



2024 – 2025 SCHOLAR-PARENT HANDBOOK

The 2024-2025 Parent/Scholar Handbook and Code of Conduct references policies and procedures for a traditional school opening. Please refer to the Virtual Academy at Cirrus handbook for specific guidance on E- Learning. The Virtual Academy handbook is guided by the Cirrus Academy Scholar Handbook and Code of Conduct. Policies and procedures in the handbook may be revised as needed to address the COVID – 19 pandemics.

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GOVERNING BOARD MEMBERS

Shirlynn Kelly, Executive Chair

Nathan Lewis

Tosin Olagunju

Latrell Taylor

Lisa Golphins

Rhonda Finley

Interim Head of Schools Message



Dear Cirrus Academy Families and Students,

As we embark on a new school year, I am both honored and excited to introduce myself as the interim Head of Schools for Cirrus Academy Charter School. It's a privilege to be part of such a vibrant and dedicated community, and I am eager to work with all of you to make this year extraordinary.

Our mission at Cirrus Academy has always been to develop and implement a comprehensive educational program that prepares students to meet and exceed world class standards and prepare them to compete in the global marketplace. I am committed to ensuring that each student receives the support, encouragement, and opportunities they need to thrive. Our talented faculty and staff are ready to provide engaging and enriching experiences that will foster both academic growth and personal development.

I believe that strong partnerships between home and school are essential for student success. I encourage open communication and invite you to reach out with any questions, ideas, or concerns. Together, we can create an environment where our students feel valued, inspired, and motivated to reach new heights.

As we begin this journey, let's approach it with optimism and a shared commitment to excellence. I look forward to meeting each of you and working together to make this a memorable and successful year for our entire Cirrus Academy community.

Here's to a fantastic year ahead!
Warm regards, Barry Williams
Interim Head of Schools
Cirrus Academy Charter School

Mission Statement

Cirrus Academy Charter School's mission is to develop and implement a comprehensive educational program that prepares scholars to meet and exceed world class standards and prepare them to compete in the global market.

Vision Statement

Our vision is for Cirrus Academy Charter School scholars to be well rounded, civic-minded individuals who graduate with a firm foundation of knowledge and skills in STEAM that enable them to build and sustain quality lives, contribute to the economic vitality of the United States of America, and to be globally competitive in the worldwide marketplace.

Belief Statement

We believe that:

- All scholars who enter our doors are success stories waiting to happen and it is up to us to help make it happen!
- All scholars can learn.
- Scholars need to both demonstrate their grasp of essential knowledge and skills and be actively involved in solving problems and producing high quality work.
- Scholars need to apply their learning in meaningful contexts.
- Scholars learn best when they are actively engaged in the learning process.
- Cultural diversity can increase scholars' understanding of different peoples and cultures. A scholar's self-esteem is enhanced by positive relationships and mutual respect between scholars and staff.
- A school must continue to improve if it is to help scholars become confident, self-directed life-long learners.

ACCREDITATION

Cirrus Academy Charter School System is accredited by **Cognia**.

NOTICE OF EQUAL OPPORTUNITY

The CACSGB maintains a policy of equal educational, athletic, and employment opportunity. The CACSGB does not discriminate on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age in its programs and activities and provides equal access to Scouts BSA and other designated youth groups. The Board prohibits retaliation against individuals who file complaints or those who assist in the investigations of complaints alleging discrimination on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Appropriate disciplinary actions shall be imposed for verified acts of retaliation, including, but not limited to a report to the Professional Standards Commission for certified staff members. The Board believes complaints are best resolved when handled as close to their origin as possible. If scholars and/or parents have concerns, then they should bring concerns, in writing, to the attention of the Assistant Principal or designated administrator.

REGISTRATION/ENROLLMENT

CACS has a state-wide attendance zone. To be eligible for enrollment at CACS, scholars residing in the attendance zone must submit a timely application to the school in accordance with the deadline set by CACS. Parents/Guardians can submit an online application at <https://gacloud2.infinitecampus.org/campus/OLRLogin/cirrus> or by a physical application provided by the school. If the number of timely applicants received exceeds the capacity of a program, class, grade level, or building, we will ensure that applicants have an equal chance of being admitted through a selection process (lottery). An application must be submitted for each scholar seeking enrollment (including siblings). CACS will provide each enrolling parent/guardian with a Parent Handbook. CACS reserves the right to amend, change or delete policies that govern CACS. CACS policy changes will be reflected as Handbook revisions and addendums. Parents/guardians should be aware that they must abide by all policies set forth in the Handbook and all revisions and addendums thereof.

