily Folder - ACE's Communication Book and Daily Folder is provided to communicate between families and the classroom.

Communication between school and home should remain respectful and collaborative. Inappropriate or unprofessional communication will not be condoned. ACE utilizes the following methods to communicate with parents and families for activity and event notifications:

- ACE website: www.aceforasd.org
- Monthly Calendars
- Remind App
- Communication Book
- Email



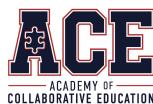
Bus Stop Expectations

- A student's parent, guardian or designee is required to accompany their child to the bus stop for pick-up and drop-off each day. Parents/guardians are required to be present at the assigned bus stop 10 minutes before and after the designated pick up or drop off time to account for unexpected traffic conditions.
- If a parent, guardian or designee fails to meet a student, the student will not be allowed to exit the bus and will be transported back to their school until a family member is reached.
- Repeated incidents of child abandonment at the bus stop will result in the family losing their bus riding privileges for a probationary time.
- If a child is placed on probationary bus suspension, it is the parent's or other authorized person's responsibility to ensure the child has transportation from school at the regular dismissal time.
- Absences due to lack of transportation will not be excused.
- If incidence of Bus Abandonment continues, the parent may be referred to an outside social services agency for intervention.
- Students riding buses will observe the route schedule published. Under no circumstances shall a parent/guardian make arrangements with a driver and vice/versa with regard to a change in the published stop.
- Riding the bus is an extension of the school and classroom. Behavior expectations while in the school building carry over while riding the bus to and from school. Students are expected to conduct themselves in an orderly and safe manner.

Conflict of Interest

ACE Staff are not permitted to accept any position (e.g. babysitting, home therapy, habilitation, respite, etc.) outside of the ACE organization with a current student. This is considered a conflict of interest to work with a current student outside of the school for any other organization or private funding. This is to protect the privacy of all students and maintain the professional relationship between school personnel and families.

This policy protects the employee from being placed in an uncomfortable situation and possible ethical dilemma. It is very important to ensure proper and appropriate boundaries for the protection of the student, families, and staff members.



Grade Reporting

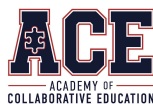
Interim reports and report cards will be distributed as follows:

Grades K		
90% - 100%	A	Fully Attained, 75 - 100% independently
80% - 89%	B	Mostly Attained, 50 - 75% with assistance
70% - 79%	C	Partially Attained, 25 - 50% with assistance
60% - 69%	D	Minimally Attained, less than 25%
59% - Below	F	Unable to participate / no response
Grades 1 - 5		
90% - 100%	A	Fully Attained, 75 - 100% independently
80% - 89%	B	Mostly Attained, 50 - 75% with assistance
70% - 79%	C	Partially Attained, 25 - 50% with assistance
60% - 69%	D	Minimally Attained, less than 25%
59% or below	F	Unable to participate / no response

Homework Policy

Homework may be assigned to students across all grade levels, tailored to each student's specific needs and capabilities. It should serve as a continuation of classroom activities, fostering independent learning and skill development. Collaboration between home and school is crucial in guiding students toward knowledge discovery and self-sufficiency. Since growth and learning are individual processes, the time required to complete homework will vary from student to student and project to project, increasing as they progress through school.

If a child struggles with an assignment due to lack of understanding, parents are encouraged to review the directions and offer assistance as needed. If the difficulty persists, a note can be attached to the assignment for the teacher's attention. Homework not only reinforces learned skills but also provides insight into students' comprehension of previously taught concepts. If multiple students encounter challenges with a particular concept, adjustments may be made in the classroom instruction. Parents are urged to communicate with teachers if their child consistently struggles to complete homework within the allotted time. Modifications to homework tasks can be arranged with teacher involvement, often with a simple note on the homework paper sufficing.



Allergies

ACE is a **Peanut Free and Seafood Free** environment. No peanut products or seafoods are permitted on campus. Please do not send students to school with **any peanut or seafood** related products. In addition, all students must have an updated Student Allergy List on file each year listing all diagnosed allergies. Families are encouraged to inform the School Nurse of additional allergies if changes occur throughout the year, so that additional precautions can be taken in specific classrooms as well as common areas. ACE reserves the right to request medical documentation to verify listed allergies.

Lice/Nit

If a student is found with active, adult head lice or nits, parents/guardians will be contacted and the student will be sent home for treatment. The parent/guardian may be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked by the School Nurse upon return to school and allowed to remain in school if no active head lice/nits are detected.

Upon the student's return to school, if it is determined that the student remains infected with head lice/nits, the school shall contact the student's parent/guardian to discuss additional treatment. As needed, additional resources may be provided and/or referral to the local health department, health care provider, or other agencies.

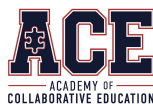
When it is determined that one or more students in a class or school are infested with head lice/nits, the Principal will notify parent/guardians of students in the class or school and provide them with information about the detection and treatment of head lice/nits.

Staff shall maintain the privacy of students identified as having head lice/nits.

Visitor Procedures

ACE welcomes and encourages visitors into the school and understands there are a variety of reasons to visit our school. To comply with safety and emergency management procedures, it is important for ACE to know exactly who is on the school campus at all times. ACE requires all visitors arriving and departing, during school hours, to utilize the visitor's log indicating visitor's name, signature, date, time and purpose of the visit.

- Visitors do not have "automatic entry" rights. All visitors will report to the office before proceeding to a particular area of the school.
- All visitors will be required to complete details in the school's visitor's log indicating name, signature, purpose of visit, time in/time out, and date.
- All visitors will receive a visitor name tag prior to proceeding into the main school area.
- Due to the nature of the students served at ACE, interruptions and distractions in the classroom must be kept to a minimum for all students in the room.
- Observation visits must be pre-approved by a member of the administrative team and will be limited to one 30-minute visit, per appointment once a quarter, for a maximum of (4) tour visits



per school year. We ask that all families wait (6) six weeks into the school year before scheduling visits and observations to give students and staff time to adapt to their new school routines without disruptions. Please contact Principal Karen Roberson to make arrangements for observations at least (1) one week in advance of the intended visit.

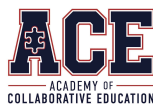
- Visitor identification is required
- A signed Release of Information form will also be required to sign if a person other than the parent/guardian is observing.
- Visitors will also be required to sign a confidentiality agreement [form](#).
- An ACE staff member will accompany the visitor to the observation area.
 - Observations take place outside of the classroom in order to reduce distractions or disruptions.
 - Teachers and therapists are not able to take instructional time to discuss class events, procedures, or student matters at the time of observations. If there are questions, please arrange a time before or after school to speak with the teacher or therapist.
- All visitors must sign out at the front desk when leaving the school facility.
- No more than 2 visitors are allowed to visit a classroom at a time for observations.
- ACE requests that siblings or small children are not brought along during scheduled visitations.

School administrators, or persons acting in their absence, are authorized to refuse entry to the school to persons who do not have legitimate business at the school or do not have proper signed documentation. Any unauthorized person or persons engaging in unacceptable conduct will be asked to leave the school grounds.

Parent Observation Protocol

All observing parties must comply with the following conditions:

- The sole purpose of a classroom visit by a parent/guardian is to observe their student and the instructional program being presented within the allotted time frame (**no more than 30 minutes**).
- Observations are limited to **four times per year, once a quarter following the first six weeks of school**.
- At no time should a parent's motive for or focus of a classroom visit be to observe another student in the classroom. If the Principal has knowledge that the focus of a parent's visit is to observe another student, the Principal reserves the right to deny a requested visit or to end a visit that is in progress.
- Parents/Guardians are expected to enter the observation area escorted by an ACE staff member. The expectation is that the observation is conducted with no distraction or disruption to teaching or to the classroom environment.
- Parents/Guardians wishing to discuss their student's behavior after the observation should schedule a separate conference with the teacher, Program Director or Principal via email or phone call.



- No audio or video taping of the classroom is permitted at any time without prior written approval of the Principal or Executive Director. Electronic devices which could be used to video or audio record should not be visible during the visit.
- The Principal or administrative designee will be in the observation area at the time of the observation.

School Paperwork/Payment Deadlines

ACE operates under the supervision of several different regulatory bodies at both the state and federal level that impact every procedure from IEP’s to instructional minutes to expenditures and reporting requirements. As a result, we are frequently audited and some reports have tight deadlines.

We will provide three opportunities for you to respond to requests for information (e.g. records, RSVP’s for meeting/events, etc.) via form letter addressed in an envelope to the parent, hand-delivered or sent via postal service, email, and/or phone (text or phone call). After those three opportunities, you and/or your child’s ability to participate in the meeting/event or activity may not be guaranteed.

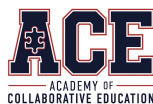
ADMINISTRATIVE POLICIES

Grievance Procedures

It is the Academy’s policy to ensure that students and/or parents/guardians with a grievance relating to the Academy, its administration, and/or other employees shall, except otherwise set forth below, use a procedure which may resolve grievances as quickly and as fairly as possible.

The grievance procedure, as set forth below, is clearly outlined and distributed to all families and staff in the Family/Employee Handbook.

Process	Guidance
Stage 1	
If a parent/guardian or a student has a grievance you should discuss it informally with the teacher, administrator, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.	<i>Informal discussions should resolve the vast majority of grievances. NOTE: Grievance or information involving an ongoing or imminent threat to a student's well-being should skip this stage and be immediately directed to the Principal.</i>
Stage 2	
If the matter is not satisfactorily resolved, the parent/guardian or student may raise the matter, in writing, with the Principal, who must give a response within five working days. This response may take the form of a letter and/or follow-up meeting with the family and any employee(s) involved in the matter. This	<i>The Principal is the acting supervisor over all school employees.</i>



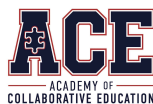
meeting will be led by the Principal.	
Stage 3	
If the matter is still not satisfactorily resolved, the parent/guardian or student may raise the matter to the Executive Director's office by addressing the matter in writing to the Executive Director, who must give a response within ten working days. This response may take the form of a letter and/or follow-up meeting.	<i>The Executive Director's office oversees the Principal.</i>
Stage 4	
If the matter is not resolved to your satisfaction, and the parent/guardian or student wishes to pursue this matter further, the individual should put the grievance in writing to the President of the Governing Board of Directors. The President will formally respond by setting a meeting or taking another course of action within 30 days. If the Board as a whole is convened to address the grievance, all applicable public open meeting laws will be followed, including prior notice and the right of the employee(s) directly involved in the matter to request an open meeting or an executive session for the hearing. The Board's decision is final.	<i>Stages 1, 2 and 3 must be completed before the action is brought to the Governing Board of Directors. A response by the Board may include a dismissal of the grievance, a formal reprimand of the school employee(s), or Principal, and/or a directive for staff to develop an additional policy recommendation for Board consideration.</i>

Telephone Use

Students are not allowed to use the office telephone unless it is an emergency and such use has been approved by administration. Calls originating from the school will be strictly supervised. **No student will be called to the office to receive personal phone calls.** An administrator will deliver emergency messages to the student. An emergency is an illness or death in the family. Transportation changes, changes in scheduled appointments, etc. are not considered to be emergencies. Cell phones must be kept off and in bags outside the classroom. No flower or balloon messages will be delivered to students at school.

Up-to-Date Contact Information

We must be able to contact you (or your designated substitute) during the day. Parents/guardians are required to notify the school office whenever there is a change in home, work, or cell phone numbers or other emergency contact information. That includes changes to a student's medical history or any other condition that affects students participating in school programs.



DRESS CODE

General Statement

ACE believes a uniform dress code is an important part of a safe, orderly school environment where the focus is on student learning. A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. **The Administrative Team at ACE reserves the right to interpret appropriate school attire.** Students are expected to follow these guidelines.

Every student in attendance **must** wear a school uniform and may be purchased from the school store online at www.aceforasd.org.

Shirts:

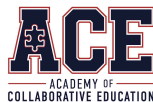
- Red short sleeve and long sleeve polo shirts with ACE logo printed in the left upper quadrant are required Mondays, Tuesdays, Thursdays, and Fridays - These can only be purchased through the ACE Store online.
- Red ACE t-shirt for **Half-day Wednesdays and Field Trips** - These can only be purchased through the ACE Store online.
- Shirts must be tucked into pants (front and back).
- Long or short-sleeved t-shirts may be worn under the school polo, but only in school colors, which are red, navy, or gray.

These are the only shirts permitted to be worn in school.

Students NOT wearing a uniform polo or henley shirt with the ACE logo will not be permitted to attend school. This is a safety concern for our students and staff. Failure to wear the school uniform with the logo will result in disciplinary action - notice of concern, parent conference, etc. **Parents/Guardians may also contact ACE to receive an economic hardship form (Assistance form) for the cost of required uniforms, which will be granted on a case-by-case basis and only in rare circumstances.**

Slacks/Shorts/Skorts

- Khaki or navy slacks, shorts, or skorts are permitted
- Slacks and shorts with belt loops, a belt (black or brown) must be worn and shirt must be tucked into the front and back of pants
- Shorts must be knee length
- Skorts must have biker shorts connected or worn separately underneath
- Skorts must be fingertip length above the knee
- No blue jeans unless notified for designated event days
- NO sweatpants, jumpers, skirts, leggings, biker shorts (unless under a skort) or athletic shorts are permitted



Acceptable colors for slacks/shorts/skorts are as indicated above, khaki or navy. All uniform slacks/shorts/skorts must be worn with a belt through the belt loops, worn at the natural waist, be in good repair and be of appropriate size. Overly large, overly long, tight fitting and short shorts are not acceptable. Shorts and skorts must be knee length, **no** cargo pants or capri slacks are permitted. **NO** jeans of any color or style. Belts must be brown or black, and cannot have any designs or studs. Skorts but not skirts are permitted. Jumpers are not acceptable, as they cover the logo on the polo.

Jackets/Sweatshirts

- Red light-weight jersey full zip jacket with ACE logo in the upper left quadrant
- Red sweatshirt with ACE logo in the upper left quadrant
- For colder weather, please allow your student to wear a heavy coat (of any kind) with uniform jacket or sweatshirt underneath for inside the classroom.

Backpacks

For safety reasons, ALL backpacks must be clear. At the beginning of the year, each student will receive a colored identification tag that will be zipped tied to their backpack. This will ensure all backpacks are kept in their designated area and are identified to each student.

Hair

Natural or protective hairstyles or hairstyles historically associated with race, such as afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls and hair styled to protect hair texture or for cultural significance, are permitted. Unless falling under the aforementioned protections, hair should be neat and clean, and **no hats**, bandanas, or headbands may be worn.

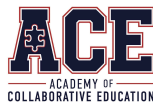
Shoes

Students must wear closed shoes at all times, no “mules”, slippers or “slides”. No heavy military type boots, shoes with metal tips or steel toes may be worn. Tennis shoes are preferred with Velcro or conventional laces. Crocs are permitted, but not preferred for safety reasons. Crock straps must be worn around the heel. **Heelys are strictly prohibited.**

Socks

Crew or tennis length may be worn. Fishnet stockings or other inappropriate leg wear is not acceptable.

Please send an extra set of clothes in your child’s book bag each day in the event that your child’s outfit becomes soiled or dirty. This may be a plain polo shirt and pants, but it must be red (top) or khaki (pants). If your child was given a change of clothes from school, please wash and return these items the following day.



In General

Students may wear one pair of stud style earrings or small hoops. Medium and large hoops are not permitted because of safety reasons. No other body piercing or cartilage piercing is permitted. At no time are students permitted to wear anything offensive, immodest, or deemed inappropriate by the administration. No gang attire, “Gothic” look attire, dog collars, spiked jewelry, etc. or any other accessories deemed inappropriate by the administration are permitted. Only a watch, bracelet, thin necklace, if tucked inside the collar, may be worn.

HEALTH

Accidents

In the event of an accident, a trained staff member will administer initial treatment of minor injuries. The student’s emergency contact will be notified by phone whenever treatment is administered. In the event of a more serious accident, the EMTs will be called and dispatched. The emergency contact will be notified immediately.

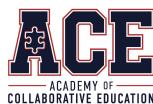
Emergency Cards

Emergency cards must be completed for every student. Up-to-date information allows the office to contact parents/guardians in the event of an emergency. Therefore, it is extremely important to notify the school immediately if there is a change in address or telephone number(s) at home and/or work. For similar reasons, ACE also needs current addresses and telephone numbers of child-care providers and the person to contact in case of an emergency.

Parents/guardians are required to notify the school office whenever there is a change in home, work, or cell phone numbers or other emergency contact information. This includes changes to a student’s medical history or any other condition that affects the student’s participation in school programs.

Medication

1. Prescription medication may only be administered by the School Nurse upon the receipt of a Medication Administration Form completed and signed by the student’s medical provider and legal parent/guardian. The front office or School Nurse will have a copy of the form for parents to take to the medical provider. .
2. Medication **must be in the original prescription bottle**. Your pharmacist may give you a second, labeled bottle for medication administration during school hours.
3. Medication should be given directly to the School Nurse, by parent/guardian.
4. **Students may not have prescription or over the counter medication in bookbag, lunch box, or in their possession of any fashion. All medication, regardless of prescribed or over the counter, follows the rules of the medication policy for the safety and welfare of all students. Violation of this policy may result in a child’s suspension from school.**
5. It is the responsibility of the parent to make sure there is enough medication held by the School Nurse. **Parents are responsible for ensuring medication does not run out at school.**



Immunizations

The Louisiana Immunization Requirements for Students (R.S. 17:170) requires all elementary school students to have an up-to-date immunization record on file for school attendance. Review bulletin 1508 for more information regarding required immunizations. If your child is exempt from immunizations due to medical or religious/philosophical reasons, a signed immunization exemption form must be on file in accordance with the Louisiana Department of Education. [STATEMENT OF EXEMPTION FROM IMMUNIZATIONS](#)

All records must be on file PRIOR TO A STUDENT ATTENDING SCHOOL PLEASE NOTE: The state mandates that a child without an immunization record on file will not be allowed to attend classes until the school receives the immunization record or exemption form.

CODE OF CONDUCT

Child Abuse

ACE maintains strict adherence to the Louisiana laws and statutes governing the reporting of suspected child abuse. All individuals required to report suspected child abuse are protected by state law from criminal liability.

Child Find

ACE will identify, locate, and evaluate all children with disabilities within their population who are in need of special education and related services, regardless of the severity of their disability. In its identification process ACE will include children who are suspected of being a child with a disability and in need of special education, even though a student is:

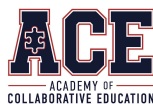
- Advancing from grade to grade
- Highly mobile, including a migrant student

ACE will inform the general public and parents within its population of the responsibility for special education services for students aged three (3) through twenty-one (21) years of age, and how those services may be accessed including information regarding early intervention services for children aged birth through two (2) years of age. Services for an eligible student with a disability shall extend through the conclusion of the instructional year during which the student attains the age of twenty-two (22). ACE will require all staff members to review the written procedures related to child identification and referral on an annual basis, and maintain documentation of the staff review. Identification screening for possible disabilities shall be completed according to and in compliance with LA Bulletin 1508.

Annual Notification of Rights under FERPA for Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day ACE receives a written request for access.



Parent/Guardian or eligible students who wish to inspect their child's or their own educational records should submit to the Principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

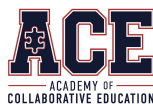
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/Guardians or eligible students who wish to ask ACE to amend an educational record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, virtual school representative, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. .

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

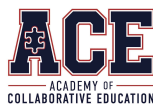


4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the ACE to comply with the requirements of FERPA. The name and address of the Office that administered FERPA are:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent:

- FERPA permits the disclosure of PII from students' education records, without consent of the parent/guardian or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent/guardian or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents /Guardians or eligible students have the right to inspect and review the record of disclosures.
- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
- To officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as the state educational agency in the parent or eligible student's state (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35.
- In connection with an audit or evaluation of federal- or state-supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf (§§99.31(a)(3) and 99.35). In connection with



financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).

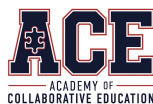
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)).
- To organizations conducting studies for, or on behalf of, the school to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a) (10)).
- Information the school has designated as "directory information" under §99.37. (§99.31(a) (11)).

Disciplinary Policies and Procedures

ACE follows disciplinary policies and procedures as defined in the Individuals with Disabilities Education ACT (IDEA).

Students who attend ACE may not bring to school or have in their possession any item that may be classified as a weapon (examples: guns, knives, matches, lighters, etc.). A student who brings such items to ACE may be required to participate in daily searches of person or personal possessions thereafter to ensure the safety of the student and others. Possession of these items may be considered grounds for recommendation of suspension.