Upon acceptance, the Office maintains scholar records on every child accepted into CACS. It must contain copies of personal documents including:

- Birth Certificate of the scholar
- Current Immunizations record (Georgia Form 3231)
- Ear, Eye, Dental Screening (Georgia Form 3300)
- Copy of social security card (if available)
- Parent or Guardian Government issued Picture ID
- Guardianship Papers (If scholar does not live with natural parents)
- Kinship Caregiver Affidavits (if available)
- Grandparent Affidavit (if applicable)
- Records from Previous School
- Medical Information which will impact instruction

All scholar information given to CACS must remain current. Please notify the office immediately of any changes. In the event of the school closing, all records are placed in inaccessible storage. Georgia law requires that every scholar enrolled in a Georgia public school must be immunized according to the rules and regulations established by the Georgia Department of Public Health. **A Certificate of Immunization (Form 3231) must be on file.** A Georgia physician or health clinic must complete the certificate. Scholars who do not provide the school with an approved certificate will not be allowed to remain in school. **A child enrolling in a Georgia school for the first time AT ANY GRADE LEVEL must be age-appropriately immunized with all required vaccines.** In addition, those scholars entering a Georgia public school for the first time must provide a Certificate of Eye, Ear and Dental Examination (Form 3300) at enrollment.

Effective July 1, 2014, children born on or after January 1, 2002, who are attending 7th grade and for new entrants into a Georgia school grades 8th through 12th must have received a dose of Tdap (tetanus, diphtheria, pertussis) vaccine and one dose of meningococcal conjugate vaccine.

NOTE: An Affidavit of Religious Objection to Immunization form, or a Georgia Form 3231, with each medical exemption verified by your scholar's physician may be completed and submitted to the school, if applicable, in lieu of Current Immunization records. Please see the Dean of schools for more information.

WITHDRAWAL FROM SCHOOL

Parents/guardians should notify the school if for any reason it becomes necessary for their child to be

withdrawn from school. The withdrawal forms are taken care of ahead of time in the school office if possible. Fees owed must be paid before the withdrawal process is complete. Parents/guardians should take a copy of the withdrawal form with them to their scholar's newschool.

Admission to Kindergarten and First Grade

A child is eligible for kindergarten if he/she is five years of age on or before September 1st of the current school year. A child is eligible for enrollment in first grade provided he/ she is six years of age on or before September 1st of the current school year.

Class Size

Although class size is kept to a minimum, scholar enrollment demand may increase the size of a class. Desired class sizes are the following:

Kindergarten- First Grade 20 per class

Second- Fifth Grade 22 per class

Sixth- Eighth 24 per class.

Scholar Placement

Placement is determined by a committee comprised of administrators and teachers.

Attendance/Truancy

CACS, in cooperation with other county agencies, shall enforce the **Georgia Compulsory Attendance Law, O.C.G.A. §20-2-90.1**, Mandatory Attendance, which requires that every parent, guardian, or other person residing in the state having control of any school age child or children between the ages of 6 and 16 enroll and send such child or children to school.

School success is defined as the ability of all scholars to perform at high levels of proficiency, graduate from high school and obtain post-secondary education and training. The amount of time spent in the classroom is a good indicator of ultimate scholar success. Every time a scholar is tardy or absent, the scholar loses an opportunity to learn. CACS expects scholars to be in school and on time everyday, except when illness, injury or some serious situation beyond their control prevents attendance.

All CACS scholars are affected by and fall under the provisions for our attendance protocol which is as follows:

Level I

Three (3) unexcused absences: School staff will contact parents/guardians and document contact in the scholar's school file. The staff may contact parents via email, telephone, or letter.

Level II

Five (5) unexcused absences: School staff will notify parents/guardians of the Scholar's truancy and request a conference with the parents/guardians, and parents/guardians will be required to sign an Attendance Contract.

Level III

Eight (8) unexcused absences: School staff will notify the Department of Family and Children Services (DFACS). Information regarding the scholar's truancy will be transmitted to the juvenile court for judicial proceedings.

Any parent, guardian, or other person residing in Georgia having control or charge of a child or children who violate [Georgia Code §20-2-690.1](#) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine of not less than \$25 and not greater than \$100, imprisonment not to exceed 30 days, community service, or any combinations of such penalties, at the discretion of the court having jurisdiction.

Excused and Unexcused Absences

Absence from school is classified as either excused or unexcused. Reasons established by the Georgia Board of Education as excused absences are set forth in this policy. Scholars may be temporarily excused from school and allowed to make up work when:

- The scholar is personally ill and attendances in school would endanger their health or the health of others. Excessive / extended absences due to illness must be reported to the Dean of schools with proper medical documentation from the scholar's physician or psychologist.
- A serious illness or death occurs in the scholar's immediate family (parent, sibling, or grandparent of the scholar).
- The scholar's absences from school are mandated by order of governmental agencies or by a court order.
- A scholar is celebrating religious holidays observed by the scholar's faith.

Note: An excused absence does not mean the scholar is given credit for being at school. It means that the scholar may make up work missed during the excused absence.

Scholars should present a written excuse within three (3) days after an absence whether excused or unexcused. Failure to do so will result in the absence(s) remaining unexcused. Excessive/extended absences due to illness must be reported to the Dean of schools with proper medical documentation from the scholar's physician or psychologist.

The following information must be stated on each written excuse for absence:

- The date the excuse is written.
- The date and day of the absence.
- Reason for absence.
- Signature of parent or guardian.

Scholars who have absences may make up work or test missed. Parents/ guardians must email their scholar's teacher(s) and request all missed work assignments and/or tests. The scholar's teacher(s) will notify the parent/ guardian when the missed work assignments and/ or tests are available. Parents/ guardians may pick up missed work assignments and/ or tests in the school's front office. Scholars should complete all makeup work and/ or tests missed within five (5) school days upon the scholar's return to school. Additional time for making up missed work assignments and/ or tests may be afforded to scholars who qualify for accommodations and services under Section 504 of the Rehabilitation Act of 1973 (Section 504) and/ or the Individuals with Disabilities Act (IDEA).

Tardiness/Early Dismissal

Instruction begins promptly at 8:20 a.m. for all scholars; a scholar is considered tardy after

that time. A parent must accompany the scholar and sign him/ her in. Many people do not realize that missed instructional minutes add up quickly. For example, if your scholar arrives a mere 10 minutes each day, they miss 50 minutes of instructional time every week. During a 36- week school year, they could miss 30 hours of instruction! If a scholar is 20 minutes late, it would be 60 hours (about 2 and a half days), and so on. These instructional minutes are especially important to the achievement of scholars and the success of our schools. An excessive number of lost instructional minutes could prevent your scholar from being promoted to the next grade level.

For the benefit of all scholars, we will implement the following procedures with relation to unexcused tardy and unexcused early dismissals:

- 5 Unexcused Tardy/ Early Dismissals- Parents/ guardians will be contacted by a school administrator
- 10 Unexcused Tardy/ Early Dismissals- Excessive Tardy/ Early Dismissal Notification Letter will be given to the parent/ guardian
- 15 Unexcused Tardy/ Early Dismissals- Attendance Contact Meeting Scheduled with parents/ guardians and administration

Perfect Attendance

To receive an award for Perfect Attendance, a scholar may not be absent, excused, or unexcused, tardy, or be dismissed before the end of any school day.

At the discretion of the Dean of schools, a statement from a physician maybe required to validate extended or excessive absences.

SCHOOL OPENING & CLOSURES

School Messenger

CACS has a text-based messenger system, REMIND, which is used in the event of emergencies such as school closings, evacuations, natural disasters, off-campus events, school lock- downs, or other major incidents. CACS also utilizes REMIND to notify parents of school events, items of importance and upcoming important dates. REMIND delivers text messages to parents by telephone or email by computer. This system enables the delivery of a fast, accurate message and is a valuable addition to our school safety program. Please ensure that you have signed up to be a part of the REMIND Parents of Cirrus Academy. Information regarding signing up for REMIND Parents of Cirrus Academy may be obtained at the front office.