Assaultive behavior by students (use of a weapon or object used as a weapon or battery against a staff person or another student) will not be tolerated at ACE. The parents, caregivers, or guardians will be notified immediately in the event assaultive behavior occurs. A recommendation may be made for suspension, a Manifestation Determination meeting, or a review of placement.



Suspension of Programming

A student's attendance at ACE may be suspended on the following basis:

1. Clinical necessity, i.e., a student demonstrates a psychiatric or medical instability or condition that compromises effective education. An intervention and/or alternative placement may be considered by an IEP team consisting of parent/guardians and school professionals.
2. Educational necessity, i.e., a student requires educational programs or services that currently cannot be provided satisfactorily in an ACE program. An alternative placement may be considered by parents/guardians and school professionals.

Administrative suspension of programming may occur based upon a decision by the principal and/or executive director. If the decision to suspend a student is made, then an IEP meeting may be held if needed. An administrative suspension may be effective immediately, or upon determination of need by administrative review, to determine a course of action through clinical intervention, change of placement or programmatic modification. Parents will be notified via phone and email of any suspension of programming for their respective student.

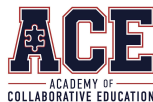
Cause for Suspension:

- Serious threats or acts of violence towards others (students or staff members)
- Repeated severe disruption that threatens the learning or safety of others
- Physical aggression resulting in the harm of student(s) or staff member(s)
- Bullying, harassment, or intimidation that violates school policies
- Possession of illegal weapons, illegal substances, or dangerous items.
- Possession of prescription or over the counter medications

In rare cases, a student may be subject to a long-term suspension or expulsion. Policy and Procedure for a Manifestation Determination Meeting must be held for any student with an Individualized Education Plan in accordance with IDEA. A student's family may elect to appeal a decision to impose a long-term suspension or expulsion to the School Disciplinary Committee and may elect to appeal a decision to the Board of Directors. The family may make a final appeal to the Board of Directors. The family may bring counsel with them if they so desire. In all events of expulsion, the Principal and Executive Director of ACE will work in conjunction with the family to find the best possible alternative educational setting.

Crisis Prevention

ACE employs the principles of Applied Behavior Analysis (ABA) to minimize and extinguish maladaptive behaviors. ABA is used as a daily protocol to help students manage their behaviors in a positive and proactive way. If a student escalates into a crisis, becoming a danger to himself or others, CPI is a training program staff members receive certification to **Nonviolent Crisis Intervention®**. This method helps school staff prevent, de-escalate, and safely manage challenging or aggressive behavior. The focus is on early intervention, using calm communication and supportive strategies before a situation becomes a crisis.



If physical restraint ever has to be used, CPI trained staff do so safely and **only** as a last resort, always protecting the dignity and safety of the student. [RS 17:416.21](#)

Bullying Policy

ACE is committed to providing a safe, positive, productive, and nurturing education environment for all its students and encourages the promotion of positive interpersonal relationships among members of the school community [LDOE Bullying Report](#).

Bullying, harassment, cyber-bullying, and/or hazing toward any member of the school community is strictly prohibited and will not be tolerated. Bullying is when a student causes another student to feel less safe, fearful, or like they are unable to participate in school. Bullying often involves an imbalance of power and can include physical, verbal, or psychological actions against a student. Bullying can also happen through communications, including social media. Bullying can negatively impact the victim, as well as bystanders.

Bullying is a pattern of:

- written, electronic or verbal communication that threatens harm.
- obscene gestures, taunting, or malicious teasing
- persistent shunning or excluding a student.
- physical harm, such as hitting, pushing, or damaging personal property.

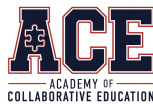
Harassment occurs when the speech or actions are so severe, pervasive, or targeted towards a particular person or group of people that it hinders the ability to get an education or receive educational benefits, significantly harms his/ her well-being, physically harms or places him/her in reasonable fear

of physical harm, substantially interferes with his/ her rights, or intimidates the student because of his/her identity or protected class (race, nationality, ethnicity, gender, age, disability, religion).

Cyber-bullying is the transmission of any electronic text, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person. This action can be in the form of phone calls, text messages, photos, videos, or even social media posts. Simply put, it is the act of “bullying” with the use of an electronic device.

Sexting is the sending of sexually explicit digital images, videos, text messages, or emails, usually by cell phone or computer.

Hazing is any intentional, knowing, or reckless act that is directed against another person when both of the following apply:



(1) The person knew or should have known that the act endangers the physical health or safety of the other person or induces the student to endanger his/her own mental or physical health or safety or causes severe emotional distress.

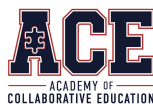
(2) The act was associated with pledging, being initiated into, affiliating with, participating in,

Reporting Bullying, Harassment, and Other Prohibited Behaviors

If you are the student or parent/guardian and need to report a case of bullying, harassment, or other prohibited behaviors, you can complete this Bullying Report Form and submit it to the appropriate principal or executive director no later than two days after the bullying incident. Any verbal report should be made on the same day as the bullying incident is witnessed or otherwise learned about.

All properly reported complaints about bullying and prohibited behavior shall be kept confidential and promptly investigated the next business day during which school is in session.

- Upon receipt of the bullying report, the principal/executive director shall initiate an investigation into the incident. The investigation shall include an interview of the reporter, the victim, the alleged bully, and any witnesses and shall include copies or photographs of any evidence. Documented interviews of the victim, alleged offender and witnesses will be conducted privately, separately, and confidentially after notifying the parent/guardian of the bullying allegation. The investigation must be completed no later than ten (10) school days after the date the written report of the incident is submitted to the appropriate school official.
- ACE shall notify the parent(s) and/or guardian(s) of the involved students before conducting any interview related to a bullying investigation. The parent(s) or legal guardian(s) must be given the opportunity to attend the interview with the student as part of the investigation.
- After the investigation is complete, the principal/executive director will compose a written document containing the findings of the investigation. The document will be maintained by the school. The principal/executive director shall notify the complainant of the findings. If the discipline code has been violated, appropriate disciplinary action shall be taken. In such an event that disciplinary action is taken, the findings of the investigation and disciplinary action will be placed in the perpetrator's student record. Victims and offenders may be referred for counseling if needed.
- Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation concerning prohibited behaviors will not be tolerated. Retaliation and intentionally making false reports will result in disciplinary action.
- If the school and/or superintendent does not take timely and effective action to address the incident, the student or parent/guardian may report the incident to the ACE Board of Directors. The ACE Board of Directors will promptly investigate any properly reported bullying the next



business day. If the ACE Board of Directors does not take timely and effective action, a parent/student/ or school employee may report the bullying to the Louisiana Department of Education.

Disciplinary procedures for pupils who have admitted or been found to have committed incidents of harassment, intimidation, or bullying, include but not limited to:

- Time out of class (Alternate Learning Location)
- Lunch/recess detention
- Community Service (inside school)
- Additional staff supervision
- Peer mediation groups
- Suspension

Title IX Policy and Procedures

In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment and discrimination on the basis of sex are prohibited. This policy covers all ACE students and applies to ACE students' and employees' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop in accordance with federal law.

ACE's Title IX Coordinator is:

Joellen Freeman, Executive Director
505 Glenmar Drive
Monroe, LA 71201
318.450.7669 | jcfreeman@aceforasd.org

The Title IX Coordinator is designated and authorized to coordinate ACE's compliance with Title IX.

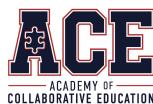
Definitions

“Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” is conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct;



2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state and federal law.

Under certain circumstances, sexual harassment of a student may constitute sexual abuse as defined under state law. In such situations, ACE will comply with applicable law and school policies regarding the reporting of suspected abuse to appropriate authorities.

Behaviors that constitute sexual harassment may include, but are not limited to:

1. Sexually suggestive remarks;
2. Verbal harassment or abuse;
3. Sexually suggestive pictures;
4. Sexually suggestive gesturing;
5. Harassing or sexually suggestive or offensive messages that are written or electronic;
6. Subtle or direct propositions for sexual favors; and
7. Touching of a sexual nature.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

Title IX Procedures

Reporting an Incident of Sexual Harassment or Retaliation

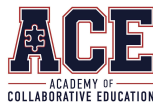
Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by email to the Title IX Coordinator at any time regardless of whether the person is the alleged victim of the conduct. ACE students who believe they have been subject to or observed conduct that violates this policy must report that information to the Title IX Coordinator. Sexual harassment/discrimination complaints will be handled using the grievance procedures set forth below.

A report under this policy will need to include the nature of the alleged violation, names of persons responsible for the alleged violation (when known) and any other relevant background information.

Confidentiality will be maintained to the extent possible, and no retaliation will be allowed to occur as a result of good faith reporting of sexual harassment.

Initial Contact with Complainant

Upon receiving an initial report of alleged sexual harassment, whether through a report, a formal complaint (defined below), or an actual knowledge report from an ACE student, the Title IX Coordinator shall promptly and confidentially contact the Complainant to discuss the availability of supportive



measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint, if applicable.

Supportive Measures

The Title IX Coordinator shall offer supportive measures to both the Complainant and the alleged Respondent, either before or after filing a formal complaint or following a report where no complaint has been filed. The supportive measures are non-disciplinary, non-punitive, individualized services. They shall be designed to restore or preserve equal access to the ACE's educational program and activities without unreasonably burdening the other party and offered without charge. Supportive measures may include counseling, class modifications or schedule changes, and/or increased monitoring and supervision as the Title IX Coordinator deems appropriate.

Emergency Removal

The school may remove a respondent from the school's education program or activity on an emergency basis after it conduct an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If emergency removal is deemed appropriate, the person the school is removing will be provided with notice and an opportunity to challenge the basis of his/her/their removal.

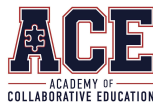
Initial Assessment

Once a complaint or notice of any allegation of sexual harassment is received, the Title IX Coordinator will make an initial assessment of the reported information and respond to any immediate health or safety concerns raised by the report, including promptly contacting the complainant to discuss the availability of supportive measures and the process for filing a formal complaint.

Grievance Process

While the time frame to resolve a reported incident may vary from case to case, depending on the specific facts and circumstances, it is expected that in most cases complaints will be resolved within 120 days, not including appeals. If the process takes longer than 120 days, both the complainant and respondent will be notified in writing.

The respondent is presumed not responsible for the alleged conduct. The school uses the preponderance of the evidence standard in investigations of complaints alleging sexual harassment and any related violations. This means that the investigation determines whether the allegations are more likely than not true.



Formal Complaints

If a formal complaint (a written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation) is filed, the Title IX Coordinator or an assigned investigator with training in Title IX investigations will investigate the allegations unless they are summarily dismissed per below. The investigation will evaluate all available evidence and may include witness interviews, review of relevant documents, and consultation with other staff members, as necessary. The Title IX Coordinator or investigator must be free from conflicts of interest or bias.

Upon a determination that the Respondent engaged in prohibited behavior (pursuant to the procedures set forth below), ACE may:

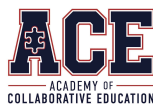
- Offer the Complainant any remedies that will restore or preserve the Complainant's access to ACE's educational program and activities, including any support measures. These remedies may be kept confidential to the extent deemed necessary by ACE.
- Impose any disciplinary sanctions on a Respondent student, including participation in counseling services; revocation of privileges related to extra-curricular programs, including sports; no-contact orders; schedule changes; short-term suspension; or expulsion.

This Policy prohibits the Complainant, the Respondent, and any witnesses from knowingly making a false statement or providing false evidence in connection with a Title IX investigation. ACE may take disciplinary action under the Student Code of Conduct against individuals who make such false statements.

Written Notice of Formal Complaint

Upon receipt or issuance of a formal complaint, the Title IX Coordinator or investigator will provide written notice to the Complainant and the Respondent of the allegations of a formal complaint and the grievance process, including any informal resolution process. The notice of the allegations must include the following:

- Sufficient detail to allow the Respondent to prepare a response, including a description of the alleged conduct, the date and location of the conduct, and the names of the Complainant and other involved parties, if any.
- A statement that the Respondent is presumed not to be responsible for the conduct and that responsibility will be determined at the conclusion of the process.
- A notice of the Complainant's and Respondent's rights to have an attorney or non-attorney advisor.
- The right of Complainant and Respondent to inspect and review any evidence.
- The prohibition on providing false statements or evidence in connection with the investigation of the complaint.



If additional allegations arise during an investigation and will be investigated, the Title IX Coordinator or investigator will provide written notice of those additional allegations to the Complainant and Respondent.

Summary Dismissal

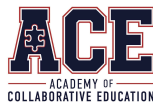
If the Title IX Coordinator or investigator determines that the allegations in a formal complaint do not meet the definition of “sexual harassment” under the applicable Title IX regulations, did not occur in ACE’s educational program or activity, or did not occur in the United States, the Title IX Coordinator or investigator shall summarily dismiss the formal complaint. The Title IX Coordinator or investigator may dismiss a formal complaint if the Complainant requests withdrawal of the complaint, the Respondent withdraws from ACE or terminates their employment with ACE, or specific circumstances prevent ACE from gathering appropriate evidence to determine the allegations. Upon dismissal of a formal complaint or any allegations contained in a formal complaint, the Title IX Coordinator or investigator will promptly and simultaneously provide written notice of the dismissal notice of the dismissal and the reason(s) for the dismissal to the Complainant and Respondent. If a complaint is summarily dismissed, ACE may nevertheless take whatever additional disciplinary action it deems appropriate against the Respondent under its Student Code of Conduct.

Submission of Evidence to Title IX Coordinator or Investigator

Both the Complainant and the Respondent will have a reasonable opportunity to present witnesses and other evidence to the Title IX Coordinator or investigator, provided, however, that such evidence must be submitted within 21 calendar days of the date on which written notice of the formal complaint is provided to the Complainant and Respondent. The Title IX Coordinator or investigator will meet with each party and give at least 24 hours advance written notice of the date, time, location, and purpose of the meeting.

Before the Title IX Coordinator or investigator prepares the final investigation report, the Complainant, the Respondent, and their advisors (if any) will be provided an equal opportunity to review all evidence directly related to the allegations in the formal complaint. If possible, the evidence will be provided to the parties in an electronic format and manner that does not permit copying or downloading of the evidence. The evidence provided must include any evidence that the Title IX Coordinator or investigator does not intend to rely upon and any exculpatory or inculpatory evidence from any source. Within ten calendar days of the date they were provided with access to the evidence, the parties may prepare and submit to the Title IX Coordinator or investigator must consider before preparing a final, written investigation report. Following the expiration date on which the parties may respond to the evidence, the Title IX Coordinator or investigator will promptly prepare and issue a written investigation report that fairly summarizes the relevant evidence discovered during the investigation.

ACE will not restrict either party’s ability to discuss the allegations and gather evidence related to the allegations of a formal complaint.



Determination of Responsibility

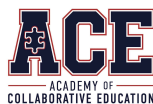
ACE will not hold a live hearing to determine responsibility for any violations of this policy. The written investigation report and any responses submitted by the Complainant and/or Respondent will be provided to ACE's Executive Director (the "Decision Maker"), who will determine responsibility, unless the Decision Maker has a conflict of interest, in which case an alternative Decision Maker will be appointed. The Decision Maker will provide each party with an opportunity to submit written, relevant questions for any party or witness within five calendar days of the date the Decision Maker is provided with a copy of the final written investigation report and any responses to the report. If written questions are submitted to the Decision Maker, the Decision Maker will promptly provide the questions to the appropriate party so that the party can answer the questions. Answers to the questions must be provided to the Decision Maker within five calendar days of the date they are provided to a party. The Decision Maker will promptly provide each party with the answers to the questions and allow additional, limited follow-up questions in writing from both the complainant and Respondent within three calendar days. If written follow-up questions are submitted to the Decision Maker, the Decision Maker will promptly provide the questions to the appropriate party so that the party can answer the questions. Any answers to those additional questions must be submitted to the Decision Maker within three calendar days of the date they are provided to a party. The Decision Maker will promptly respond to both parties' additional questions. Any questions regarding a Complainant's prior sexual behavior or sexual predisposition will be deemed irrelevant unless they are offered to prove that someone other than the Respondent committed the alleged misconduct or are offered to prove consent.

No sooner than ten calendar days after receiving the investigation report but no later than 45 calendar days after receiving the investigation report, the Decision Maker will issue a written determination (the "Determination") that includes:

- A statement of the allegations;
- A description of the procedures used to investigate the allegations;
- The findings of fact;
- A determination of responsibility for each allegation;
- Any sanctions that will be imposed on the Respondent for violations;
- Whether remedies to restore or preserve the Complainant's and/or other equal access to ACE's educational program or activities will be provided, and
- A description of the right to an appeal, how to request an appeal, and the permitted bases for appeal.

The deadline for the Decision Maker to issue the Determination may be extended for good cause at the Decision Maker's sole discretion.

The Determination must be based upon a preponderance of the evidence (i.e., whether it is more likely than not that the violation occurred). The Complainant and the Respondent will be notified of the Determination concurrently.



Students who violate Title IX will be referred for potential disciplinary action. Employees found to have violated Title IX will be subject to employment actions, including discipline or termination of employment.

Timing of Resolution of Formal Complaints

ACE will attempt to resolve all formal complaints alleging a violation of this policy within 120 days, not including any time for an appeal of the Determination. However, ACE may modify this presumptive deadline and any related deadlines for grievance procedures as required by the circumstances of the report and equity to the parties, so long as the matter is resolved in a timely manner. The Title IX Coordinator or investigator will not wait for the conclusion of a law enforcement investigation or criminal proceeding to begin the Title IX investigation. However, the Title IX Coordinator or investigator may consider such investigations, or extensions of the deadlines will be explained in writing to both parties.

Appeals

Either the Complainant or the Respondent may appeal from (a) the Determination regarding a formal complaint, (b) ACE's handling of a report, or (c) the dismissal of a formal complaint by submitting a notice of appeal that includes the bases of the appeal to the Decision Maker within ten calendar days of the date of the Determination. Written notice of the appeal will be provided to both parties by ACE. Either party may file a written response in support of or challenging the Determination and the basis for the appeal within five calendar days of the date on which written notice of the appeal was provided to all parties. An appeal may be filed on the following bases only:

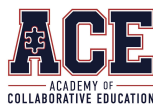
- A procedural irregularity affected the outcome of the matter,
- There is newly discovered evidence that could affect the outcome of the matter and that was not available at the time the Determination was made and/or
- The Title IX Coordinator, the investigator, or the Decision Maker had a conflict of interest or bias that affected the outcome of the matter.

The Executive Director or School Governing Board will decide the appeal on written submissions from the parties only. No hearing will be held for an appeal.

The Executive Director or School Governing Board will simultaneously provide the parties with a written decision regarding the appeal, which will describe the result of the appeal and the rationale for the decision.

Informal Resolution

Allegations may be resolved informally only if a formal complaint is filed and only if the complaint does not allege that an ACE employee harassed a student. Both parties to a formal complaint must voluntarily agree, in writing, to participate in a potential informal resolution. As a part of the informal resolution process, the Title IX Coordinator or investigator may conduct interviews and other fact-finding. Available informal resolution methods include arbitration, mediation, and restorative justice procedures. Either party may withdraw from an informal resolution at any time before agreeing to a resolution and resume the grievance process. Once the parties agree to an informal resolution, it



becomes binding. The Title IX Coordinator or the investigator has the discretion to decline informal resolution for some complaints, including complaints of sexual violence, and instead require their formal investigation.

Retaliation

Title IX prohibits retaliation for reporting or participating in an investigation of a report regarding sex discrimination or harassment. No person shall be retaliated against by ACE in any way or subjected to discharge, suspension, discipline, harassment, or any form of discrimination for participating in any proceeding under this policy. In addition, it shall be a violation of this policy for any person to retaliate against another individual to interfere with that individual's Title IX rights or because an individual has participated or refused to participate in proceedings under this policy. Individuals may be subject to actions under this policy and/or under the Student Code of Conduct for retaliation in violation of this policy.

PARENTS RIGHT TO KNOW

Under the No Child Left Behind ACT of 2001, parents have the right to know the professional qualification of the instructors who teach their children. Resumes outlining educational background and experience for all teachers are maintained with Human Resources at Academy of Collaborative Education. If you wish to view a teacher's background information, please contact the office for the form to request information.



**STATEMENT OF WORK
FINANCE AND ACCOUNTING SERVICES
2026 FISCAL YEAR**

THIS STATEMENT OF WORK (the “Agreement”) is made and entered into as of August 1, 2025 (the “Effective Date”) by and between Academy of Collaborative Education (the "School") and EdOps (hereinafter, separately a “Party” and jointly “the Parties”).

The following provisions are designated in accordance with the existing Services Agreement, which is incorporated herein by reference.

Nature of Services

Our service offering comprises complementary financial and business consulting and business process outsourcing services that are critical to successfully planning, launching, and implementing a financially sound and fiscally sustainable business model. The Services, detailed below, include creating a detailed budget, performing bookkeeping and accounting services, preparing financial statements and reports, providing analysis and insight on the School’s fiscal performance, supporting the School with financial aspects of federal grants administration, and acting as the interface for the School’s annual audit. Helping the School develop the organizational capacity to execute critical financial operating procedures and internal controls also cuts across our Services.

I. BUDGETING

EdOps provides technical support to School staff in preparing annual and multi-year budgets. Beyond performing the technical modeling work, we strive to ensure that the budget is a strategic document that captures the vision and direction of the School.

<p>EdOps Responsibilities</p>	<ul style="list-style-type: none"> ▪ Using its proprietary budget tool, EdOps will work with the School to create a detailed accrual-basis budget for the upcoming year and, as requested by the School for internal use, the following four years. ▪ EdOps will provide initial budget draft within three business weeks from receipt of a final set of assumptions from the School. This includes both single and multi-year budgets and facilities modeling. EdOps will provide budget updates within two business weeks from receipt of a final set of assumptions from the school. This includes both single and multi-year budgets and facilities modeling. While minor subsequent updates (e.g., adding or removing a position; updating a vendor contract amount) can be made more quickly (i.e., within 48 hours), major revisions of the budget generally require two weeks. An example of a “major revision” would be changes to the facilities financing assumptions. Given the impact of that and the long-running nature of those transactions, we want to ensure appropriate reviews are happening at different levels of the Finance Team. ▪ EdOps works with School staff to revise budgets, when required by the authorizer, during the year to reflect changing circumstances at the School or in funding levels. ▪ EdOps will provide the school with a protected Excel version of the budget that may be edited by the school. This protected version of the budget will have macros enabled to allow the school to make updates.
<p>School Responsibilities</p>	<ul style="list-style-type: none"> ▪ EdOps’ primary role is to facilitate the discussion and give financial form to the School’s ideas. EdOps can provide guidance, but managerial and budgeting decisions ultimately rest with School. ▪ The School’s Board of Trustees must approve the budget before the Authorizer’s annual deadline.

II. ACCOUNTING AND MONTHLY CLOSE

The foundation of the budgeting and analytical work we perform is strong basic accounting and bookkeeping executed in accordance with Generally Accepted Accounting Principles. We strive to carry out our accounting



engagements with staff who are not only technically skilled and personable, but who are also passionate and knowledgeable about schools.

<p>EdOps Responsibilities</p>	<ul style="list-style-type: none"> ▪ EdOps prepares and records journal entries and maintains the general ledger according to accepted accounting standards. ▪ EdOps reconciles primary bank and investment accounts to the general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required. ▪ EdOps reconciles credit card accounts to the general ledger monthly or upon receipt of statements. ▪ EdOps records capitalized assets as provided by the School and records related depreciation and amortization in the general ledger. ▪ EdOps maintains necessary supporting schedules such as restricted net assets, grant/pledge discounts, loan amortization, etc. ▪ EdOps maintains the School’s chart of accounts and can use customized account codes (within reason) for unique features of the School program. ▪ EdOps can track revenue and expenditures by fund - e.g., Title I funds and expenditures. ▪ EdOps verifies that the School is receiving the correct amount of funds from the Louisiana Department of Education (LADOE) and/or charter authorizer. ▪ If the funds from LADOE or charter authorizer are not correct, EdOps tracks down the appropriate officials and alerts them of the problem. EdOps will use reasonable efforts to negotiate on behalf of the School in disputes with funding agencies over improperly calculated payments. ▪ EdOps trains appropriate personnel on accounting procedures and practices designed to support accurate record keeping.
<p>School Responsibilities</p>	<ul style="list-style-type: none"> ▪ The School will provide online read-only access to all bank accounts, credit card accounts, investment accounts and other accounts that EdOps will be reconciling. The School will provide any statements for which online access cannot be established at least 12 business days prior to when financials are due to the School or required to be submitted externally. ▪ A member of the School’s staff will be designated as the operational interface between the School and EdOps. That individual will respond promptly to all requests for information from EdOps staff regarding financial activity for the month including grants, pledges, contracts, obligations, contingent revenues or expenses, and generally any transactions or conditions which may impact the financial statements or forecast for the School under GAAP. ▪ The School will manage depositing incoming checks, cash, or other instruments into the School’s bank account(s) including making and maintaining copies of all checks to be deposited. ▪ The School will obtain/retain receipts for all credit card transactions, and file such receipts with each month’s credit card statement/reconciliation bundle. ▪ The School will provide information on grants, pledges, or other similar items that are pending, expected, or awarded. ▪ The School is responsible for obtaining a subscription to Quickbooks Online (or another mutually agreeable accounting system that EdOps can remotely access) and paying all associated fees. ▪ Note: Because EdOps needs bank statements to complete a financial close and adequate time to resolve questions with staff, full financial packages based on prior month financials cannot be delivered prior to the 20th of the month. All remaining financial information (e.g., credit card coding, deposit information, paper check documentation) must be received from the school at least 12 business days prior date of delivery to ensure it is properly coded or we cannot guarantee it will be accurately represented in that month's financials.

III. FINANCIAL STATEMENTS, ANALYSIS, AND BOARD SUPPORT

EdOps produces financial statements as part of its monthly close process. One of the cornerstones of the EdOps approach is that we go beyond simply producing generic backward-looking financial reports. We work to make financial data relevant and actionable for School leaders and Board members by supplementing the historical data with forward-looking analytics and explanatory narrative.



<p>EdOps Responsibilities</p>	<p><i>Financial Statements</i></p> <ul style="list-style-type: none"> EdOps prepares a monthly YTD income statement compared to budget and balance sheet in time for board meetings and LADOE submission. EdOps can generate the following supplemental reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdOps); revenues; general ledger account balances. <p><i>Analysis and Board Support</i></p> <ul style="list-style-type: none"> EdOps critically reviews budget to actuals and updates the budget forecast on a quarterly basis. EdOps produces a cash flow forecast showing anticipated cash balances by month through the end of the fiscal year to assist the School with cash flow management. EdOps performs reasonable financial analysis that the staff or board requests. EdOps will also provide customized financial reports (within reason) for grant proposals. EdOps helps School leaders work through options to manage cash position, both excess liquidity and potential shortfalls. In addition to financial statements, EdOps provides a presentation summary and analysis of the financial statements so the Board and staff can quickly focus on the salient financial issues facing the School. EdOps will attend monthly board meetings or finance committee meetings by teleconference as requested (up to one per month) to present its financial statements, analysis, and forecast. EdOps can attend additional leadership meetings at the request of the School (e.g. both a Board meeting and Finance Committee meeting), but will bill hourly for meetings in excess of one per month, including travel and preparation time. As requested, EdOps can help the School leader find solutions to financial issues by recommending budget changes.
<p>School Responsibilities</p>	<ul style="list-style-type: none"> The School is responsible for providing EdOps with dates for any Board or Finance Committee meetings at which its support is needed at least 12 business days in advance. In performing financial forecasting, EdOps is dependent on the School for providing timely updates on operational items that impact financial performance such as new vendor contracts, changes in enrollment outlook, or new grant awards Financial forecasting is inherently uncertain. School is responsible for critically reviewing and forming its own judgment regarding the validity of any forecasts provided by EdOps.

IV. AUDIT AND 990 SUPPORT

EdOps supports the auditor during audit field work and in preparing the School’s annual 990 tax filing to reduce the impact on School staff. Please note that EdOps will bill hourly for audit services if all required materials are not provided by the school within three weeks of receiving PBC list from auditor.

<p>EdOps Responsibilities</p>	<ul style="list-style-type: none"> Before the beginning of audit field work, EdOps completes an internal close of the School’s financial books for the fiscal year. EdOps prepares all financial schedules on the auditor’s “Prepared by Client” or “School Assistance” list. EdOps provides face-to-face assistance as requested by the auditor during fieldwork and conducts follow up work responding to auditor’s financial requests. EdOps supports the School and auditor in preparing Form 990 tax-exempt organization annual filing. The audit firm is responsible for compiling and filing the form with the School’s approval. EdOps supports the process by providing financial information requested by the auditor.
<p>School Responsibilities</p>	<ul style="list-style-type: none"> The School will provide all information required to do a full year-end close two business weeks prior to the date financials are due to auditors (typically, one week prior to field work). The School will prepare the non-financial items required by the auditors and assist EdOps in resolving and reconciling all outstanding items and issues that arise as EdOps closes books for the year and prepares deliverables for the auditor.



	<ul style="list-style-type: none"> ▪ The school will prepare the human resources-related items required by the auditors. This includes any benefits reconciliation schedules. ▪ The School will assist the audit team during the on-site portion of the audit. This support will include providing access to files and requested documentation. ▪ Throughout the audit process, the School will provide EdOps and auditor with occasional clerical assistance. Clerical duties will include, but are not limited to, gathering and/or copying relevant documentation, including contracts, leases, invoices, bank statements, etc. ▪ For clarification, fees for audit and 990 are paid by the School, and it is the School’s and auditor’s sole responsibility to ensure these forms are filed. The School is solely responsible for the accuracy of all disclosures in the 990.
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V. PAYROLL SUPPORT

EdOps clients generally use a full-service payroll processor (e.g. ADP or Paychex) to manage payroll and associated tax remittances. EdOps serves as the primary interface between the School and payroll processor.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ EdOps serves as the primary interface with the School's payroll processing firm, communicating new hire information, time for hourly employees, payroll changes, and leave usage (if tracked through payroll) based on information provided by the School. ▪ At the request of the School, EdOps can prepare remittances for 401(k) or 403(b) and D.C. Retirement Plan contributions using information in official payroll reports. ▪ EdOps coordinates the preparation of Forms W-2 with payroll processor. ▪ Additional payroll runs outside of the normal semi-monthly / bi-weekly schedule can be completed by EdOps for an additional fee. This excludes any state-mandated payroll runs, e.g., in the event of a staff termination.
School Responsibilities	<ul style="list-style-type: none"> ▪ School will update an EdOps–provided spreadsheet payroll data file and provide it to EdOps at least 24 hours before payroll vendor’s data entry cut-off date for each pay date. The School is responsible for reviewing all payroll data prior to submission to the payroll processor as well as the final reports documenting payroll submission. ▪ The School is responsible for the accurate and timely transmittal of all employee-related payroll data to EdOps for entry into the payroll system including personal, tax, benefits, and other required information. ▪ The School is responsible for the administration of its employee benefits programs and the filing of Forms 1095 as required by the Affordable Care Act. This includes any recurring or annual reconciliations of staff benefit deductions. ▪ Note: School retains and pays the fees for the payroll processing company (e.g., ADP, Paychex).

VI. ACCOUNTS PAYABLE

EdOps coordinates schools’ usage of an online accounts payable system to manage payables in a modern and efficient manner. We support our clients with the implementation and ongoing management of that solution.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ EdOps reviews School staff coding of invoices (or performs initial coding if missing) in the School’s online accounts payable system on an agreed-upon schedule with the School. EEdOps will approve invoices outside of the agreed-upon schedule within 24 hours. ▪ EdOps serves as the primary interface between the School and its online accounts payable platform provider, managing issues such chart of accounts maintenance and system implementation. ▪ EdOps records in detail all transactions (bills, checks, deposits, etc.) into accounting software package. ▪ EdOps oversees the migration of check and invoice data from the online accounts payable system to the School’s accounting software. ▪ EdOps prepares Forms 1099 and Form 1096 for non-incorporated vendors and contract employees paid through AP (or via payroll).
School Responsibilities	<ul style="list-style-type: none"> ▪ The School will use an online accounts payable service (AnyBill or other mutually agreeable provider) and pay all fees associated with that service. ▪ The School will identify at least one payment authorizer who is responsible for approving all checks and invoice coding prior to release. Note that final coding and approval decisions are solely the responsibility of the School.



	<ul style="list-style-type: none"> ▪ The School will communicate to EdOps or tag directly in the online payable system all invoices that should be applied to federal or other grant awards. ▪ The School is responsible for obtaining W-9s for all vendors and for providing accurate tax ID and corporate form data on its vendors to EdOps to support filing of 1099s. ▪ School is responsible for preparation and distribution of any paper checks.
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VII. GRANTS ADMINISTRATION

EdOps will assist the School with the financial portion of the ESEA and IDEA grants applications as well as completing reimbursement requests associated with spending under those grant programs as specified below. As an optional hourly service, EdOps can provide support for any other awarded public grants not outlined below and any private grants.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ EdOps assists with the financial portion of the initial applications for many of the programs run through LADOE (e.g., Title I-II, IDEA, Title V-b). ▪ EdOps prepares draw requests for grant funds reimbursement for the School’s review and final approval. ▪ EdOps prepares grant budget revisions and reallocations as requested by the School. ▪ EdOps sets up fund accounting to track direct and allocated costs to grants.
School Responsibilities	<ul style="list-style-type: none"> ▪ The School is responsible for completing and submitting all grant applications. ▪ EdOps can complete drafts of financial and other portions of those applications, but the ▪ The School is responsible for reviewing those drafts, modifying them as needed, and ultimately approving a finalized application for submission. ▪ The School is solely responsible for the accuracy and suitability for funding of all grant applications and budget amendments, including decisions regarding which expenses to apply against a specific grant. ▪ The School is responsible for providing EdOps with any needed financial information (e.g., invoices to support reimbursement requests; confirmation of grant budget) one week prior to a grant submission deadline (e.g., application due date, final deadline for reimbursements submissions for that fiscal year). ▪ The School is responsible for spending funds as it has indicated in its approved grant applications, as well as retaining all required documentation to support that spending, including federal time and effort documentation for federally funded employees. ▪ The School is solely responsible for the accuracy and timely submission of all grants reimbursement requests. ▪ The School will involve EdOps in the grant budgeting process so EdOps can proactively contribute to the process and can remain current on all sub-budget tracking and reporting requirements. It is ultimately the School’s responsibility to ensure information on grant spending is communicated to EdOps, including specifically flagging which expense items belong to which grant.

VIII. REPORTING AND COMPLIANCE

EdOps will assist the School with the financial portion of any regular LADOE compliance requirements as specified below. As an optional hourly service, EdOps can provide support for any newly-created large scale compliance requests from LADOE. Any reporting that the School submitted in FY25 is included in our monthly rate and exempted from the hourly pricing.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ EdOps prepares financial statements for submission to the LADOE.. ▪ EdOps prepares and submits the Annual Financial Report to the Authorizer(AFR). ▪ EdOps prepares federal grants reporting such as SPED MOE, ESSA MOE, Title I Excess Cost ▪ EdOps prepares the fiscal portions of Federal Grants Monitoring conducted by LADOE. ▪ EdOps prepares ACT 370 reporting as required by authorizer
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School Responsibilities	<ul style="list-style-type: none"> ▪ The School is responsible for providing EdOps with any needed financial information the week prior to a compliance submission deadline. ▪ The School is responsible for the accurate and timely submission of compliance requests to LADOE. ▪ The School is responsible for the preparation of any non-financial elements of any compliance request.
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IX. FACILITIES ACCOUNTING AND LOAN REVIEW (REQUIRED - NOT OPTIONAL):

When the school enters into or terminates a loan or enters into a new, amends an existing, or terminates an existing lease obligation, EdOps will provide the following support.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ Loan Term Summary: EdOps reviews final loan documents and summarizes key terms, reporting requirements, and covenants to serve as a reference for important conditions and minimize the risk of default.
School Responsibilities	<ul style="list-style-type: none"> ▪ School is responsible for providing all final lease and loan documents. Loan documents should include all documents in the attorney-prepared closing binder, including the final note, loan agreement, and settlement sheet. Lease documents are to include the final executed lease agreement and all amendments that pertain to the lease in question. ▪ Loan Accounting: EdOps reviews final loan documents and prepares journal entries reflecting the new or terminated loan, builds debt cost and amortization schedules (if not provided by the lender), and responds to related auditor inquiries following the loan event. ▪ Lease Accounting: EdOps reviews lease documents and analyzes terms to determine the proper accounting treatment in compliance with ASC 842 lease standards, builds ROU lease schedules, prepares journal entries reflecting the new or amended lease, and responds to related auditor inquiries following the lease event.

X. FACILITIES SUPPORT (BILLED HOURLY)

As an optional hourly service, EdOps help schools prepare for and support the coordination of a facilities project through the following activities.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ Affordability Assessment – Review historic and projected financials to provide context on the past and evaluate the School’s capacity to support a range of rent, debt, and cash outlays for potential future projects. Potential debt is based on general market information and not particularized to the specific type of debt to be raised. ▪ Project Modeling –Based on direction by the School or its advisors, perform modeling of specific facility projects to help the School and its project team evaluate the School’s ability to support debt or lease payments over the life of the project. EdOps modeling will not include any advice and / or recommendations on which debt instrument to pursue. A municipal advisor acting as the Independent Registered Municipal Advisor (IRMA) must be engaged by the school if tax-exempt financing is considered. ▪ Underwriting Support –Work as an extension of the School’s finance team to answer lender questions during the underwriting and diligence period. EdOps participation in supporting the lender underwriting process will be related to a loan and not related to an issuance of municipal securities unless a municipal advisor acting as the IRMA is engaged by the School. ▪ Documents Review – Along with the School’s counsel and financial or municipal advisors, review draft transaction documents including leases, letters of agreement, letters of intent, memoranda of understanding, term sheets, and the like from an operational perspective and summarize covenants and conditions. EdOps participation in the review of transaction documentation does not involve any type of analysis work related to determining if municipal securities should be issued. ▪ Construction Draws - For construction loans, EdOps can work with the project manager to track project expenses incurred to date to support the project manager’s oversight of the
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	<p>overall project budget. <i>Note: School should check with its project manager to confirm whether this activity is already included in the project manager's scope of work.</i></p>
<p>School Responsibilities</p>	<ul style="list-style-type: none"> ▪ School is responsible for providing all legal documents, agreements, background information, and the like relevant to a given engagement. ▪ School is responsible for providing enrollment assumptions, staffing models, and all other inputs used in financial modeling and for critically reviewing and approving all financial modeling performed by EdOps. ▪ School is responsible for selecting legal counsel, a municipal or financial advisor, and other professionals necessary to support School with all legal, tax, or other aspects of a particular deal, as well as to assist in negotiating final deal terms in the areas related to their expertise. ▪ School and its project team are responsible for conducting lender solicitation and loan structuring for new or modified loan requests. ▪ School is solely responsible for the final decision with respect to which leases and financing instruments to enter into and for driving selected option to close.
<p>FACILITIES SUPPORT DISCLAIMER: The School is solely responsible for the decision to pursue and the ultimate execution of a future facilities project. EdOps does not serve as a real estate broker, perform lender solicitation, or provide advice or recommendations related to financing structure, including any issuance of municipal securities. School is responsible for selecting legal counsel and other professionals necessary to support all legal, tax, or other aspects of a particular project, as well as to assist in negotiating final deal terms in the areas related to their expertise. EdOps is not acting as a municipal advisor and does not have a fiduciary duty pursuant to Section 15B of the Exchange Act. The information provided by EdOps is not intended in any way to be used by the client as a recommendation to pursue an issuance of municipal securities.</p>	

Note on Expectations of School

EdOps' completion of the deliverables, in the format and per the timing noted above, is contingent on School providing the assistance and performing the functions noted in "School Responsibilities." Failure of School to offer such assistance and to perform such functions in a timely manner may adversely impact EdOps' ability to complete the Scope of Work as outlined above.

Fees for Services

Our fees for the aforementioned services I – IX for the period **AUGUST 1, 2025** through **JUNE 30, 2026** will be at the monthly rate of **\$6,554**. The time period covered by this statement of work is August 1, 2025 to June 30, 2026. Work of any type that is to be performed by EdOps after June 30, 2026, including specifically audit and 990 support, would require a separate statement of work and different fee structure. There is a one-time implementation fee of **\$6,554** for work needed to successfully onboard the School.

We have excluded Section IV (Audit and 990 Support) from the monthly rate listed above. Any work performed by EdOps related to Section IV will be billed at our hourly rates listed below. Accordingly, we have adjusted our annual rate downward by **\$12,000** for this time period.

Note that the fee above does not include facilities financing support, the preparation of responses to custom reporting requirements from lenders associated with existing debt, or the technical work required to establish proper accounting treatment for a new financing transaction including reviewing loan and other transaction-related documents. Because of the variable nature of the time required to provide financing support, EdOps bills it hourly, typically under a separate Statement of Work. Additional business consulting services not listed in the Nature of Services section and those explicitly identified as hourly be billed at our standard hourly rates, which are listed below.