CACS also utilizes ClassDojo. ClassDojo is a simple plan that connects teachers, parents, and scholars in every classroom. It's a school communication platform that teachers, scholars, and families use every day to build close knit communities by sharing what is being learned in the classroom home through photos, videos, and messages.

WEATHER

In the event of school cancellation, parents will be notified by telephone through REMIND, our automated notification system. The message will also be posted to our school system's Website, www.cirrusacademy.org. A Public Service Announcement request will also be sent to the local media, to include 13WMAZ TV, FOX24 TV, WMG41 TV, WRWR TV-38, and all local radio stations. If a tornado warning is issued, dismissal may be delayed.

School Day

The school day for all CACS scholars begins at 8:20 a.m. and ends at 3:20 p.m. Scholars must be in attendance for a minimum of at least one-half of the instructional day to be counted for a partial day present. The cut off time for determining attendance is 10:45 a.m. If a scholar leaves before 10:45 a.m., or arrives after that time, the scholar is counted absent for the school day.

Arrival and Departure

Morning drop off and after school pickups will enter through back gates (vans, etc.)

School hours: 8:20 a.m. - 3:20 p.m. 8:25 a.m. is tardy.

Breakfast 7:30 a.m. - 8:00 a.m.

Front Gates Open for staff: 7:00 a.m.

Back Gates/Carpool open for Scholars: 7:15 am

Back gates close: 8:30 a.m.

Late sign-in at back gates until: 8:30 a.m., AFTER 8:30 a.m. sign in at FRONT OFFICE.

NO ENTRY AFTER 10:45 a.m.

Back Gates for afternoon pickup open: 3:20 p.m.

Afterschool program: 4:00 p.m.-6:00 p.m.

Monday-Thursday

Gates close at: 4:00 p.m.

***Scholars will not be admitted to school prior to 7:30 a.m. It is essential that scholars be picked up from school by 4:00 p.m. each afternoon. Persistent failure to timely pick up scholars by the end of the day may be reported to the Department of Family and Children Services.*

Early Dismissal

Early Dismissal for all Scholars K-8: 1:45 p.m.

When it is necessary for a scholar to leave before their designated cut off time, the enrolling parent/guardian, or a person on the scholar's approved check out list must first sign him/her out in the office. Office personnel will then call the scholar from his/her class. Proper identification will be requested of persons making the checkout request.

Release of Scholars

The school may not release a scholar to any person other than the person who enrolled the scholar in school. If an individual other than the person who enrolled the scholar in school is authorized to take the

scholar from school on a regular basis (e.g., a grandparent or other relative, childcare provider, etc.), the enrolling parent/ guardian must provide the name and contact information for an authorized person to take their scholar from school and the authorized person's information will be placed in the scholar's record. If someone other than the scholar's enrolling parent/ guardian (or an individual authorized in writing by the enrolling parent/guardian) attempts to take custody of a scholar or to remove the scholar from the school, the school will immediately contact the scholar's enrolling parent/guardian. If a person who attempts to take custody of the child without the consent of the enrolling parent/guardian refuses to leave the campus or causes a disturbance, the school will contact the appropriate law enforcement agency.

Any change in your scholar's transportation must be communicated to the appropriate school staff in advance of the desired change date, using the procedures established by the school.

CANCELLING SCHOOL DUE TO AN INFECTIOUS DISEASE OUTBREAK

CACS will collaborate with DPH to monitor disease outbreaks in our school and to determine when school should be canceled. The information provided by DPH will also guide CACS decisions on the length of time for a school closure and the extent of the closure.

Legal Authorities for Cancellation of School: The CACS Superintendent has the authority to cancel classes when it is deemed necessary for the health and safety of scholars and staff. In the Superintendent's absence, Governing Board President or designee also carries that authority.

If school is canceled due to an infectious disease outbreak, all other school-related gatherings (athletic events, concerts, after school activities, field trips, etc.) will also be canceled. In some cases, non-academic events may be canceled even if classes are not.

Communicating with Stakeholders during an Infectious Disease Outbreak: CACS will attempt to provide accurate, consistent, and timely communication with staff, scholars, and parents. We will coordinate with DPH to disseminate critical information from the health department, to develop and deliver common health messages and educational materials to families as information is received.

Information will be disseminated via our normal emergency mass communication methods.