- Finance Analyst: \$115/hour
- Finance Specialist: \$175/hour
- Finance Manager: \$220/hour
- Facilities Finance Team Support: \$235/hour to \$450/hour, based on team member

- Student Data Analyst: \$110/hour
- Student Data Specialist: \$150/hour
- Student Data Manager: \$215/hour



Consultant: \$275/hour
Consulting Director: \$400/hour

Services may be extended to additional years through mutual written agreement of the parties with respect to price, scope, and period of service.

EdOps

By: _____
Authorized Signature
Dan Theisen
Printed Name
CEO
Title
7/1/25
Date

Academy of Collaborative Education

By: _____
Authorized Signature

Printed Name

Title

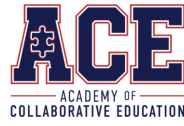
Date

Coversheet

Committee Reports

Section: II. Reports
Item: B. Committee Reports
Purpose:
Submitted by:
Related Material: 2025_06_04_academic_excellence_committee_meeting_minutes-3.pdf
2025_07_09_finance_committee_meeting_minutes.pdf
2025_07_10_facility_development_committee_meeting_minutes.pdf
2025_07_14_governance_committee_meeting_minutes.pdf

DRAFT



Academy of Collaborative Education

Minutes

Academic Excellence Committee Meeting

Date and Time

Wednesday June 4, 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, Carmen Parks (remote), Joellen Freeman, Karen Roberson

Committee Members Absent

None

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Amy Marcus called a meeting of the Academic Excellence Committee of Academy of Collaborative Education to order on Wednesday Jun 4, 2025 at 3:03 PM.

C.

Approve Minutes

Joellen Freeman made a motion to approve the minutes from Academic Excellence Committee Meeting on 05-07-25.

Karen Roberson seconded the motion.

The committee **VOTED** to approve the motion.

II. Academic Excellence

A. Testing update

Karen updated the committee on this school year's DIBELS (Dynamic Indicators of Basic Early Literacy Skills-a standardized assessment used to measure early literacy skills in students from K to 8th grade), LARR (Linguistic Awareness in Reading Readiness-a standardized assessment used to measure a child's understanding of written language and their readiness for reading designed for children 4–8 years old), and I-Ready (online program for k-12 students in reading and math that provides adaptive personalized instruction and assessments) testing. Karen has begun her Testing PP to use at the August board meeting when she will educate the board around testing.

B. EOY 24-25

Carmen Parks was ill, so the committee will discuss this agenda item at the August committee meeting.

C. Discuss Academic Excellence 2025-26 Goals and BOT Dashboard Goals

Joellen and Karen discussed the SY25-26 addition of Office Puzzle (a software platform and mobile app designed to help providers manage practices and focus on patient/student care by providing tools for office management, document templates, etc., while ensuring compliance with various regulations) and its ability to integrate data from teachers and therapists in real-time with the ability for administrators to view data or lack-the-of and hold staff accountable for timely submissions.

Amy touched on the BOT goals that are already in progress, and Karen spoke about the fact that she would like to use BOT more fully.

Amy will update Karen's permissions on BOT.

III. Academic Excellence Questions

A. Academic Data Questions

Amy clarified the reasons for the Academic Data Questions document that will be reviewed at the upcoming board retreat.

While most board members are not (and need not be) experts in assessment or education, all board members should play an essential role in the success of their organization by asking questions about academic assessment data. The dialogue this promotes enables the ED, Principal, Curriculum Coordinator, Testing Coordinator, etc., to have a sounding board to solidify their understanding of the data, while ensuring that board members fully comprehend the data and closely monitor the organization's results.

IV. 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 3:40 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.

DRAFT



Academy of Collaborative Education

Minutes

Finance Committee Meeting

Date and Time

Wednesday July 9, 2025 at 2:00 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), Anna Grimmett (remote), Latner McDonald (remote), Mike Dunn (remote)

Committee Members Absent

Joellen Freeman

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Latner McDonald called a meeting of the Finance Committee of Academy of Collaborative Education to order on Wednesday Jul 9, 2025 at 2:03 PM.

C.

Approve Minutes

Anna Grimmatt made a motion to approve the minutes from Finance Committee Meeting on 06-11-25.

Amy Marcus seconded the motion.

The committee **VOTED** to approve the motion.

II. Finance

A. 2025/2026 FY budget update

Anna and Mike estimated that the deficit was approximately \$155,000 through May, and the MFP should be \$20,000 more than previously expected.

B. EdOps Proposal

Anna, Latner, and Amy discussed the proposal, ultimately approved it on behalf of the Finance Committee, and recommended that it be forwarded to the Governance Committee for its approval before being presented to the full board.

C. Financial Dash Board Categories (EdOps proposal)

Anna will work with Darius at EdOps and Katie to clarify what the dashboard needs to present, the division of duties, and how best to accomplish the required dashboard items promptly.

III. Other Business

A. Smart Finance Questions for Board Members

This will be an ongoing topic for the Finance Committee meeting until the committee feels that it can easily answer all the questions.

B. Review Current Financials

Anna did a broad overview with Mike and the committee. The board will need to be presented with and approve changes, via an amendment to the budget, that have been made since the last board meeting.

C. Calendar Objectives and Responsibilities

Amy asked for input on the calendar draft of objectives and responsibilities.

Anna and Latner suggested adding "Committee Expansion" to August, "Auditor Engagement" to September, and "Review and Assess Accounting Procedures" to April.

D. Present draft of Finance Committee SMART Goals for the fiscal year

Anna presented a draft of the proposed FY26 SMART goals to the committee. They were approved as a draft and will be revisited at the August Finance Committee meeting before being presented to the full board.

IV. 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 3:19 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.

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Academy of Collaborative Education

Minutes

Facility/Development Committee Meeting

Date and Time

Thursday July 10, 2025 at 3:30 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), Davy Mize, Joellen Freeman (remote), Karen Roberson, Richard Cannon (remote)

Committee Members Absent

Rob Turner

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Davy Mize called a meeting of the Facility/Development Committee of Academy of Collaborative Education to order on Thursday Jul 10, 2025 at 3:31 PM.

C. Approve Minutes

Davy Mize made a motion to approve the minutes from Facility/Development Committee Meeting on 06-12-25.

Joellen Freeman seconded the motion.

The committee **VOTED** to approve the motion.

II. Facility/Development

A. Status of 6th grade expansion across street upstairs at Grace Church and what will be needed to get it ready for school year.

Joellen spoke with Father Don at Grace Episcopal Church regarding a three-year lease with ACE for the top floor of the church's facility for 6th- to 8th-grade students.

Father Don believes there is already an E-Occupancy, but Joellen will confirm this on Wednesday.

Father Don, Joellen, and possibly Gene Galligan will meet on the 23rd to further discuss the lease.

Joellen also spoke with Zack and Michael from ProVision, who are working up a quote for the delayed egress on seven doors and cameras. The library door on the bottom floor will also have a delayed egress and cameras outside.

The Grace lease may require the installation of fire sprinklers on the top and bottom floors, which the CSP grant can reimburse.

We will need to brainstorm more to devise a workable plan for drop-off and pick-up.

Joellen discussed plans for the Grace lease with Sarah Turner, who would like to use a different architect for this project.

Sarah has one that she has worked with many times before that she would like to use.

This project is expected to be completed by mid-September.

Until then, 6th-grade students will be housed in the existing sensory room and therapy room.

The hiring process for an assistant principal will begin soon.

But for now, Joellen and Katie will move across the street with the 6th-grade students.

III. Other Business

A. PVO Work Day

Davy has organized a PVO Workday for this Saturday.

Parents will wipe down walls, begin patching walls, hang acoustic tiles in the sensory room, hang shelves, and hang hooks for backpacks.

The following Saturday, parents will return to paint.

IV. Closing Items

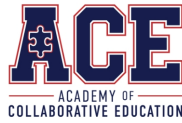
A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:09 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.

DRAFT



Academy of Collaborative Education

Minutes

Governance Committee Meeting

Date and Time

Monday July 14, 2025 at 3:30 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), Holly Allen (remote), Joellen Freeman, Kara Maggiore (remote)

Committee Members Absent

None

Committee Members who left before the meeting adjourned

Kara Maggiore

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Kara Maggiore called a meeting of the Governance Committee of Academy of Collaborative Education to order on Monday Jul 14, 2025 at 3:32 PM.

C. Approval of Committee Meeting Minutes

Holly Allen made a motion to approve the minutes from Governance meeting on 06-10-25.

Kara Maggiore seconded the motion.

The committee **VOTED** unanimously to approve the motion.

II. Governance

A. Report: Executive Director Update

Middle School Expansion:

Joellen is moving forward with the Grace Episcopal Church option for the 6th grade.

Upgrades, such as delayed egresses and sprinklers throughout, will be required for safety, security, and compliance.

Most of these upgrades will be reimbursable through the CSP grant.

Legal costs relative to this option may also be reimbursable through CSP.

We will likely request a 3-year lease.

If the upgrades to their building are substantial, Joellen will also request that we pay no rent for those three years.

Student/Parent Handbook:

ACE will be required to enforce the LDOE's absenteeism policy, as stated more plainly in this updated version of the handbook.

The spirit of the policy is that children need to be present, especially for the core curriculum.

Since ACE offers the required therapies, when a student is pulled out of school to go for outside treatment, they must be counted as absent.

Joellen and Karen will send an email explaining the absenteeism policy, along with the new handbook, to all parents.

Kara Maggiore left.

B. Discussion: FY26 EdOps Financial Services Contract

The EdOps contract is for accounting and financial services for FY26 and, if approved by the board, will commence on August 1, 2025.

C. Discussion: Governance Committee Calendar

The committee discussed the proposed Annual Recurring Non-Exhaustive calendar of objectives and responsibilities.

These are items that will be visited each year by this committee and will be entered into BOT as tasks for this committee.

III. Action Items

A. Recommendation of EdOps SoW + Contract to Full Governing Board

Holly Allen made a motion to Approve the recommendation of the EsOps contract to the board for approval.

Joellen Freeman seconded the motion.

The committee **VOTED** to approve the motion.

B. Approve Governance Committee Content Calendar for FY26

Amy Marcus made a motion to accept the Governance Committee Contact Calendar for FY26.

Joellen Freeman seconded the motion.

The committee **VOTED** to approve the motion.

Joellen Freeman made a motion to Immediately install Holly Allen as the Governance Committee Chair.

Amy Marcus seconded the motion.

The committee **VOTED** to approve the motion.

Joellen Freeman made a motion to Immediately install Amy Marcus as the Governance Committee Secretary.

Holly Allen seconded the motion.

The committee **VOTED** to approve the motion.

IV. Other Business

A. Committee Meeting Scheduling

The Governance Committee will request that the board amend the FY26 Board and Committee Meeting Schedule to allow Governance to meet every fourth Wednesday at 3:30.

If approved, the committee's next meeting will be held on August 27, 2025, at 3:30 p.m.

B. Communication

ACE's Communication Plan was discussed.

ACE utilizes various channels to communicate with parents:

Website

Notes sent home in backpacks

Remind App

J-Campus

Email
Phone

A parent has requested the ACE board's bylaws to establish a Communications Committee and Plan.

It is this committee's opinion that while parents can certainly view the bylaws, the Communications Committee should be composed primarily of ACE staff.

V. 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 5:06 PM.

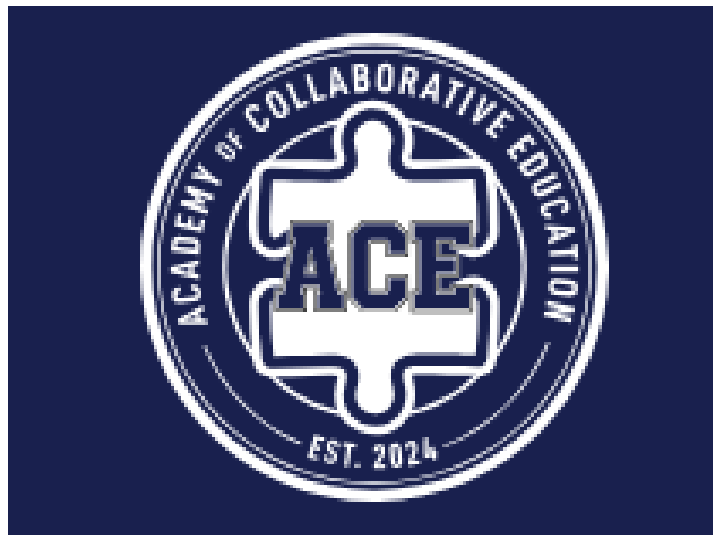
Respectfully Submitted,
Amy Marcus

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

Vote on EdOps FY26 Finance Contract Proposal

Section: IV. Action Items
Item: A. Vote on EdOps FY26 Finance Contract Proposal
Purpose: Vote
Submitted by:
Related Material: ACE - FY26 Finance Proposal - June 2025.docx.pdf



Finance & Accounting Services Proposal | June 2025





Academy of Collaborative Education

FINANCE & ACCOUNTING SERVICES PROPOSAL

Services Offered

I. BUDGETING

EdOps prepares annual and multi-year budgets in consultation with school staff. Beyond performing the technical modeling work, we strive to ensure that the budget is a strategic document that captures the vision and direction of the school.

II. ACCOUNTING AND MONTHLY CLOSE

The foundation of the budgeting and analytical work we perform is strong basic accounting and bookkeeping executed in accordance with Generally Accepted Accounting Principles. Our work maintaining the general ledger for our clients includes reconciling cash accounts, maintaining balance sheet schedules, and completing the monthly accounting close. We strive to carry out our accounting engagements with staff that is not only technically skilled and personable, but also is passionate about and understands schools.

III. FINANCIAL STATEMENTS, ANALYSIS, AND BOARD SUPPORT

One of the cornerstones of the EdOps approach is that we go beyond simply producing generic backwards-looking financial reports. We work to make financial data relevant and actionable for school leaders and Board members by accompanying the historical data with forward-looking analytics and explanatory narrative.

IV. AUDIT AND 990 SUPPORT

EdOps plays a lead role in the annual financial audit to reduce the impact of that process on school staff. We prepare all financial items on pre-audit PBC lists and respond to requests that come up during field work. We also assist the auditor in preparing the school's annual 990 tax filing.

V. PAYROLL REVIEW

EdOps clients generally use a full-service payroll processor (e.g. ADP or Paychex) to manage payroll and associated tax remittances.

VI. ACCOUNTS PAYABLE

EdOps encourages schools to use an online accounts payable system to improve the efficiency of payables management. We support our clients with the implementation and ongoing management of that solution, including reviewing invoice coding and transferring data from the payables system into the general ledger.



VII. FEDERAL GRANTS ADMINISTRATION

EdOps assists schools with the financial portion of federal grants applications as well as completing reimbursement requests associated with spending under those grant programs.

Note that a draft statement of work offering a more detailed description of our services in each of the categories above is included at the end of this proposal.



Pricing

We will provide Services I-III and V-VII described above at a monthly rate of \$6,566. We have excluded Section IV (Audit & 990 Support) from the monthly rate, but we can provide our support hourly in FY26. Accordingly, we have adjusted our annual rate downward by \$12,000 as the FY25 audit is excluded. There is a one-time implementation fee of \$6,566 for work needed to successfully onboard the School.

Services may be extended to additional years through mutual written agreement of the parties with respect to price, scope, and period of service.

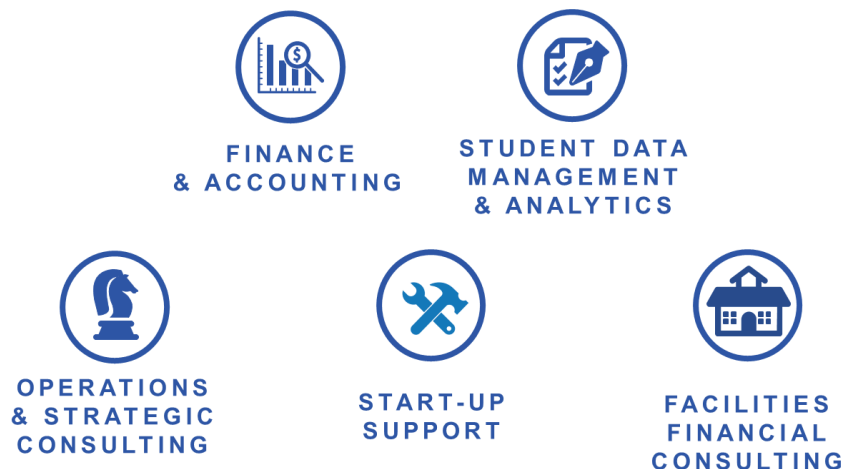
Data Migration & Transition Process

We can begin full services on July 1, 2025 with implementation beginning on June 23, 2025. Below is a list of requested systems access and other information to support a smooth transition:

- Accounting system credentials
- A/P system (Bill.com / Anybill) credentials
- Payroll system credentials
- Bank account login credentials
- Cash payment, i.e., Paypal system credentials
- Board and finance committee meeting dates
- Fixed asset and other balance sheet schedules updated through most recent close
- Work papers for most recent financial audit

About EdOps

Our experience with a wide variety of schools, from newly authorized charter schools to established independent schools and from micro-schools to multi-campus networks, enables us to quickly diagnose and help resolve financial and operational pain points. We are privileged to work with such a wide range of schools - supporting over 90 schools across multiple jurisdictions.



We offer analytical support to help our clients interpret their past and current operations, as well as the implications of future decisions. We act as an extension of the executive and operating team and strive to be a valuable team member to help our clients navigate the broad array of financial and operating challenges they face by offering both strategic and day-to-day execution support in key finance and operations areas.

EdOps currently serves charter schools in D.C., Louisiana, Maryland, Michigan, Missouri, and New York. This national perspective allows us to bring best practices from around the country to benefit a single school organization. At the same time, our model allows EdOps professionals to provide the hands-on, tailored, and responsive services that are required to effectively manage the finance and accounting function of a school.



We Serve a Wide Array of Schools



80,000	120+	97%
<i>Students served</i>	<i>Schools supported</i>	<i>3-year client retention rate</i>





**STATEMENT OF WORK
FINANCE AND ACCOUNTING SERVICES
2026 FISCAL YEAR**

THIS STATEMENT OF WORK (the “Agreement”) is made and entered into as of June 23, 2025 (the “Effective Date”) by and between Academy of Collaborative Education (the "School") and EdOps (hereinafter, separately a “Party” and jointly “the Parties”).

The following provisions are designated in accordance with the existing Services Agreement, which is incorporated herein by reference.

Nature of Services

Our service offering comprises complementary financial and business consulting and business process outsourcing services that are critical to successfully planning, launching, and implementing a financially sound and fiscally sustainable business model. The Services, detailed below, include creating a detailed budget, performing bookkeeping and accounting services, preparing financial statements and reports, providing analysis and insight on the School’s fiscal performance, supporting the School with financial aspects of federal grants administration, and acting as the interface for the School’s annual audit. Helping the School develop the organizational capacity to execute critical financial operating procedures and internal controls also cuts across our Services.

I. BUDGETING

EdOps provides technical support to School staff in preparing annual and multi-year budgets. Beyond performing the technical modeling work, we strive to ensure that the budget is a strategic document that captures the vision and direction of the School.

<p>EdOps Responsibilities</p>	<ul style="list-style-type: none"> ▪ Using its proprietary budget tool, EdOps will work with the School to create a detailed accrual-basis budget for the upcoming year and, as requested by the School for internal use, the following four years. ▪ EdOps will provide initial budget draft within three business weeks from receipt of a final set of assumptions from the School. This includes both single and multi-year budgets and facilities modeling. EdOps will provide budget updates within two business weeks from receipt of a final set of assumptions from the school. This includes both single and multi-year budgets and facilities modeling. While minor subsequent updates (e.g., adding or removing a position; updating a vendor contract amount) can be made more quickly (i.e., within 48 hours), major revisions of the budget generally require two weeks. An example of a “major revision” would be changes to the facilities financing assumptions. Given the impact of that and the long-running nature of those transactions, we want to ensure appropriate reviews are happening at different levels of the Finance Team. ▪ EdOps works with School staff to revise budgets, when required by the authorizer, during the year to reflect changing circumstances at the School or in funding levels. ▪ EdOps will provide the school with a protected Excel version of the budget that may be edited by the school. This protected version of the budget will have macros enabled to allow the school to make updates.
<p>School Responsibilities</p>	<ul style="list-style-type: none"> ▪ EdOps’ primary role is to facilitate the discussion and give financial form to the School’s ideas. EdOps can provide guidance, but managerial and budgeting decisions ultimately rest with School. ▪ The School’s Board of Trustees must approve the budget before the Authorizer’s annual deadline.



II. ACCOUNTING AND MONTHLY CLOSE

The foundation of the budgeting and analytical work we perform is strong basic accounting and bookkeeping executed in accordance with Generally Accepted Accounting Principles. We strive to carry out our accounting engagements with staff who are not only technically skilled and personable, but who are also passionate and knowledgeable about schools.

<p>EdOps Responsibilities</p>	<ul style="list-style-type: none"> ▪ EdOps prepares and records journal entries and maintains the general ledger according to accepted accounting standards. ▪ EdOps reconciles primary bank and investment accounts to the general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required. ▪ EdOps reconciles credit card accounts to the general ledger monthly or upon receipt of statements. ▪ EdOps records capitalized assets as provided by the School and records related depreciation and amortization in the general ledger. ▪ EdOps maintains necessary supporting schedules such as restricted net assets, grant/pledge discounts, loan amortization, etc. ▪ EdOps maintains the School’s chart of accounts and can use customized account codes (within reason) for unique features of the School program. ▪ EdOps can track revenue and expenditures by fund - e.g., Title I funds and expenditures. ▪ EdOps verifies that the School is receiving the correct amount of funds from the Louisiana Department of Education (LADOE) and/or charter authorizer. ▪ If the funds from LADOE or charter authorizer are not correct, EdOps tracks down the appropriate officials and alerts them of the problem. EdOps will use reasonable efforts to negotiate on behalf of the School in disputes with funding agencies over improperly calculated payments. ▪ EdOps trains appropriate personnel on accounting procedures and practices designed to support accurate record keeping.
<p>School Responsibilities</p>	<ul style="list-style-type: none"> ▪ The School will provide online read-only access to all bank accounts, credit card accounts, investment accounts and other accounts that EdOps will be reconciling. The School will provide any statements for which online access cannot be established at least 12 business days prior to when financials are due to the School or required to be submitted externally. ▪ A member of the School’s staff will be designated as the operational interface between the School and EdOps. That individual will respond promptly to all requests for information from EdOps staff regarding financial activity for the month including grants, pledges, contracts, obligations, contingent revenues or expenses, and generally any transactions or conditions which may impact the financial statements or forecast for the School under GAAP. ▪ The School will manage depositing incoming checks, cash, or other instruments into the School’s bank account(s) including making and maintaining copies of all checks to be deposited. ▪ The School will obtain/retain receipts for all credit card transactions, and file such receipts with each month’s credit card statement/reconciliation bundle. ▪ The School will provide information on grants, pledges, or other similar items that are pending, expected, or awarded. ▪ The School is responsible for obtaining a subscription to Quickbooks Online (or another mutually agreeable accounting system that EdOps can remotely access) and paying all associated fees. ▪ Note: Because EdOps needs bank statements to complete a financial close and adequate time to resolve questions with staff, full financial packages based on prior month financials cannot be delivered prior to the 20th of the month. All remaining financial information (e.g., credit card coding, deposit information, paper check documentation) must be received from the school at least 12 business days prior date of delivery to ensure it is properly coded or we cannot guarantee it will be accurately represented in that month's financials.

III. FINANCIAL STATEMENTS, ANALYSIS, AND BOARD SUPPORT

EdOps produces financial statements as part of its monthly close process. One of the cornerstones of the EdOps approach is that we go beyond simply producing generic backward-looking financial reports. We work to make



financial data relevant and actionable for School leaders and Board members by supplementing the historical data with forward-looking analytics and explanatory narrative.

<p>EdOps Responsibilities</p>	<p><i>Financial Statements</i></p> <ul style="list-style-type: none"> ▪ EdOps prepares a monthly YTD income statement compared to budget and balance sheet in time for board meetings and LADOE submission. ▪ EdOps can generate the following supplemental reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdOps); revenues; general ledger account balances. <p><i>Analysis and Board Support</i></p> <ul style="list-style-type: none"> ▪ EdOps critically reviews budget to actuals and updates the budget forecast on a quarterly basis. ▪ EdOps produces a cash flow forecast showing anticipated cash balances by month through the end of the fiscal year to assist the School with cash flow management. ▪ EdOps performs reasonable financial analysis that the staff or board requests. EdOps will also provide customized financial reports (within reason) for grant proposals. ▪ EdOps helps School leaders work through options to manage cash position, both excess liquidity and potential shortfalls. ▪ In addition to financial statements, EdOps provides a presentation summary and analysis of the financial statements so the Board and staff can quickly focus on the salient financial issues facing the School. ▪ EdOps will attend monthly board meetings or finance committee meetings by teleconference as requested (up to one per month) to present its financial statements, analysis, and forecast. ▪ EdOps can attend additional leadership meetings at the request of the School (e.g. both a Board meeting and Finance Committee meeting), but will bill hourly for meetings in excess of one per month, including travel and preparation time. ▪ As requested, EdOps can help the School leader find solutions to financial issues by recommending budget changes.
<p>School Responsibilities</p>	<ul style="list-style-type: none"> ▪ The School is responsible for providing EdOps with dates for any Board or Finance Committee meetings at which its support is needed at least 12 business days in advance. ▪ In performing financial forecasting, EdOps is dependent on the School for providing timely updates on operational items that impact financial performance such as new vendor contracts, changes in enrollment outlook, or new grant awards ▪ Financial forecasting is inherently uncertain. School is responsible for critically reviewing and forming its own judgment regarding the validity of any forecasts provided by EdOps.

IV. AUDIT AND 990 SUPPORT

EdOps supports the auditor during audit field work and in preparing the School’s annual 990 tax filing to reduce the impact on School staff.

<p>EdOps Responsibilities</p>	<ul style="list-style-type: none"> ▪ Before the beginning of audit field work, EdOps completes an internal close of the School’s financial books for the fiscal year. ▪ EdOps prepares all financial schedules on the auditor’s “Prepared by Client” or “School Assistance” list. ▪ EdOps provides face-to-face assistance as requested by the auditor during fieldwork and conducts follow up work responding to auditor’s financial requests. ▪ EdOps supports the School and auditor in preparing Form 990 tax-exempt organization annual filing. The audit firm is responsible for compiling and filing the form with the School’s approval. EdOps supports the process by providing financial information requested by the auditor.
<p>School Responsibilities</p>	<ul style="list-style-type: none"> ▪ The School will provide all information required to do a full year-end close two business weeks prior to the date financials are due to auditors (typically, one week prior to field work). ▪ The School will prepare the non-financial items required by the auditors and assist EdOps in resolving and reconciling all outstanding items and issues that arise as EdOps closes books for the year and prepares deliverables for the auditor.



	<ul style="list-style-type: none"> ▪ The school will prepare the human resources-related items required by the auditors. This includes any benefits reconciliation schedules. ▪ The School will assist the audit team during the on-site portion of the audit. This support will include providing access to files and requested documentation. ▪ Throughout the audit process, the School will provide EdOps and auditor with occasional clerical assistance. Clerical duties will include, but are not limited to, gathering and/or copying relevant documentation, including contracts, leases, invoices, bank statements, etc. ▪ For clarification, fees for audit and 990 are paid by the School, and it is the School’s and auditor’s sole responsibility to ensure these forms are filed. The School is solely responsible for the accuracy of all disclosures in the 990.
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V. PAYROLL SUPPORT

EdOps clients generally use a full-service payroll processor (e.g. ADP or Paychex) to manage payroll and associated tax remittances. EdOps serves as the primary interface between the School and payroll processor.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ EdOps serves as the primary interface with the School's payroll processing firm, communicating new hire information, time for hourly employees, payroll changes, and leave usage (if tracked through payroll) based on information provided by the School. ▪ At the request of the School, EdOps can prepare remittances for 401(k) or 403(b) and D.C. Retirement Plan contributions using information in official payroll reports. ▪ EdOps coordinates the preparation of Forms W-2 with payroll processor. ▪ Additional payroll runs outside of the normal semi-monthly / bi-weekly schedule can be completed by EdOps for an additional fee. This excludes any state-mandated payroll runs, e.g., in the event of a staff termination.
School Responsibilities	<ul style="list-style-type: none"> ▪ School will update an EdOps–provided spreadsheet payroll data file and provide it to EdOps at least 24 hours before payroll vendor’s data entry cut-off date for each pay date. The School is responsible for reviewing all payroll data prior to submission to the payroll processor as well as the final reports documenting payroll submission. ▪ The School is responsible for the accurate and timely transmittal of all employee-related payroll data to EdOps for entry into the payroll system including personal, tax, benefits, and other required information. ▪ The School is responsible for the administration of its employee benefits programs and the filing of Forms 1095 as required by the Affordable Care Act. This includes any recurring or annual reconciliations of staff benefit deductions. ▪ Note: School retains and pays the fees for the payroll processing company (e.g., ADP, Paychex).

VI. ACCOUNTS PAYABLE

EdOps coordinates schools’ usage of an online accounts payable system to manage payables in a modern and efficient manner. We support our clients with the implementation and ongoing management of that solution.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ EdOps reviews School staff coding of invoices (or performs initial coding if missing) in the School’s online accounts payable system on an agreed-upon schedule with the School. EEdOps will approve invoices outside of the agreed-upon schedule within 24 hours. ▪ EdOps serves as the primary interface between the School and its online accounts payable platform provider, managing issues such chart of accounts maintenance and system implementation. ▪ EdOps records in detail all transactions (bills, checks, deposits, etc.) into accounting software package. ▪ EdOps oversees the migration of check and invoice data from the online accounts payable system to the School’s accounting software. ▪ EdOps prepares Forms 1099 and Form 1096 for non-incorporated vendors and contract employees paid through AP (or via payroll).
School Responsibilities	<ul style="list-style-type: none"> ▪ The School will use an online accounts payable service (AnyBill or other mutually agreeable provider) and pay all fees associated with that service. ▪ The School will identify at least one payment authorizer who is responsible for approving all checks and invoice coding prior to release. Note that final coding and approval decisions are solely the responsibility of the School.



	<ul style="list-style-type: none"> ▪ The School will communicate to EdOps or tag directly in the online payable system all invoices that should be applied to federal or other grant awards. ▪ The School is responsible for obtaining W-9s for all vendors and for providing accurate tax ID and corporate form data on its vendors to EdOps to support filing of 1099s. ▪ School is responsible for preparation and distribution of any paper checks.
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VII. GRANTS ADMINISTRATION

EdOps will assist the School with the financial portion of the ESEA and IDEA grants applications as well as completing reimbursement requests associated with spending under those grant programs as specified below. As an optional hourly service, EdOps can provide support for any other awarded public grants not outlined below and any private grants. .

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ EdOps assists with the financial portion of the initial applications for many of the programs run through LADOE (e.g., Title I-II, IDEA, Title V-b). ▪ EdOps prepares draw requests for grant funds reimbursement for the School’s review and final approval. ▪ EdOps prepares grant budget revisions and reallocations as requested by the School. ▪ EdOps sets up fund accounting to track direct and allocated costs to grants.
School Responsibilities	<ul style="list-style-type: none"> ▪ The School is responsible for completing and submitting all grant applications. ▪ EdOps can complete drafts of financial and other portions of those applications, but the ▪ The School is responsible for reviewing those drafts, modifying them as needed, and ultimately approving a finalized application for submission. ▪ The School is solely responsible for the accuracy and suitability for funding of all grant applications and budget amendments, including decisions regarding which expenses to apply against a specific grant. ▪ The School is responsible for providing EdOps with any needed financial information (e.g., invoices to support reimbursement requests; confirmation of grant budget) one week prior to a grant submission deadline (e.g., application due date, final deadline for reimbursements submissions for that fiscal year). ▪ The School is responsible for spending funds as it has indicated in its approved grant applications, as well as retaining all required documentation to support that spending, including federal time and effort documentation for federally funded employees. ▪ The School is solely responsible for the accuracy and timely submission of all grants reimbursement requests. ▪ The School will involve EdOps in the grant budgeting process so EdOps can proactively contribute to the process and can remain current on all sub-budget tracking and reporting requirements. It is ultimately the School’s responsibility to ensure information on grant spending is communicated to EdOps, including specifically flagging which expense items belong to which grant.

VIII. REPORTING AND COMPLIANCE

EdOps will assist the School with the financial portion of any regular LADOE compliance requirements as specified below. As an optional hourly service, EdOps can provide support for any newly-created large scale compliance requests from LADOE. Any reporting that the School submitted in FY25 is included in our monthly rate and exempted from the hourly pricing.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ EdOps prepares financial statements for submission to the LADOE.. ▪ EdOps prepares and submits the Annual Financial Report to the Authorizer(AFR). ▪ EdOps prepares federal grants reporting such as SPED MOE, ESSA MOE, Title I Excess Cost ▪ EdOps prepares the fiscal portions of Federal Grants Monitoring conducted by LADOE. ▪ EdOps prepares ACT 370 reporting as required by authorizer
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School Responsibilities	<ul style="list-style-type: none"> ▪ The School is responsible for providing EdOps with any needed financial information the week prior to a compliance submission deadline. ▪ The School is responsible for the accurate and timely submission of compliance requests to LADOE. ▪ The School is responsible for the preparation of any non-financial elements of any compliance request.
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IX. FACILITIES ACCOUNTING AND LOAN REVIEW (REQUIRED - NOT OPTIONAL):

When the school enters into or terminates a loan or enters into a new, amends an existing, or terminates an existing lease obligation, EdOps will provide the following support.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ Loan Term Summary: EdOps reviews final loan documents and summarizes key terms, reporting requirements, and covenants to serve as a reference for important conditions and minimize the risk of default.
School Responsibilities	<ul style="list-style-type: none"> ▪ School is responsible for providing all final lease and loan documents. Loan documents should include all documents in the attorney-prepared closing binder, including the final note, loan agreement, and settlement sheet. Lease documents are to include the final executed lease agreement and all amendments that pertain to the lease in question. ▪ Loan Accounting: EdOps reviews final loan documents and prepares journal entries reflecting the new or terminated loan, builds debt cost and amortization schedules (if not provided by the lender), and responds to related auditor inquiries following the loan event. ▪ Lease Accounting: EdOps reviews lease documents and analyzes terms to determine the proper accounting treatment in compliance with ASC 842 lease standards, builds ROU lease schedules, prepares journal entries reflecting the new or amended lease, and responds to related auditor inquiries following the lease event.

X. FACILITIES SUPPORT (BILLED HOURLY)

As an optional hourly service, EdOps help schools prepare for and support the coordination of a facilities project through the following activities.

EdOps Responsibilities	<ul style="list-style-type: none"> ▪ Affordability Assessment – Review historic and projected financials to provide context on the past and evaluate the School’s capacity to support a range of rent, debt, and cash outlays for potential future projects. Potential debt is based on general market information and not particularized to the specific type of debt to be raised. ▪ Project Modeling –Based on direction by the School or its advisors, perform modeling of specific facility projects to help the School and its project team evaluate the School’s ability to support debt or lease payments over the life of the project. EdOps modeling will not include any advice and / or recommendations on which debt instrument to pursue. A municipal advisor acting as the Independent Registered Municipal Advisor (IRMA) must be engaged by the school if tax-exempt financing is considered. ▪ Underwriting Support –Work as an extension of the School’s finance team to answer lender questions during the underwriting and diligence period. EdOps participation in supporting the lender underwriting process will be related to a loan and not related to an issuance of municipal securities unless a municipal advisor acting as the IRMA is engaged by the School. ▪ Documents Review – Along with the School’s counsel and financial or municipal advisors, review draft transaction documents including leases, letters of agreement, letters of intent, memoranda of understanding, term sheets, and the like from an operational perspective and summarize covenants and conditions. EdOps participation in the review of transaction documentation does not involve any type of analysis work related to determining if municipal securities should be issued. ▪ Construction Draws - For construction loans, EdOps can work with the project manager to track project expenses incurred to date to support the project manager’s oversight of the
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	<p>overall project budget. <i>Note: School should check with its project manager to confirm whether this activity is already included in the project manager's scope of work.</i></p>
<p>School Responsibilities</p>	<ul style="list-style-type: none"> ▪ School is responsible for providing all legal documents, agreements, background information, and the like relevant to a given engagement. ▪ School is responsible for providing enrollment assumptions, staffing models, and all other inputs used in financial modeling and for critically reviewing and approving all financial modeling performed by EdOps. ▪ School is responsible for selecting legal counsel, a municipal or financial advisor, and other professionals necessary to support School with all legal, tax, or other aspects of a particular deal, as well as to assist in negotiating final deal terms in the areas related to their expertise. ▪ School and its project team are responsible for conducting lender solicitation and loan structuring for new or modified loan requests. ▪ School is solely responsible for the final decision with respect to which leases and financing instruments to enter into and for driving selected option to close.
<p>FACILITIES SUPPORT DISCLAIMER: The School is solely responsible for the decision to pursue and the ultimate execution of a future facilities project. EdOps does not serve as a real estate broker, perform lender solicitation, or provide advice or recommendations related to financing structure, including any issuance of municipal securities. School is responsible for selecting legal counsel and other professionals necessary to support all legal, tax, or other aspects of a particular project, as well as to assist in negotiating final deal terms in the areas related to their expertise. EdOps is not acting as a municipal advisor and does not have a fiduciary duty pursuant to Section 15B of the Exchange Act. The information provided by EdOps is not intended in any way to be used by the client as a recommendation to pursue an issuance of municipal securities.</p>	

Note on Expectations of School

EdOps' completion of the deliverables, in the format and per the timing noted above, is contingent on School providing the assistance and performing the functions noted in "School Responsibilities." Failure of School to offer such assistance and to perform such functions in a timely manner may adversely impact EdOps' ability to complete the Scope of Work as outlined above.

Fees for Services

Our fees for the aforementioned services I – III and V-VIII for the period **JULY 1, 2025** through **JUNE 30, 2026** will be at the monthly rate of **\$6,556**. Work of any type that is to be performed by EdOps after June 30, 2026, including specifically audit and 990 support, would require a separate statement of work and different fee structure. There is a one-time implementation fee of **\$6,556** for work needed to successfully onboard the School.

We have excluded Section IV (Audit and 990 Support) from the monthly rate listed above. Any work performed by EdOps related to Section IV will be billed at our hourly rates listed below. Accordingly, we have adjusted our annual rate downward by **\$12,000** for this time period. Additionally, work of any other type related to the time period prior to **JULY 1, 2025** will be billed at our hourly rates listed below.

Note that the fee above does not include facilities financing support, the preparation of responses to custom reporting requirements from lenders associated with existing debt, or the technical work required to establish proper accounting treatment for a new financing transaction including reviewing loan and other transaction-related documents. Because of the variable nature of the time required to provide financing support, EdOps bills it hourly, typically under a separate Statement of Work. Additional business consulting services not listed in the Nature of Services section and those explicitly identified as hourly be billed at our standard hourly rates, which are listed below.

- Finance Analyst: \$115/hour
- Finance Specialist: \$175/hour
- Finance Manager: \$220/hour
- Facilities Finance Team Support: \$235/hour to \$450/hour, based on team member

- Student Data Analyst: \$110/hour
- Student Data Specialist: \$150/hour



Student Data Manager: \$215/hour

Consultant: \$275/hour

Consulting Director: \$400/hour

Services may be extended to additional years through mutual written agreement of the parties with respect to price, scope, and period of service.

EdOps

By: _____
Authorized Signature
Dan Theisen
Printed Name
CEO
Title
6/23/25
Date

Academy of Collaborative Education

By: _____
Authorized Signature

Printed Name

Title

Date

Coversheet

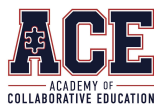
Vote on Student-Parent Handbook

Section: IV. Action Items
Item: B. Vote on Student-Parent Handbook
Purpose: Vote
Submitted by:
Related Material: 25-26.StudentParentHandbook.jcf.4.27.25.docx.pdf



**Student/Parent Handbook
2025-2026**

**Principal: Karen Roberson
Executive Director: Joellen Freeman**



IMPORTANT INFORMATION AT A GLANCE

The Academy of Collaborative Education (“ACE”) provides the following information for your convenience. Information is subject to change during the school year. Should a change occur, you will be notified via bulletins sent home with the students or through school newsletters. Should you have any questions regarding this information, please call the school office at 318.327-8223.

Office Hours 7:30 a.m. - 4:00 p.m.
Phone Number 318.450.7669
School Mailing Address 505 Glenmar Avenue
 Monroe, LA 71201
Principal Karen Roberson/kroberson@aceforasd.org
Executive Director Joellen Freeman / jcfreeman@aceforasd.org
Website Address www.aceforasd.org

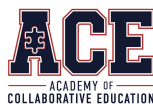
Board of Directors

The Board is responsible for meeting the mandates of the Board of Elementary and Secondary Education, the Louisiana Department of Education and the overall operation of the charter school.