Continuity of Operations Plan: Certain essential district-level functions will need to continue even during a school closure situation. Essential services may include:

1. Payroll, Accounts Payable
2. Communications, Technology (website, press releases, learning at home resources, etc.)
3. Facilities Coordination
4. Emergency Operations Center (planning for the reopening of schools)

Identify essential personnel who will be needed to carry out essential services and determine if those services can be accomplished at home (by computer, through emails, conference calls, using Skype, etc.) or by staggering work schedules and locations and using social distancing measures. Essential personnel who report to work during a school closure should take precautions; Social distancing, and/or wear PPE as recommended by DPH.

Learning at Home: To help scholars stay educationally engaged while classes are canceled, CACS may provide a variety of Learning at Home resources for scholars. While not mandatory, we encourage parents and scholars to utilize these resources which would be provided in the event of a school cancellation. In addition, CACS has an online learning action plan that can be initiated in the event of extended school closures.

Staff Leave: In the event of school closures, information will be communicated to employees regarding the appropriate type of leave to be used.

REOPENING SCHOOLS

Our primary objective in the recovery phase is to restore the learning environment as soon as possible. Issues to consider include determining if schools need disinfection measures before reopening, staffing levels, and grief/mental health issues. The Superintendent's office may also need to develop a plan for scholars/staff to make up for lost school days.

As the district resumes normal operation, it will remain in contact with DPH regarding disease surveillance. An infectious disease outbreak often comes in waves and the response and recovery process may be repeated several times.

Disinfection: Disinfection needs will depend primarily on the severity, type, and duration of the pandemic. Viruses can live an extended time outside the human body on nonporous surfaces such as plastic, metal or wood (depending on the virus). Guidance will be obtained from DPH regarding our cleaning policies and practices.

Personnel: If there are multiple staff absences due to an infectious disease outbreak, a plan will be formulated to continue instructional programs and operations within the district.

Mental health issues: Depending on the severity of the outbreak, we will use or modify our Critical Incident Stress Management (CISM) protocols and/or collaborate with local mental health partners to assist with providing scholars and staff with the appropriate support.

Making up school days: The Superintendent's office will collaborate with the Georgia Department of Education to develop a plan for making up lost school days, if needed.

DRILLS: FIRE/TORNADO/ EMERGENCY/BUS EVACUATION DRILLS

Scholars, teachers, district employees, state employees and other visitors will participate in drills of emergency procedures. The following safety drills are practiced:

Fire Drills: These are held twelve (12) times a year. When the alarm is sounded, everyone should follow the direction of teacher or emergency personnel quickly, quietly, and in an orderly manner.

Tornado/ Severe Weather: Tornado drills are held twice a year. CACS will conduct a practice drill to ensure scholars know where to go and what to do.

A tornado watch: conditions are favorable for a tornado or severe weather.

A tornado warning: tornado has been sighted.

Bomb Threat: Procedures are based on recommendations from the Georgia Emergency Management Agency (GEMA). Scholars are to always follow the directions of staff and emergency personnel.

Lockdowns: Code Yellow and Code Red Drills- These drills will take place 2 times each year. When schools have been placed on an actual Code Red lockdown, parents/ guardians will be notified through our REMIND system before the end of the day.

Lunch/Breakfast Program

The goal of Cirrus Academy Charter School is to provide scholars with healthy meals each day. However, unpaid charges place a large financial burden on our Food Services Department. The purpose of this policy is to insure compliance with federal reporting requirements for the collection of outstanding scholar and adult meal balances.

The intent of this policy is to establish uniform meal account procedures throughout Cirrus Academy Charter School. The

provisions of this policy pertain to a second breakfast and secondlunch for scholars and regular priced school breakfast and lunch meals for adults only.

CEP Meal Benefit - all CACS scholars are allowed to receive one breakfast and lunch each day at no cost. A la carte purchases must be prepaid with cash, check or money order to the Cirrus Academy Charter School Nutrition Director.

Scholars/Parents/Guardians - pay for meals in advance with cash, check or money order to theCirrus Academy Charter School Nutrition Director.

School Cafeteria - Cirrus Academy Charter School possess a computerized point of sale systemthat maintains records of all monies deposited and spent for each scholar and said records are available by contacting the School Nutrition Director by email or written request.

Lunch

Adult Meal Price: \$4.00 Daily

Visitor Price: \$4.00 Daily

Breakfast

Adult Meal Price: \$2.00

Visitor Price: \$2.00

Drinks: \$1.00

Ala Carte List available upon request.

Parents are encouraged to pay for scholar second meals by the week or month. Money can be collected by the homeroom teacher. Cash and money orders are accepted.

Wellness Program

Cirrus Academy Charter School of Bibb County is committed to scholar wellness as a vital component of the School District's educational program. To that end, the Board directs and authorizes the Superintendent to implement any regulations as may be necessary to establish a comprehensive school wellness program. At a minimum, the Superintendent or Assistant Principal thereofmust ensure that:

1. The School District engages scholars, parents, health and physical education teachers,food service professionals, school health professionals, board members, school administrators, and other interested community members in the development, implementation, and periodic review and update of the wellness program;
2. The wellness program includes measurable goals for promoting healthy eating behaviors,educating scholars about exercise and nutrition, and encouraging physical and other school-based activities that promote wellness.
3. The wellness program establishes nutritional guidelines for all foods available in schoolsduring the school day that those guidelines are intended to promote scholar health and reduce childhood obesity.
4. The School District informs, and updates parents, scholars, and other relevant members ofthe schools follow the wellness program; the extent to which the wellness policy

compares to model policies; and the extent to which schools are progressing toward the goals of the wellness policy. **The Superintendent shall also designate one or more school officials to ensure that the school complies with the wellness program.**

Regulation Wellness Program

Cirrus Academy Charter School (“District”) recognizes that wellness and proper nutrition are related to scholars’ well-being, growth, development, and readiness to learn. The district also recognizes that the school plays a critical role in creating an environment that promotes and protects scholar wellness, and provides proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. The district is committed to providing a healthy school environment, where scholars learn and participate in positive dietary and lifestyle practices that can improve scholar achievement.

Development and Implementation of a Wellness Program

In accordance with federal law, the district has involved parents, scholars, representatives of food services, board members, school administration, health and physical education teachers, and the public in developing a district- wide wellness policy. After considering input from various stakeholders interested in the promotion of overall scholar health and well-being, the district has created this regulation which included goals to promote scholar wellness.

- All scholars in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the Federal nutrition requirements of the Healthy Hunger Free Kids Act and the Smart Snack regulations
- Qualified child nutrition professionals will provide scholars with access to a variety of affordable nutritious, and appealing foods that meet the health and nutrition needs of scholars; will accommodate the religious ethnic and cultural diversity of the scholar body in the meal planning; and will provide clean, safe, and pleasant settings and adequate time for scholars to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, Snack Program, Fresh Fruit and Vegetable Program and Seamless Summer Feeding Program).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and the School Nutrition Program.
- The school district is committed to implementing a Farm to School initiative focused on serving locally grown as defined by the School Nutrition Program. This effort will be supported with nutrition education in the schools.

I. Nutrition Guidelines

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- Follow the USDA Healthy Hunger Free Kids (HHFKA) regulations:

- Be appealing and attractive to children while being served in clean and pleasant settings.
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.
- Encourage the consumption of foods as recommended by the HHFKA which encourages increasing consumption of a variety of fruits, vegetables, whole grain and low fat/ fat free dairy products
- Plan menus to accommodate the seasonality of local agriculture per availability of produce from local farms and school gardens
- Provide breakfast and lunch meals in accordance with the districts approved free and reduced-priced meal agreement in compliance with local, state, and federal guidelines.
- Offer meals to scholars during summer academic sessions and will offer meal services to the community at the participating schools and/or approved sites.
- Make available guidance to parents and families on foods that provide consistent nutrition messages and as needed for special diets
- Ensure snack foods and beverages sold to children at school during the school day are USDA Smart snack compliant
- Encourage standards that allow schools to offer healthier snack foods to children and ensure that scholars are only offered tasty and nutritious foods for a la carte sales

II. Nutrition Education

The district shall teach, encourage, and support healthy eating by scholars. Schools shall provide nutrition education consistent with federal and state regulations and engage in nutrition promotion aimed at achieving the following goals:

- The Nutrition Education program shall be interactive and meet State standard and Cirrus Academy Charter School District's curriculum guideline.
 - Emphasize the skills scholars need to adopt healthy eating habits.
 - Provide scholars with consistent nutrition messages throughout the school, classroom, cafeteria, community, and media.
 - Be integrated into health education, physical education and core curriculum including math, science and language arts and is provided by staff with appropriate training.
 - Schools shall conduct nutrition education activities and promotions that involve parents, scholars, and the community.
 - School menus are followed and analyzed using USDA- approved software and cafeteria lines are arranged to promote increased selections of healthy foods and identification of healthy choices.
- Teachers will be encouraged to incorporate the school garden as part of curriculum to enrich scholars' learning opportunities by presenting academic projects around food, nutrition, language arts, mathematics, science, and the environment.

III. Physical Activity Opportunities and Physical Education

All scholars' grades K-12 shall have opportunities, support, and encouragement to be physically active on a regular basis. The district shall provide:

- Physical education consistent with federal and state requirements
- Physical education will be taught by a certified physical education teacher
- Standards-based program designed to provide scholars with the knowledge and skills necessary to promote and protect their health
- Integration of physical activity into the classroom to support scholar achievement
- Promotion of physical activities
- Physical education resources readily available for scholars and teachers
- Encourages physical activity outside of the school day (before and after school day)
- Teachers and other adults in the school setting serve as roles for scholars by participating in wellness programs
- Recreational facilities that are safe, clean, and accessible for all scholars
- Opportunities for physical activity that are not withheld as punishment
- Encouragement to provide recess in PK-5 prior to lunch

The school district shall not be held liable for personal injury that may be incurred while using school district properties.

Avoiding Drugs Violence and Negative Choices Early (ADVANCE)

Members of the Bibb County Sheriff's Department will be teaching the CHAMPS Program to fifth grade scholars. The CHAMPS program stands for Choosing Health Activities and Methods Promoting Safety. The program provides an educational program for Georgia's youth, which skills, provides guidance, and the ability and knowledge to be safe, healthy, and happy, in preparation for a successful life. This is a 10-12-week program. Parents/guardians will be invited to attend a parent meeting at the CHAMPS graduation ceremony.

Staff Wellness

The district highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Such activities may include wellness promotion activities and health fairs for employees.

Other School Based Activities

Mealtimes and Scheduling

School dining areas shall have sufficient space for scholars to sit and consume meals, be clean, safe and pleasant environments that reflect the value of the social aspects of eating; and provide enough serving areas to ensure scholar access to school meals with a minimum of wait time. Lunch times shall be scheduled near midday (suggested times between 11:00 a.m. and 1:00 p.m.); be a minimum of 30 minutes in length to allow scholars adequate time to enjoy healthy meals with friends. Schools will not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless scholars may eat school meals during such activities. Schools will provide scholars access to handwashing or hand sanitizing before eating meals or snacks.

Rewards

Food as a reward or punishment shall not be used, per CFR210; this regulation shall extend to any activity that takes place during the school day and shall prohibit the use of candy and other food rewards for academic performance or good behavior.

Fundraising

School fundraising shall be encouraged to offer healthy food choices or non-food sale items. Cirrus Academy Charter School District requires that all fundraising conducted during the school day (midnight to 30 minutes after school dismissal), must meet the fundraising requirements of the Smart Snack regulation set forth by the Healthy, Hungry Free Kids Act of 2010. However, fundraising food sales are not allowed 30 minutes before or after or during meal service. Concessions after school hours which provide food and beverages during optional school events, talent shows, PTSO events are exempt from the guidelines contained herein, but are encouraged to also offer healthy choices.

Physical Education/Health

All scholars are required by Georgia law to have ninety (90) clock hours of physical education/health instruction each year. All CACS scholars have physical education specialists assigned; therefore, a well-planned health and physical education program is available for all scholars.

If a scholar is ill and unable to participate in physical education, a note from the parent/guardian is required each day that the scholar is to be excused from physical education. If the scholar is to be excused for more than a week, a note signed by a doctor is required. While a scholar may be temporarily excused from physical education class because of illness, no scholar may be exempt from the physical education requirement. Alternative activities or adaptive physical education will be provided to scholars who are temporarily excused from physical education class due to illness, if appropriate.