- Board Chair: Amy Marcus - boardchair@aceforasd.org
- Vice Board Chair: Kara Maggiore - viceboardchair@aceforasd.org
- Secretary: Holly Allen - secretary@aceforasd.org
- Treasurer: Latner McDonald - treasurer@aceforasd.org
- Finance Committee Chair: Latner McDonald - financechair@aceforasd.org
- Governance Committee Chair: Kara Maggiore - governance@aceforasd.org
- Academic Committee Chair: Amy Marcus - academicchair@aceforasd.org
- Facilities Committee Chair: Davy Mize - facilitieschair@aceforasd.org
- Parent Volunteer Representative: Davy Mize - pvorep@aceforasd.org
- Board Member: Anna Grimmatt - trustee1@aceforasd.org
- Board Member: Richard Cannon - trustee2@aceforasd.org

FULL DAY

GRADE	DROP OFF	INSTRUCTION BEGINS	PICK UP
Kindergarten	7:35 - 7:47	7:47	3:00
1st - 6th	7:35 - 7:47	7:47	3:17



HALF DAY

GRADE	DROP OFF	INSTRUCTION BEGINS	PICK UP
Kindergarten	7:35 - 7:47	7:47	12:30
1st - 6th	7:35 - 7:47	7:47	12:30

Mission

The mission is to provide a best-in-class integrated academic and therapeutic school model for students with Autism Spectrum Disorder (“ASD”).

Vision

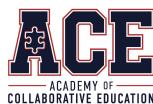
The vision of ACE is to provide access to an innovative academic environment that grows learners filled with curiosity, creativity, and critical thinking.

CORE VALUES

- **Passion** is the foundation that leads to a positive environment, celebrating the small and big successes, and working with gusto/enthusiasm.
- **Respect** is genuine listening and being open to others, being punctual and prepared, having kindness in actions and words, and understanding that everyone has a purpose and adds value to our school community.
- **Perseverance** is being dedicated to the success of the whole school, not giving up on yourself or others, and working through challenges.
- **Collaboration** is working together to achieve common goals, share ideas, build on each other’s strengths and solve complex problems, and is the norm at ACE.
- **Excellence** is growing and evolving with a desire to learn, and the ability to adapt and empower others; this is the expectation and the standard for ACE students.

At ACE, we believe...

- In cultivating an environment where all feel safe and respected to express their true selves without judgment.
- In celebrating successes, big and small.
- In communicating in a professional manner for all voices to be heard and valued.
- Collaboration and support are at the heart of our success.
- In persevering through challenges.
- In setting high expectations to change the educational narrative for all.



Enrollment Policy

ACE has established fair and equitable enrollment procedures to be used throughout the school year.

ACE will enroll all eligible students in grades K-6 who submit a timely enrollment application form unless the number of applications exceeds the capacity of the program, class, or grade level.

ACE shall give enrollment preference to students returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school.

ACE may give enrollment preference to and reserve capacity for pupils who are either children, grandchildren or legal awards of any of the following:

- (a) Members of the governing body of the school
- (b) Employees of the charter holder
- (c) Employees of the school
- (d) Directors, officers, partners or board members of the charter holder

Applications will be accepted year-round; however, open enrollment for the following school year will officially start December 1, 2025. At the end of the open enrollment period (December 31, 2025), for any grade level/program for which there are more applications than available spaces, a lottery for the relevant grade or program will be held and will be overseen by the Executive Director, and Principal, to select, at random, the students who will attend the school with no more than 18 students per grade, grades Kindergarten-6th. Students who are not selected through the lottery process will be put on a waitlist. Students will be enrolled based on their position on the waitlist, starting no later than April 1, 2026 if there are no students on the waitlist for that grade. For more information on the enrollment process, please request the enrollment policy from the office.

ACE may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

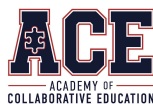
ACE shall not limit admission based on race, religion, gender, ethnicity, or national origin.

Parents/Guardians are not required to volunteer in order to be admitted, but involvement is highly encouraged to benefit our school community. Please contact your student's teacher or the Parent Volunteer Organization President to find out ways that you can volunteer and support ACE's mission.

STUDENT FEE POLICY

General Statement

ACE is tuition free. Families needing financial assistance are encouraged to communicate with school administration. We are committed to working collaboratively with families to make appropriate arrangements, including fee adjustments, payment plans, or waivers, as needed. Our goal is to ensure that all students are afforded the same opportunities as other students.



The following chart details current student fees. All fees are collected through the ACE website (www.aceforasd.org) via OSP. If for any reason a parent may need help with payment, contact the front office for assistance. Collected fees are used to defray the costs of the referenced supply or special in-classroom activities.

<u>Fee</u>	<u>Amount</u>	<u>Due Date</u>	<u>Purpose</u>
Classroom Supplies	\$30.00	August 30th of each school year	Providing classroom materials and resources to ACE students.

Families who would like to request an economic hardship fee waiver should contact the Principal or his/her designee. Waiver Assistance Request Forms will be evaluated based on a family's demonstrated financial need. Assistance requests that are denied may be appealed to the Executive Director. No student will ever be denied participation because of a lack of ability to pay a fee. Students will not be denied any other academic opportunity because of an inability to pay a fee. Furthermore, failure to pay any required fee shall not result in withholding a student's educational record. This fee policy also prohibits the assessment of any fees which are not outlined above.

EDUCATIONAL FOCUS

Attendance Requirements

ACE believes students need to be at school daily to maximize their learning opportunities. Daily student attendance at school maximizes student learning opportunities. It is critical that students and their parents make every effort possible to minimize the number of student absences from school.

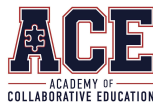
Excused Absences

Daily attendance in school is required.¹ Excused absences are absences which are not considered for truancy purposes and must be verified by ACE's supervisor of child welfare and attendance and/or the school principal. These excused absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

In accordance with Louisiana law, absences considered excused are:

- Extended physical or emotional illness (documented by acceptable excuses and verified by a physician or nurse practitioner licensed in Louisiana);
- Extended hospital stay in which a student is absent as verified by a physician or dentist;
- Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;

¹ Louisiana law requires students to be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) per school year.



- Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state;
- Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials;
- Observance of special and recognized holidays of the student's own faith;
- Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year;
- Absences verified and approved by ACE's principal or designee as stated below:
 - Prior school system-approved travel for education;
 - Death of an immediate family member (not to exceed one week)
 - Natural catastrophe and/or disaster;
 - Student personal illness or serious illness in the family; or
 - Pregnant and parenting students at a minimum of 10 days after the birth of a child.

For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the School.

Unexcused Absences

Unexcused absences include any absence not meeting the requirements set forth in the above definition of excused absences. This includes any job (including agriculture and domestic services, even in their own homes or for their own parents or tutors) unless it is part of an approved instructional program. Unexcused absences reflect poorly on student achievement, so we strongly encourage students to minimize the number of unexcused absences. ACE is responsible for a minimum number of instructional minutes for both state and IEP requirements. ACE takes this responsibility very seriously, and we count every minute of our school day to ensure that students meet these minutes and receive the maximum benefit possible from school.

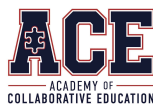
The following are some examples of missed school days that will be considered unexcused absences:

- Family trips
- Non-school related activities (sporting events, celebrations, trips)
- Truancy (non-attendance)

Non-urgent appointments should be made after school, or on early dismissal days or school holiday dates. Regularly scheduled medical or therapy appointments during the school day will be considered unexcused absences absent extenuating circumstances or unless otherwise allowed under the provisions regarding Behavioral Health Services for Students found in Bulletin 135—Health and Safety, or in the student's IEP or 504 Plan.

Absences Related to Mental Health

A student may be absent related to the student's mental health for up to three days in any school year, and such absences shall be excused when documentation/verification is submitted to ACE. The student will be given the opportunity to make up missed work. Upon the return to school



following the second day of mental health absence in any school year, the student will be referred to the appropriate school support personnel for guidance in addressing the underlying issue, which may include referral to medical services outside of the school setting.

Excessive Absences and Tardiness

Should a student reach ten (10) absences (excused or unexcused) within a semester, the ACE leadership team will meet with the parent/guardian to align interventions in an effort to support the student in regular attendance. A student's parents/guardians will be notified and asked to participate in this process to review the circumstances that led to the excessive absences.

Lateness to school and to class is disruptive to instruction. A student will be considered tardy to school if the student arrives after the instructional start time. Upon late arrival, the parent/guardian must sign the student in at the front desk.

Tardy includes but is not limited to a student leaving or checking out of school unexcused prior to regularly scheduled dismissal time at the end of the school day but does not include reporting late to class when transferring from one class to another during the school day.

A student shall be considered "habitually absent or tardy" either condition continues to exist after all reasonable efforts by a principal or other appropriate authority have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any month or if a pattern of five absences a month is established or as otherwise provided by law.

In accordance with applicable law, any student who is a juvenile and who is considered habitually absent or tardy (as defined above) shall be reported by supervisors of child welfare and attendance to the Monroe City Police Truancy Department as a truant child, pursuant to the provisions of chapter 2 of title VII of the Louisiana Children's Code relative to families in need of services.

Illness Policy

If your student appears to be ill in the morning before school, please keep your student at home.

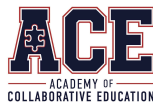
In general, students will be sent home from school if:

- If the student has a temperature of 100.4 degrees or more
- If the student is experiencing vomiting or diarrhea
- If the student has symptoms of a suspected communicable illness or condition.

Return to School Policy after Illness

If your student is sent home from school, please keep in mind the student not return to school until the student:

- has maintained a 98.6 degree (normal) temperature for 24 hours without being given fever reducing medication (such as Tylenol, Motrin, etc).
- Has had no vomiting and/or diarrhea for 24 hours from the last bout of either



- Student should be able to participate comfortably in daily school activities without signs or symptoms of illness.
- If a doctor provides specific return-to-school instructions, those should be followed.

If parents, guardians, or emergency contacts are called to pick up a student due to illness at school, it is expected that your student will be picked up as requested within one (1) hour of notification. ACE will use the emergency contact information that it has on file for parents. Please contact ACE's administrative assistant should you need to update this information at any point.

Chronic Illness Policy

When a student is identified as potentially requiring a plan to address significant absences associated with a chronic health condition, a Medical Certification Form shall be sent to the parents and returned to ACE within (30) school days. Please contact the school administrative assistant, Allison Dickens at 318.327.8223 or ajohnson-dickens@aceoforasd.org, for a Medical Certification Form to be signed by a physician and kept on file in our office.

Signing out Early

We strongly discourage parents/guardians from signing students out early for appointments, therapies or other engagements which can be scheduled on the weekly half-day Wednesday, during school breaks or after school hours.

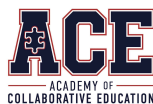
Students who must leave school early for unavoidable purposes must have their parent/guardian contact the school, and the parent/guardian must sign their child out at the front desk. Parents/guardians must remain in the lobby area until the child is escorted to the lobby from the classroom by a staff member. A parent/guardian must authorize in writing all additional family members or others who can sign their child out of the school.

Also, to avoid classroom disruptions, **students will not be released for dismissal 30 minutes prior to regular dismissal time except on an emergency basis.** This is to ensure that staff members have time to complete all academic lessons and proceed to staff posts to ensure that students can safely be dismissed to the car pick up line. Please help us keep all students safe by not routinely picking up your child early from school.

Identification for picking up a student

All adults authorized to pick up your child or receive your child from staff, must be listed on the authorized contact list.

- If someone who is not listed on the authorized pick up form must come into the office and show identification in order to pick up your child for that day. You MUST call the office with the details of the person who you are authorizing to pick up your child that day.
- If you have a new person picking up your child or receiving your child from the transportation staff, please ensure that we have written update authorization allowing us



to release your child and that person has their license with them when receiving your child.

- If someone is coming to pick your child up during the school day, please ask them to bring identification into the office so that they can verify the name with the authorized pick up list or you will need to call the office with the detailed information to pick up your child.

Parent Communication

ACE makes every effort to communicate proactively using different modalities for families that may include informational out dials for automated notifications for communication in the event of crisis, as well as school information, email, texts and direct phone calls. We also provide scheduled parent-teacher conferences up to four times per school year in an effort to maintain transparency, team collaboration and integrity during the academic/IEP progress.

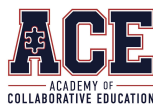
For any classroom concerns, the classroom teacher should be your point of contact. For any concerns not resolved through your child's classroom teacher, please reach out to the Principal, Karen Roberson at 318.327.8223 or at kroberson@aceforasd.org.

Way to effectively communicate with your child's teacher or service provider include:

- Email - please call the school if you need a specific teachers or service provider email address or find the teachers' email address in the [ACE Staff Directory](#) on the school's website.
- Phone - please feel free to leave a message with the office (318.327.8223) for your child's teacher, BCBA, SLP, OT, or PT. Staff members are requested to return calls within 24 hours. **Phone calls will not be transferred to the classroom during instructional hours.**
- Remind App - this will be set up with the teacher at the beginning of the year or when your student is enrolled.
- Communication Book/Daily Folder - ACE's Communication Book and Daily Folder is provided to communicate between families and the classroom.

Communication between school and home should remain respectful and collaborative. Inappropriate or unprofessional communication will not be condoned. ACE utilizes the following methods to communicate with parents and families for activity and event notifications:

- ACE website: www.aceforasd.org
- Monthly Calendars
- Remind App
- Communication Book
- Email



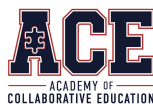
Bus Stop Expectations

- A student's parent, guardian or designee is required to accompany their child to the bus stop for pick-up and drop-off each day. Parents/guardians are required to be present at the assigned bus stop 10 minutes before and after the designated pick up or drop off time to account for unexpected traffic conditions.
- If a parent, guardian or designee fails to meet a student, the student will not be allowed to exit the bus and will be transported back to their school until a family member is reached.
- Repeated incidents of child abandonment at the bus stop will result in the family losing their bus riding privileges for a probationary time.
- If a child is placed on probationary bus suspension, it is the parent's or other authorized person's responsibility to ensure the child has transportation from school at the regular dismissal time.
- Absences due to lack of transportation will not be excused.
- If incidence of Bus Abandonment continues, the parent may be referred to an outside social services agency for intervention.
- Students riding buses will observe the route schedule published. Under no circumstances shall a parent/guardian make arrangements with a driver and vice/versa with regard to a change in the published stop.
- Riding the bus is an extension of the school and classroom. Behavior expectations while in the school building carry over while riding the bus to and from school. Students are expected to conduct themselves in an orderly and safe manner.

Conflict of Interest

ACE Staff are not permitted to accept any position (e.g. babysitting, home therapy, habilitation, respite, etc.) outside of the ACE organization with a current student. This is considered a conflict of interest to work with a current student outside of the school for any other organization or private funding. This is to protect the privacy of all students and maintain the professional relationship between school personnel and families.

This policy protects the employee from being placed in an uncomfortable situation and possible ethical dilemma. It is very important to ensure proper and appropriate boundaries for the protection of the student, families, and staff members.



Grade Reporting

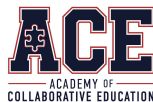
Interim reports and report cards will be distributed as follows:

Grades K		
90% - 100%	A	Fully Attained, 75 - 100% independently
80% - 89%	B	Mostly Attained, 50 - 75% with assistance
70% - 79%	C	Partially Attained, 25 - 50% with assistance
60% - 69%	D	Minimally Attained, less than 25%
59% - Below	F	Unable to participate / no response
Grades 1 - 5		
90% - 100%	A	Fully Attained, 75 - 100% independently
80% - 89%	B	Mostly Attained, 50 - 75% with assistance
70% - 79%	C	Partially Attained, 25 - 50% with assistance
60% - 69%	D	Minimally Attained, less than 25%
59% or below	F	Unable to participate / no response

Homework Policy

Homework may be assigned to students across all grade levels, tailored to each student's specific needs and capabilities. It should serve as a continuation of classroom activities, fostering independent learning and skill development. Collaboration between home and school is crucial in guiding students toward knowledge discovery and self-sufficiency. Since growth and learning are individual processes, the time required to complete homework will vary from student to student and project to project, increasing as they progress through school.

If a child struggles with an assignment due to lack of understanding, parents are encouraged to review the directions and offer assistance as needed. If the difficulty persists, a note can be attached to the assignment for the teacher's attention. Homework not only reinforces learned skills but also provides insight into students' comprehension of previously taught concepts. If multiple students encounter challenges with a particular concept, adjustments may be made in the classroom instruction. Parents are urged to communicate with teachers if their child consistently struggles to complete homework within the allotted time. Modifications to homework tasks can be arranged with teacher involvement, often with a simple note on the homework paper sufficing.



Allergies

ACE is a **Peanut Free and Seafood Free** environment. No peanut products or seafoods are permitted on campus. Please do not send students to school with **any peanut or seafood** related products. In addition, all students must have an updated Student Allergy List on file each year listing all diagnosed allergies. Families are encouraged to inform the School Nurse of additional allergies if changes occur throughout the year, so that additional precautions can be taken in specific classrooms as well as common areas. ACE reserves the right to request medical documentation to verify listed allergies.

Lice/Nit

If a student is found with active, adult head lice or nits, parents/guardians will be contacted and the student will be sent home for treatment. The parent/guardian may be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked by the School Nurse upon return to school and allowed to remain in school if no active head lice/nits are detected.

Upon the student's return to school, if it is determined that the student remains infected with head lice/nits, the school shall contact the student's parent/guardian to discuss additional treatment. As needed, additional resources may be provided and/or referral to the local health department, health care provider, or other agencies.

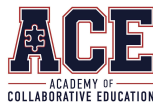
When it is determined that one or more students in a class or school are infested with head lice/nits, the Principal will notify parent/guardians of students in the class or school and provide them with information about the detection and treatment of head lice/nits.

Staff shall maintain the privacy of students identified as having head lice/nits.

Visitor Procedures

ACE welcomes and encourages visitors into the school and understands there are a variety of reasons to visit our school. To comply with safety and emergency management procedures, it is important for ACE to know exactly who is on the school campus at all times. ACE requires all visitors arriving and departing, during school hours, to utilize the visitor's log indicating visitor's name, signature, date, time and purpose of the visit.

- Visitors do not have "automatic entry" rights. All visitors will report to the office before proceeding to a particular area of the school.
- All visitors will be required to complete details in the school's visitor's log indicating name, signature, purpose of visit, time in/time out, and date.
- All visitors will receive a visitor name tag prior to proceeding into the main school area.
- Due to the nature of the students served at ACE, interruptions and distractions in the classroom must be kept to a minimum for all students in the room.
- Observation visits must be pre-approved by a member of the administrative team and will be limited to one 30-minute visit, per appointment once a quarter, for a maximum of (4) tour visits



per school year. We ask that all families wait (6) six weeks into the school year before scheduling visits and observations to give students and staff time to adapt to their new school routines without disruptions. Please contact Principal Karen Roberson to make arrangements for observations at least (1) one week in advance of the intended visit.

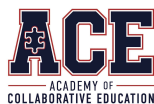
- Visitor identification is required
- A signed Release of Information form will also be required to sign if a person other than the parent/guardian is observing.
- Visitors will also be required to sign a confidentiality agreement [form](#).
- An ACE staff member will accompany the visitor to the observation area.
 - Observations take place outside of the classroom in order to reduce distractions or disruptions.
 - Teachers and therapists are not able to take instructional time to discuss class events, procedures, or student matters at the time of observations. If there are questions, please arrange a time before or after school to speak with the teacher or therapist.
- All visitors must sign out at the front desk when leaving the school facility.
- No more than 2 visitors are allowed to visit a classroom at a time for observations.
- ACE requests that siblings or small children are not brought along during scheduled visitations.

School administrators, or persons acting in their absence, are authorized to refuse entry to the school to persons who do not have legitimate business at the school or do not have proper signed documentation. Any unauthorized person or persons engaging in unacceptable conduct will be asked to leave the school grounds.

Parent Observation Protocol

All observing parties must comply with the following conditions:

- The sole purpose of a classroom visit by a parent/guardian is to observe their student and the instructional program being presented within the allotted time frame (**no more than 30 minutes**).
- Observations are limited to **four times per year, once a quarter following the first six weeks of school**.
- At no time should a parent's motive for or focus of a classroom visit be to observe another student in the classroom. If the Principal has knowledge that the focus of a parent's visit is to observe another student, the Principal reserves the right to deny a requested visit or to end a visit that is in progress.
- Parents/Guardians are expected to enter the observation area escorted by an ACE staff member. The expectation is that the observation is conducted with no distraction or disruption to teaching or to the classroom environment.
- Parents/Guardians wishing to discuss their student's behavior after the observation should schedule a separate conference with the teacher, Program Director or Principal via email or phone call.



- No audio or video taping of the classroom is permitted at any time without prior written approval of the Principal or Executive Director. Electronic devices which could be used to video or audio record should not be visible during the visit.
- The Principal or administrative designee will be in the observation area at the time of the observation.

School Paperwork/Payment Deadlines

ACE operates under the supervision of several different regulatory bodies at both the state and federal level that impact every procedure from IEP’s to instructional minutes to expenditures and reporting requirements. As a result, we are frequently audited and some reports have tight deadlines.

We will provide three opportunities for you to respond to requests for information (e.g. records, RSVP’s for meeting/events, etc.) via form letter addressed in an envelope to the parent, hand-delivered or sent via postal service, email, and/or phone (text or phone call). After those three opportunities, you and/or your child’s ability to participate in the meeting/event or activity may not be guaranteed.

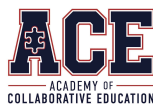
ADMINISTRATIVE POLICIES

Grievance Procedures

It is the Academy’s policy to ensure that students and/or parents/guardians with a grievance relating to the Academy, its administration, and/or other employees shall, except otherwise set forth below, use a procedure which may resolve grievances as quickly and as fairly as possible.

The grievance procedure, as set forth below, is clearly outlined and distributed to all families and staff in the Family/Employee Handbook.

Process	Guidance
Stage 1	
If a parent/guardian or a student has a grievance you should discuss it informally with the teacher, administrator, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.	<i>Informal discussions should resolve the vast majority of grievances. NOTE: Grievance or information involving an ongoing or imminent threat to a student's well-being should skip this stage and be immediately directed to the Principal.</i>
Stage 2	
If the matter is not satisfactorily resolved, the parent/guardian or student may raise the matter, in writing, with the Principal, who must give a response within five working days. This response may take the form of a letter and/or follow-up meeting with the family and any employee(s) involved in the matter. This	<i>The Principal is the acting supervisor over all school employees.</i>



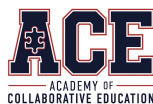
meeting will be led by the Principal.	
Stage 3	
If the matter is still not satisfactorily resolved, the parent/guardian or student may raise the matter to the Executive Director's office by addressing the matter in writing to the Executive Director, who must give a response within ten working days. This response may take the form of a letter and/or follow-up meeting.	<i>The Executive Director's office oversees the Principal.</i>
Stage 4	
If the matter is not resolved to your satisfaction, and the parent/guardian or student wishes to pursue this matter further, the individual should put the grievance in writing to the President of the Governing Board of Directors. The President will formally respond by setting a meeting or taking another course of action within 30 days. If the Board as a whole is convened to address the grievance, all applicable public open meeting laws will be followed, including prior notice and the right of the employee(s) directly involved in the matter to request an open meeting or an executive session for the hearing. The Board's decision is final.	<i>Stages 1, 2 and 3 must be completed before the action is brought to the Governing Board of Directors. A response by the Board may include a dismissal of the grievance, a formal reprimand of the school employee(s), or Principal, and/or a directive for staff to develop an additional policy recommendation for Board consideration.</i>

Telephone Use

Students are not allowed to use the office telephone unless it is an emergency and such use has been approved by administration. Calls originating from the school will be strictly supervised. **No student will be called to the office to receive personal phone calls.** An administrator will deliver emergency messages to the student. An emergency is an illness or death in the family. Transportation changes, changes in scheduled appointments, etc. are not considered to be emergencies. Cell phones must be kept off and in bags outside the classroom. No flower or balloon messages will be delivered to students at school.

Up-to-Date Contact Information

We must be able to contact you (or your designated substitute) during the day. Parents/guardians are required to notify the school office whenever there is a change in home, work, or cell phone numbers or other emergency contact information. That includes changes to a student's medical history or any other condition that affects students participating in school programs.



DRESS CODE

General Statement

ACE believes a uniform dress code is an important part of a safe, orderly school environment where the focus is on student learning. A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. **The Administrative Team at ACE reserves the right to interpret appropriate school attire.** Students are expected to follow these guidelines.

Every student in attendance **must** wear a school uniform and may be purchased from the school store online at www.aceforasd.org.

Shirts:

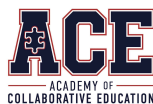
- Red short sleeve and long sleeve polo shirts with ACE logo printed in the left upper quadrant are required Mondays, Tuesdays, Thursdays, and Fridays - These can only be purchased through the ACE Store online.
- Red ACE t-shirt for **Half-day Wednesdays and Field Trips** - These can only be purchased through the ACE Store online.
- Shirts must be tucked into pants (front and back).
- Long or short-sleeved t-shirts may be worn under the school polo, but only in school colors, which are red, navy, or gray.

These are the only shirts permitted to be worn in school.

Students NOT wearing a uniform polo or henley shirt with the ACE logo will not be permitted to attend school. This is a safety concern for our students and staff. Failure to wear the school uniform with the logo will result in disciplinary action - notice of concern, parent conference, etc. **Parents/Guardians may also contact ACE to receive an economic hardship form (Assistance form) for the cost of required uniforms, which will be granted on a case-by-case basis and only in rare circumstances.**

Slacks/Shorts/Skorts

- Khaki or navy slacks, shorts, or skorts are permitted
- Slacks and shorts with belt loops, a belt (black or brown) must be worn and shirt must be tucked into the front and back of pants
- Shorts must be knee length
- Skorts must have biker shorts connected or worn separately underneath
- Skorts must be fingertip length above the knee
- No blue jeans unless notified for designated event days
- NO sweatpants, jumpers, skirts, leggings, biker shorts (unless under a skort) or athletic shorts are permitted



Acceptable colors for slacks/shorts/skorts are as indicated above, khaki or navy. All uniform slacks/shorts/skorts must be worn with a belt through the belt loops, worn at the natural waist, be in good repair and be of appropriate size. Overly large, overly long, tight fitting and short shorts are not acceptable. Shorts and skorts must be knee length, **no** cargo pants or capri slacks are permitted. **NO** jeans of any color or style. Belts must be brown or black, and cannot have any designs or studs. Skorts but not skirts are permitted. Jumpers are not acceptable, as they cover the logo on the polo.

Jackets/Sweatshirts

- Red light-weight jersey full zip jacket with ACE logo in the upper left quadrant
- Red sweatshirt with ACE logo in the upper left quadrant
- For colder weather, please allow your student to wear a heavy coat (of any kind) with uniform jacket or sweatshirt underneath for inside the classroom.

Backpacks

For safety reasons, ALL backpacks must be clear. At the beginning of the year, each student will receive a colored identification tag that will be zipped tied to their backpack. This will ensure all backpacks are kept in their designated area and are identified to each student.

Hair

Natural or protective hairstyles or hairstyles historically associated with race, such as afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls and hair styled to protect hair texture or for cultural significance, are permitted. Unless falling under the aforementioned protections, hair should be neat and clean, and **no hats**, bandanas, or headbands may be worn.

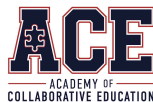
Shoes

Students must wear closed shoes at all times, no “mules”, slippers or “slides”. No heavy military type boots, shoes with metal tips or steel toes may be worn. Tennis shoes are preferred with Velcro or conventional laces. Crocs are permitted, but not preferred for safety reasons. Crock straps must be worn around the heel. **Heelys are strictly prohibited.**

Socks

Crew or tennis length may be worn. Fishnet stockings or other inappropriate leg wear is not acceptable.

Please send an extra set of clothes in your child’s book bag each day in the event that your child’s outfit becomes soiled or dirty. This may be a plain polo shirt and pants, but it must be red (top) or khaki (pants). If your child was given a change of clothes from school, please wash and return these items the following day.



In General

Students may wear one pair of stud style earrings or small hoops. Medium and large hoops are not permitted because of safety reasons. No other body piercing or cartilage piercing is permitted. At no time are students permitted to wear anything offensive, immodest, or deemed inappropriate by the administration. No gang attire, “Gothic” look attire, dog collars, spiked jewelry, etc. or any other accessories deemed inappropriate by the administration are permitted. Only a watch, bracelet, thin necklace, if tucked inside the collar, may be worn.

HEALTH

Accidents

In the event of an accident, a trained staff member will administer initial treatment of minor injuries. The student’s emergency contact will be notified by phone whenever treatment is administered. In the event of a more serious accident, the EMTs will be called and dispatched. The emergency contact will be notified immediately.

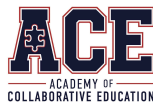
Emergency Cards

Emergency cards must be completed for every student. Up-to-date information allows the office to contact parents/guardians in the event of an emergency. Therefore, it is extremely important to notify the school immediately if there is a change in address or telephone number(s) at home and/or work. For similar reasons, ACE also needs current addresses and telephone numbers of child-care providers and the person to contact in case of an emergency.

Parents/guardians are required to notify the school office whenever there is a change in home, work, or cell phone numbers or other emergency contact information. This includes changes to a student’s medical history or any other condition that affects the student’s participation in school programs.

Medication

1. Prescription medication may only be administered by the School Nurse upon the receipt of a Medication Administration Form completed and signed by the student’s medical provider and legal parent/guardian. The front office or School Nurse will have a copy of the form for parents to take to the medical provider. .
2. Medication **must be in the original prescription bottle**. Your pharmacist may give you a second, labeled bottle for medication administration during school hours.
3. Medication should be given directly to the School Nurse, by parent/guardian.
4. **Students may not have prescription or over the counter medication in bookbag, lunch box, or in their possession of any fashion. All medication, regardless of prescribed or over the counter, follows the rules of the medication policy for the safety and welfare of all students. Violation of this policy may result in a child’s suspension from school.**
5. It is the responsibility of the parent to make sure there is enough medication held by the School Nurse. **Parents are responsible for ensuring medication does not run out at school.**



Immunizations

The Louisiana Immunization Requirements for Students (R.S. 17:170) requires all elementary school students to have an up-to-date immunization record on file for school attendance. Review bulletin 1508 for more information regarding required immunizations. If your child is exempt from immunizations due to medical or religious/philosophical reasons, a signed immunization exemption form must be on file in accordance with the Louisiana Department of Education. [STATEMENT OF EXEMPTION FROM IMMUNIZATIONS](#)

All records must be on file PRIOR TO A STUDENT ATTENDING SCHOOL PLEASE NOTE: The state mandates that a child without an immunization record on file will not be allowed to attend classes until the school receives the immunization record or exemption form.

CODE OF CONDUCT

Child Abuse

ACE maintains strict adherence to the Louisiana laws and statutes governing the reporting of suspected child abuse. All individuals required to report suspected child abuse are protected by state law from criminal liability.

Child Find

ACE will identify, locate, and evaluate all children with disabilities within their population who are in need of special education and related services, regardless of the severity of their disability. In its identification process ACE will include children who are suspected of being a child with a disability and in need of special education, even though a student is:

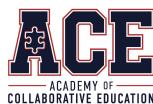
- Advancing from grade to grade
- Highly mobile, including a migrant student

ACE will inform the general public and parents within its population of the responsibility for special education services for students aged three (3) through twenty-one (21) years of age, and how those services may be accessed including information regarding early intervention services for children aged birth through two (2) years of age. Services for an eligible student with a disability shall extend through the conclusion of the instructional year during which the student attains the age of twenty-two (22). ACE will require all staff members to review the written procedures related to child identification and referral on an annual basis, and maintain documentation of the staff review. Identification screening for possible disabilities shall be completed according to and in compliance with LA Bulletin 1508.

Annual Notification of Rights under FERPA for Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day ACE receives a written request for access.



Parent/Guardian or eligible students who wish to inspect their child's or their own educational records should submit to the Principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

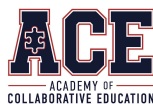
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/Guardians or eligible students who wish to ask ACE to amend an educational record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, virtual school representative, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. .

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

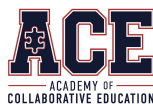


4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the ACE to comply with the requirements of FERPA. The name and address of the Office that administered FERPA are:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent:

- FERPA permits the disclosure of PII from students' education records, without consent of the parent/guardian or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent/guardian or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents /Guardians or eligible students have the right to inspect and review the record of disclosures.
- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
- To officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as the state educational agency in the parent or eligible student's state (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35.
- In connection with an audit or evaluation of federal- or state-supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf (§§99.31(a)(3) and 99.35). In connection with



financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).

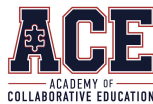
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)).
- To organizations conducting studies for, or on behalf of, the school to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a) (10)).
- Information the school has designated as "directory information" under §99.37. (§99.31(a) (11)).

Disciplinary Policies and Procedures

ACE follows disciplinary policies and procedures as defined in the Individuals with Disabilities Education ACT (IDEA).

Students who attend ACE may not bring to school or have in their possession any item that may be classified as a weapon (examples: guns, knives, matches, lighters, etc.). A student who brings such items to ACE may be required to participate in daily searches of person or personal possessions thereafter to ensure the safety of the student and others. Possession of these items may be considered grounds for recommendation of suspension.

Assaultive behavior by students (use of a weapon or object used as a weapon or battery against a staff person or another student) will not be tolerated at ACE. The parents, caregivers, or guardians will be notified immediately in the event assaultive behavior occurs. A recommendation may be made for suspension, a Manifestation Determination meeting, or a review of placement.



Suspension of Programming

A student's attendance at ACE may be suspended on the following basis:

1. Clinical necessity, i.e., a student demonstrates a psychiatric or medical instability or condition that compromises effective education. An intervention and/or alternative placement may be considered by an IEP team consisting of parent/guardians and school professionals.
2. Educational necessity, i.e., a student requires educational programs or services that currently cannot be provided satisfactorily in an ACE program. An alternative placement may be considered by parents/guardians and school professionals.

Administrative suspension of programming may occur based upon a decision by the principal and/or executive director. If the decision to suspend a student is made, then an IEP meeting may be held if needed. An administrative suspension may be effective immediately, or upon determination of need by administrative review, to determine a course of action through clinical intervention, change of placement or programmatic modification. Parents will be notified via phone and email of any suspension of programming for their respective student.

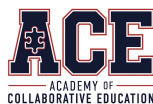
Cause for Suspension:

- Serious threats or acts of violence towards others (students or staff members)
- Repeated severe disruption that threatens the learning or safety of others
- Physical aggression resulting in the harm of student(s) or staff member(s)
- Bullying, harassment, or intimidation that violates school policies
- Possession of illegal weapons, illegal substances, or dangerous items.
- Possession of prescription or over the counter medications

In rare cases, a student may be subject to a long-term suspension or expulsion. Policy and Procedure for a Manifestation Determination Meeting must be held for any student with an Individualized Education Plan in accordance with IDEA. A student's family may elect to appeal a decision to impose a long-term suspension or expulsion to the School Disciplinary Committee and may elect to appeal a decision to the Board of Directors. The family may make a final appeal to the Board of Directors. The family may bring counsel with them if they so desire. In all events of expulsion, the Principal and Executive Director of ACE will work in conjunction with the family to find the best possible alternative educational setting.

Crisis Prevention

ACE employs the principles of Applied Behavior Analysis (ABA) to minimize and extinguish maladaptive behaviors. ABA is used as a daily protocol to help students manage their behaviors in a positive and proactive way. If a student escalates into a crisis, becoming a danger to himself or others, CPI is a training program staff members receive certification to **Nonviolent Crisis Intervention®**. This method helps school staff prevent, de-escalate, and safely manage challenging or aggressive behavior. The focus is on early intervention, using calm communication and supportive strategies before a situation becomes a crisis.



If physical restraint ever has to be used, CPI trained staff do so safely and **only** as a last resort, always protecting the dignity and safety of the student. [RS 17:416.21](#)

Bullying Policy

ACE is committed to providing a safe, positive, productive, and nurturing education environment for all its students and encourages the promotion of positive interpersonal relationships among members of the school community [LDOE Bullying Report](#).

Bullying, harassment, cyber-bullying, and/or hazing toward any member of the school community is strictly prohibited and will not be tolerated. Bullying is when a student causes another student to feel less safe, fearful, or like they are unable to participate in school. Bullying often involves an imbalance of power and can include physical, verbal, or psychological actions against a student. Bullying can also happen through communications, including social media. Bullying can negatively impact the victim, as well as bystanders.

Bullying is a pattern of:

- written, electronic or verbal communication that threatens harm.
- obscene gestures, taunting, or malicious teasing
- persistent shunning or excluding a student.
- physical harm, such as hitting, pushing, or damaging personal property.

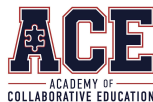
Harassment occurs when the speech or actions are so severe, pervasive, or targeted towards a particular person or group of people that it hinders the ability to get an education or receive educational benefits, significantly harms his/ her well-being, physically harms or places him/her in reasonable fear

of physical harm, substantially interferes with his/ her rights, or intimidates the student because of his/her identity or protected class (race, nationality, ethnicity, gender, age, disability, religion).

Cyber-bullying is the transmission of any electronic text, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person. This action can be in the form of phone calls, text messages, photos, videos, or even social media posts. Simply put, it is the act of “bullying” with the use of an electronic device.

Sexting is the sending of sexually explicit digital images, videos, text messages, or emails, usually by cell phone or computer.

Hazing is any intentional, knowing, or reckless act that is directed against another person when both of the following apply:



(1) The person knew or should have known that the act endangers the physical health or safety of the other person or induces the student to endanger his/her own mental or physical health or safety or causes severe emotional distress.

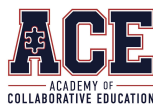
(2) The act was associated with pledging, being initiated into, affiliating with, participating in,

Reporting Bullying, Harassment, and Other Prohibited Behaviors

If you are the student or parent/guardian and need to report a case of bullying, harassment, or other prohibited behaviors, you can complete this Bullying Report Form and submit it to the appropriate principal or executive director no later than two days after the bullying incident. Any verbal report should be made on the same day as the bullying incident is witnessed or otherwise learned about.

All properly reported complaints about bullying and prohibited behavior shall be kept confidential and promptly investigated the next business day during which school is in session.

- Upon receipt of the bullying report, the principal/executive director shall initiate an investigation into the incident. The investigation shall include an interview of the reporter, the victim, the alleged bully, and any witnesses and shall include copies or photographs of any evidence. Documented interviews of the victim, alleged offender and witnesses will be conducted privately, separately, and confidentially after notifying the parent/guardian of the bullying allegation. The investigation must be completed no later than ten (10) school days after the date the written report of the incident is submitted to the appropriate school official.
- ACE shall notify the parent(s) and/or guardian(s) of the involved students before conducting any interview related to a bullying investigation. The parent(s) or legal guardian(s) must be given the opportunity to attend the interview with the student as part of the investigation.
- After the investigation is complete, the principal/executive director will compose a written document containing the findings of the investigation. The document will be maintained by the school. The principal/executive director shall notify the complainant of the findings. If the discipline code has been violated, appropriate disciplinary action shall be taken. In such an event that disciplinary action is taken, the findings of the investigation and disciplinary action will be placed in the perpetrator's student record. Victims and offenders may be referred for counseling if needed.
- Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation concerning prohibited behaviors will not be tolerated. Retaliation and intentionally making false reports will result in disciplinary action.
- If the school and/or superintendent does not take timely and effective action to address the incident, the student or parent/guardian may report the incident to the ACE Board of Directors. The ACE Board of Directors will promptly investigate any properly reported bullying the next



business day. If the ACE Board of Directors does not take timely and effective action, a parent/student/ or school employee may report the bullying to the Louisiana Department of Education.

Disciplinary procedures for pupils who have admitted or been found to have committed incidents of harassment, intimidation, or bullying, include but not limited to:

- Time out of class (Alternate Learning Location)
- Lunch/recess detention
- Community Service (inside school)
- Additional staff supervision
- Peer mediation groups
- Suspension

Title IX Policy and Procedures

In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment and discrimination on the basis of sex are prohibited. This policy covers all ACE students and applies to ACE students' and employees' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop in accordance with federal law.

ACE's Title IX Coordinator is:

Joellen Freeman, Executive Director
505 Glenmar Drive
Monroe, LA 71201
318.450.7669 | jcfreeman@aceforasd.org

The Title IX Coordinator is designated and authorized to coordinate ACE's compliance with Title IX.

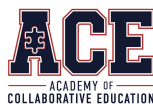
Definitions

“Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” is conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct;



2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state and federal law.

Under certain circumstances, sexual harassment of a student may constitute sexual abuse as defined under state law. In such situations, ACE will comply with applicable law and school policies regarding the reporting of suspected abuse to appropriate authorities.

Behaviors that constitute sexual harassment may include, but are not limited to:

1. Sexually suggestive remarks;
2. Verbal harassment or abuse;
3. Sexually suggestive pictures;
4. Sexually suggestive gesturing;
5. Harassing or sexually suggestive or offensive messages that are written or electronic;
6. Subtle or direct propositions for sexual favors; and
7. Touching of a sexual nature.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

Title IX Procedures

Reporting an Incident of Sexual Harassment or Retaliation

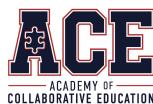
Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by email to the Title IX Coordinator at any time regardless of whether the person is the alleged victim of the conduct. ACE students who believe they have been subject to or observed conduct that violates this policy must report that information to the Title IX Coordinator. Sexual harassment/discrimination complaints will be handled using the grievance procedures set forth below.

A report under this policy will need to include the nature of the alleged violation, names of persons responsible for the alleged violation (when known) and any other relevant background information.

Confidentiality will be maintained to the extent possible, and no retaliation will be allowed to occur as a result of good faith reporting of sexual harassment.

Initial Contact with Complainant

Upon receiving an initial report of alleged sexual harassment, whether through a report, a formal complaint (defined below), or an actual knowledge report from an ACE student, the Title IX Coordinator shall promptly and confidentially contact the Complainant to discuss the availability of supportive



measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint, if applicable.

Supportive Measures

The Title IX Coordinator shall offer supportive measures to both the Complainant and the alleged Respondent, either before or after filing a formal complaint or following a report where no complaint has been filed. The supportive measures are non-disciplinary, non-punitive, individualized services. They shall be designed to restore or preserve equal access to the ACE's educational program and activities without unreasonably burdening the other party and offered without charge. Supportive measures may include counseling, class modifications or schedule changes, and/or increased monitoring and supervision as the Title IX Coordinator deems appropriate.

Emergency Removal

The school may remove a respondent from the school's education program or activity on an emergency basis after it conduct an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If emergency removal is deemed appropriate, the person the school is removing will be provided with notice and an opportunity to challenge the basis of his/her/their removal.

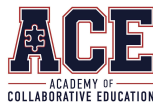
Initial Assessment

Once a complaint or notice of any allegation of sexual harassment is received, the Title IX Coordinator will make an initial assessment of the reported information and respond to any immediate health or safety concerns raised by the report, including promptly contacting the complainant to discuss the availability of supportive measures and the process for filing a formal complaint.

Grievance Process

While the time frame to resolve a reported incident may vary from case to case, depending on the specific facts and circumstances, it is expected that in most cases complaints will be resolved within 120 days, not including appeals. If the process takes longer than 120 days, both the complainant and respondent will be notified in writing.

The respondent is presumed not responsible for the alleged conduct. The school uses the preponderance of the evidence standard in investigations of complaints alleging sexual harassment and any related violations. This means that the investigation determines whether the allegations are more likely than not true.



Formal Complaints

If a formal complaint (a written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation) is filed, the Title IX Coordinator or an assigned investigator with training in Title IX investigations will investigate the allegations unless they are summarily dismissed per below. The investigation will evaluate all available evidence and may include witness interviews, review of relevant documents, and consultation with other staff members, as necessary. The Title IX Coordinator or investigator must be free from conflicts of interest or bias.

Upon a determination that the Respondent engaged in prohibited behavior (pursuant to the procedures set forth below), ACE may:

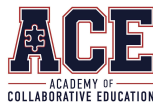
- Offer the Complainant any remedies that will restore or preserve the Complainant's access to ACE's educational program and activities, including any support measures. These remedies may be kept confidential to the extent deemed necessary by ACE.
- Impose any disciplinary sanctions on a Respondent student, including participation in counseling services; revocation of privileges related to extra-curricular programs, including sports; no-contact orders; schedule changes; short-term suspension; or expulsion.

This Policy prohibits the Complainant, the Respondent, and any witnesses from knowingly making a false statement or providing false evidence in connection with a Title IX investigation. ACE may take disciplinary action under the Student Code of Conduct against individuals who make such false statements.

Written Notice of Formal Complaint

Upon receipt or issuance of a formal complaint, the Title IX Coordinator or investigator will provide written notice to the Complainant and the Respondent of the allegations of a formal complaint and the grievance process, including any informal resolution process. The notice of the allegations must include the following:

- Sufficient detail to allow the Respondent to prepare a response, including a description of the alleged conduct, the date and location of the conduct, and the names of the Complainant and other involved parties, if any.
- A statement that the Respondent is presumed not to be responsible for the conduct and that responsibility will be determined at the conclusion of the process.
- A notice of the Complainant's and Respondent's rights to have an attorney or non-attorney advisor.
- The right of Complainant and Respondent to inspect and review any evidence.
- The prohibition on providing false statements or evidence in connection with the investigation of the complaint.



If additional allegations arise during an investigation and will be investigated, the Title IX Coordinator or investigator will provide written notice of those additional allegations to the Complainant and Respondent.

Summary Dismissal

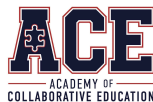
If the Title IX Coordinator or investigator determines that the allegations in a formal complaint do not meet the definition of “sexual harassment” under the applicable Title IX regulations, did not occur in ACE’s educational program or activity, or did not occur in the United States, the Title IX Coordinator or investigator shall summarily dismiss the formal complaint. The Title IX Coordinator or investigator may dismiss a formal complaint if the Complainant requests withdrawal of the complaint, the Respondent withdraws from ACE or terminates their employment with ACE, or specific circumstances prevent ACE from gathering appropriate evidence to determine the allegations. Upon dismissal of a formal complaint or any allegations contained in a formal complaint, the Title IX Coordinator or investigator will promptly and simultaneously provide written notice of the dismissal notice of the dismissal and the reason(s) for the dismissal to the Complainant and Respondent. If a complaint is summarily dismissed, ACE may nevertheless take whatever additional disciplinary action it deems appropriate against the Respondent under its Student Code of Conduct.

Submission of Evidence to Title IX Coordinator or Investigator

Both the Complainant and the Respondent will have a reasonable opportunity to present witnesses and other evidence to the Title IX Coordinator or investigator, provided, however, that such evidence must be submitted within 21 calendar days of the date on which written notice of the formal complaint is provided to the Complainant and Respondent. The Title IX Coordinator or investigator will meet with each party and give at least 24 hours advance written notice of the date, time, location, and purpose of the meeting.

Before the Title IX Coordinator or investigator prepares the final investigation report, the Complainant, the Respondent, and their advisors (if any) will be provided an equal opportunity to review all evidence directly related to the allegations in the formal complaint. If possible, the evidence will be provided to the parties in an electronic format and manner that does not permit copying or downloading of the evidence. The evidence provided must include any evidence that the Title IX Coordinator or investigator does not intend to rely upon and any exculpatory or inculpatory evidence from any source. Within ten calendar days of the date they were provided with access to the evidence, the parties may prepare and submit to the Title IX Coordinator or investigator must consider before preparing a final, written investigation report. Following the expiration date on which the parties may respond to the evidence, the Title IX Coordinator or investigator will promptly prepare and issue a written investigation report that fairly summarizes the relevant evidence discovered during the investigation.

ACE will not restrict either party’s ability to discuss the allegations and gather evidence related to the allegations of a formal complaint.



Determination of Responsibility

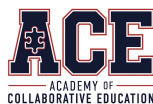
ACE will not hold a live hearing to determine responsibility for any violations of this policy. The written investigation report and any responses submitted by the Complainant and/or Respondent will be provided to ACE's Executive Director (the "Decision Maker"), who will determine responsibility, unless the Decision Maker has a conflict of interest, in which case an alternative Decision Maker will be appointed. The Decision Maker will provide each party with an opportunity to submit written, relevant questions for any party or witness within five calendar days of the date the Decision Maker is provided with a copy of the final written investigation report and any responses to the report. If written questions are submitted to the Decision Maker, the Decision Maker will promptly provide the questions to the appropriate party so that the party can answer the questions. Answers to the questions must be provided to the Decision Maker within five calendar days of the date they are provided to a party. The Decision Maker will promptly provide each party with the answers to the questions and allow additional, limited follow-up questions in writing from both the complainant and Respondent within three calendar days. If written follow-up questions are submitted to the Decision Maker, the Decision Maker will promptly provide the questions to the appropriate party so that the party can answer the questions. Any answers to those additional questions must be submitted to the Decision Maker within three calendar days of the date they are provided to a party. The Decision Maker will promptly respond to both parties' additional questions. Any questions regarding a Complainant's prior sexual behavior or sexual predisposition will be deemed irrelevant unless they are offered to prove that someone other than the Respondent committed the alleged misconduct or are offered to prove consent.

No sooner than ten calendar days after receiving the investigation report but no later than 45 calendar days after receiving the investigation report, the Decision Maker will issue a written determination (the "Determination") that includes:

- A statement of the allegations;
- A description of the procedures used to investigate the allegations;
- The findings of fact;
- A determination of responsibility for each allegation;
- Any sanctions that will be imposed on the Respondent for violations;
- Whether remedies to restore or preserve the Complainant's and/or other equal access to ACE's educational program or activities will be provided, and
- A description of the right to an appeal, how to request an appeal, and the permitted bases for appeal.

The deadline for the Decision Maker to issue the Determination may be extended for good cause at the Decision Maker's sole discretion.

The Determination must be based upon a preponderance of the evidence (i.e., whether it is more likely than not that the violation occurred). The Complainant and the Respondent will be notified of the Determination concurrently.



Students who violate Title IX will be referred for potential disciplinary action. Employees found to have violated Title IX will be subject to employment actions, including discipline or termination of employment.

Timing of Resolution of Formal Complaints

ACE will attempt to resolve all formal complaints alleging a violation of this policy within 120 days, not including any time for an appeal of the Determination. However, ACE may modify this presumptive deadline and any related deadlines for grievance procedures as required by the circumstances of the report and equity to the parties, so long as the matter is resolved in a timely manner. The Title IX Coordinator or investigator will not wait for the conclusion of a law enforcement investigation or criminal proceeding to begin the Title IX investigation. However, the Title IX Coordinator or investigator may consider such investigations, or extensions of the deadlines will be explained in writing to both parties.

Appeals

Either the Complainant or the Respondent may appeal from (a) the Determination regarding a formal complaint, (b) ACE's handling of a report, or (c) the dismissal of a formal complaint by submitting a notice of appeal that includes the bases of the appeal to the Decision Maker within ten calendar days of the date of the Determination. Written notice of the appeal will be provided to both parties by ACE. Either party may file a written response in support of or challenging the Determination and the basis for the appeal within five calendar days of the date on which written notice of the appeal was provided to all parties. An appeal may be filed on the following bases only:

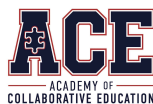
- A procedural irregularity affected the outcome of the matter,
- There is newly discovered evidence that could affect the outcome of the matter and that was not available at the time the Determination was made and/or
- The Title IX Coordinator, the investigator, or the Decision Maker had a conflict of interest or bias that affected the outcome of the matter.

The Executive Director or School Governing Board will decide the appeal on written submissions from the parties only. No hearing will be held for an appeal.

The Executive Director or School Governing Board will simultaneously provide the parties with a written decision regarding the appeal, which will describe the result of the appeal and the rationale for the decision.

Informal Resolution

Allegations may be resolved informally only if a formal complaint is filed and only if the complaint does not allege that an ACE employee harassed a student. Both parties to a formal complaint must voluntarily agree, in writing, to participate in a potential informal resolution. As a part of the informal resolution process, the Title IX Coordinator or investigator may conduct interviews and other fact-finding. Available informal resolution methods include arbitration, mediation, and restorative justice procedures. Either party may withdraw from an informal resolution at any time before agreeing to a resolution and resume the grievance process. Once the parties agree to an informal resolution, it



becomes binding. The Title IX Coordinator or the investigator has the discretion to decline informal resolution for some complaints, including complaints of sexual violence, and instead require their formal investigation.

Retaliation

Title IX prohibits retaliation for reporting or participating in an investigation of a report regarding sex discrimination or harassment. No person shall be retaliated against by ACE in any way or subjected to discharge, suspension, discipline, harassment, or any form of discrimination for participating in any proceeding under this policy. In addition, it shall be a violation of this policy for any person to retaliate against another individual to interfere with that individual's Title IX rights or because an individual has participated or refused to participate in proceedings under this policy. Individuals may be subject to actions under this policy and/or under the Student Code of Conduct for retaliation in violation of this policy.

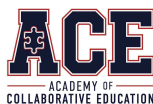
PARENTS RIGHT TO KNOW

Under the No Child Left Behind ACT of 2001, parents have the right to know the professional qualification of the instructors who teach their children. Resumes outlining educational background and experience for all teachers are maintained with Human Resources at Academy of Collaborative Education. If you wish to view a teacher's background information, please contact the office for the form to request information.

Coversheet

Vote to Ratify Attendance Policy for SY25-26

Section: IV. Action Items
Item: C. Vote to Ratify Attendance Policy for SY25-26
Purpose: Vote
Submitted by:
Related Material:
4924-4437-2039 v.7 ACE Attendance Policy 2025-2026 - BD draft 7.13.25.docx.pdf



Attendance Policy

Board Approved: _____, 2025

Daily student attendance at school maximizes student learning opportunities. It is critical that students and their parents make every effort possible to minimize the number of student absences from school.

Excused Absences

Daily attendance in school is required.¹ Excused absences are absences which are not considered for truancy purposes and must be verified by ACE's supervisor of child welfare and attendance and/or the school principal. These excused absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

In accordance with Louisiana law, absences considered excused are:

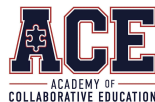
- Extended physical or emotional illness (documented by acceptable excuses and verified by a physician or nurse practitioner licensed in Louisiana);
- Extended hospital stay in which a student is absent as verified by a physician or dentist;
- Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;
- Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state;
- Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials;
- Observance of special and recognized holidays of the student's own faith;
- Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year;
- Absences verified and approved by ACE's principal or designee as stated below:
 - Prior school system-approved travel for education;
 - Death of an immediate family member (not to exceed one week)
 - Natural catastrophe and/or disaster;
 - Student personal illness or serious illness in the family; or
 - Pregnant and parenting students at a minimum of 10 days after the birth of a child.

For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the School.

Unexcused Absences

Unexcused absences include any absence not meeting the requirements set forth in the

¹ Louisiana law requires students to be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) per school year.



above definition of excused absences. This includes any job (including agriculture and domestic services, even in their own homes or for their own parents or tutors) unless it is part of an approved instructional program. Unexcused absences reflect poorly on student achievement, so we strongly encourage students to minimize the number of unexcused absences. ACE is responsible for a minimum number of instructional minutes for both state and IEP requirements. ACE takes this responsibility very seriously, and we count every minute of our school day to ensure that students meet these minutes and receive the maximum benefit possible from school.

The following are some examples of missed school days that will be considered unexcused absences:

- Family trips
- Non-school related activities (sporting events, celebrations, trips)
- Truancy (non-attendance)

Non-urgent appointments should be made after school, or on early dismissal days or school holiday dates. Regularly scheduled medical or therapy appointments during the school day will be considered unexcused absences absent extenuating circumstances or unless otherwise allowed under the provisions regarding Behavioral Health Services for Students found in Bulletin 135—Health and Safety, or in the student’s IEP or 504 Plan.

Absences Related to Mental Health

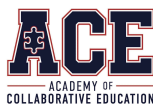
A student may be absent related to the student’s mental health for up to three days in any school year, and such absences shall be excused when documentation/verification is submitted to ACE. The student will be given the opportunity to make up missed work. Upon the return to school following the second day of mental health absence in any school year, the student will be referred to the appropriate school support personnel for guidance in addressing the underlying issue, which may include referral to medical services outside of the school setting.

Excessive Absences and Tardiness

Should a student reach ten (10) absences (excused or unexcused) within a semester, the ACE leadership team will meet with the parent/guardian to align interventions in an effort to support the student in regular attendance. A student’s parents/guardians will be notified and asked to participate in this process to review the circumstances that led to the excessive absences.

Lateness to school and to class is disruptive to instruction. A student will be considered tardy to school if the student arrives after the instructional start time. Upon late arrival, the parent/guardian must sign the student in at the front desk.

Tardy includes but is not limited to a student leaving or checking out of school unexcused prior to regularly scheduled dismissal time at the end of the school day but does not include reporting late to class when transferring from one class to another during the school day.



A student shall be considered “habitually absent or tardy” either condition continues to exist after all reasonable efforts by a principal or other appropriate authority have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any month or if a pattern of five absences a month is established or as otherwise provided by law.

In accordance with applicable law, any student who is a juvenile and who is considered habitually absent or tardy (as defined above) shall be reported by supervisors of child welfare and attendance to the Monroe City Police Truancy Department as a truant child, pursuant to the provisions of chapter 2 of title VII of the Louisiana Children's Code relative to families in need of services.

Illness Policy

If your student appears to be ill in the morning before school, please keep your student at home. In general, students are considered ill when they are experiencing vomiting or diarrhea, or if they have symptoms of a suspected communicable illness or condition. If your student is sent home from school, please keep in mind the student should not return to school until the student has maintained a 98.6 degree (normal) temperature for 24 hours without being given medication for fever reduction (such as Tylenol, Motrin, etc.). The student should have experienced no vomiting or diarrhea for 24 hours before returning to school. If parents, guardians, or emergency contacts are called to pick up a student due to illness at school, it is expected that your student will be picked up as requested within one (1) hour of notification. ACE will use the emergency contact information that it has on file for parents. Please contact ACE's administrative assistant should you need to update this information at any point.

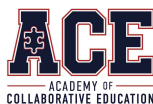
Chronic Illness Policy

When a student is identified as potentially requiring a plan to address significant absences associated with a chronic health condition, a medical certification form shall be sent to the parents and returned to ACE within (30) school days. Please contact the school administrative assistant for a Chronic Illness Verification form to be signed by a physician and kept on file in our office.

Signing out Early

We strongly discourage parents/guardians from signing students out early for appointments, therapies or other engagements which can be scheduled during school breaks, half days, or after school hours.

Students who must leave school early for unavoidable purposes must have their parent/guardian contact the school, and the parent/guardian must sign their child out at the front desk. Parents/guardians must remain in the lobby area until the child is escorted to the lobby from the classroom by a staff member. A parent/guardian must authorize in writing all additional family members or others who can sign their child out of the school.



Also, to avoid classroom disruptions, **students will not be released for dismissal 15 minutes prior to regular dismissal time except on an emergency basis.** This is to ensure that staff members have time to complete all academic lessons and proceed to staff posts to ensure that students can safely be dismissed to the car pick up line. Please help us keep all students safe by not routinely picking up your child early from school.

Parent Communication

ACE makes every effort to communicate proactively using different modalities for families that may include informational outdials for automated notifications for communication in the event of crisis, as well as school information, email, texts and direct phone calls. We also provide scheduled parent-teacher conferences up to four times per school year in an effort to maintain transparency, team collaboration and integrity during the academic/IEP progress.

For any classroom concerns, the classroom teacher should be your point of contact. For any concerns not resolved through your child's classroom teacher, please reach out to the Principal or Program Director.

Way to effectively communicate with your child's teacher or service provider include:

- Email - please call the school if you need a specific teachers or service provider email address or find the teachers' email address in the [ACE Staff Directory](#) on the school's website.
- Phone - please feel free to leave a message with the office (318.327.8223) for your child's teacher, BCBA, SLP, OT, or PT. Staff members are requested to return calls within 24 hours. Phone calls will not be transferred to the classroom during instructional hours.

Communication between school and home should remain respectful and collaborative. Inappropriate or unprofessional communication will not be condoned.

Identification for picking up a student

All adults authorized to pick up your child or receive your child from staff, must be listed on the authorized contact list.

- If someone who is not listed on the authorized pick up form must come into the office and show identification in order to pick up your child for that day. You **MUST** call the office with the details of the person who you are authorizing to pick up your child that day.
- If you have a new person picking up your child or receiving your child from the transportation staff, please ensure that we have written update authorization allowing us to release your child and that person has their license with them when receiving your child.
- If someone is coming to pick your child up during the school day, please ask them to bring identification into the office so that they can verify the name with the authorized pick up list or you will need to call the office with the detailed



information to pick up your child.

When the authorized person enters the geo-fence area of the school, DashPass will notify your child's teacher in the classroom. A staff member will bring your child to the car in a safe manner for dismissal. Persons that do not have DashPass will be asked to park and walk into the building to show ID which may delay the pickup of the student.