Accidents, Illness, and Health Services

If a child is injured at school, first aid will be rendered. Parents/guardians will then be contacted in those cases which the school deems serious enough to warrant communication. If the school is unable to reach the injured scholar's parent/guardian, the emergency telephone contact person(s), as stated on the scholar's enrollment documents, will be called to find someone to communicate the need for the parent/guardian to contact the school. Please assist the school by leaving current emergency telephone numbers for people who the school may contact if you are not available. When a child becomes ill at school, the parent/guardian will be notified just as in the case of an accident. Parents/guardians will also be contacted in cases of children soiling their clothes at school through accidents such as vomiting, urinating, or defecation. If a child shows signs of illness, he/she should not be sent to school.

The health-related Services department uses "Best Practice" standards that strive to eliminate barriers, increase attendance, and identify health related concerns that influence learning. Please refer to the following guidelines when considering returning a sick child to school:

1. A child should be fever-free for 24 hours without medication before returning.
2. A child with strep throat must be on an antibiotic for 24 hours before returning.

3. A child with conjunctivitis (pink eye) must be seen by a doctor and may only return to school with a doctor's note.
4. A child with chicken pox may only return to school when all lesions are no longer open with active discharge. Such healing is usually denoted by a scab over the affected areas of

skin. Please provide a note from the doctor releasing the scholar to return to school and to excuse the absence(s).

5. All open, draining, or contagious skin areas (i.e., ringworm, Molluscum Contagiosum) must be able to be contained by a bandage/coverage. Please provide a note from the doctor telling the scholar to return school and to excuse the absence(s).
6. A child with scabies will be allowed to return to school the following day after the first treatment. Please provide a note from the doctor releasing the scholar to return to school and to excuse absence(s).

When to Keep a Child at Home

Keep a child at home if him /her:

1. Has had a fever of 100 degrees or higher in the past 24 hours
2. Is nauseated and/or vomiting and/or has diarrhea
3. Has been exposed to a contagious disease and is exhibiting signs/ symptoms of the disease
4. Has undiagnosed skin rashes, or contagious conditions such as scabies or chicken pox. Scholars will be excluded from school until the rash is gone or when cleared by a physician for any contagious illness. Your doctor can help determine the exact cause and ensure you receive proper treatment.
5. Live lice on the scalp. A child will not be allowed to attend if only nits are seen. Children who have been at home because of illness should not be brought to school for parties and/ or special events while they are exhibiting signs/symptoms of a contagious disease or prior to being cleared to return to school by a physician.

*A fever refers to a temperature of 100 degrees or more without the use of Tylenol or Advil or other fever reducing medications. The school will not administer aspirin, or products that contain aspirin, due to a high occurrence of Reyes Syndrome associated with viral infections and the use of aspirin. Please send a parent or physician note to the homeroom teacher within three days of the absence; otherwise, the absence is unexcused and subject to the truancy regulations. The information provided is not intended to replace physician advice. When your child is ill, please contact your health care provider.

Head Lice

Head lice can infect anyone, not just children. Head lice are spread through head-to-head contact and sharing, brushes, combs, head bands, hats, and jackets, etc. It is not our practice to check the entire class for head lice or send letters home to an entire class.

Lice are more common among preschool and elementary school-aged children and their families. Head lice cannot live on pets or animals, only on humans. No diseases are spread by head lice. **If a scholar is found to have active head lice, the parent/guardian will be called to pick him/her up. The scholar will not be allowed back to school with live lice. The school nurse or health technician will inspect the scholar's scalp for active lice upon initial re-entry to school which must be after the scholar's first lice treatment every 7 days up to 21 days (about 3 weeks) or until clear of lice and nits.**

Please help the school prevent lice outbreaks by encouraging your scholar not to share clothing items or other personal items such as combs, brushes, and towels with friends.

Hospital - Homebound Services

Hospital/ Homebound refers to those scholars who are medically prevented from normal school attendance based upon certification of need by the licensed physician or licensed psychiatrist who is treating the scholar for a medical or mental health condition. For more detailed information, please see your scholar's Dean of schools and school counselor.

Medication Administration

Prescription medicines will be given to scholars by school personnel only when prescribed and ordered by a physician and when the following guidelines are followed:

- All medication must be presented to the school office by a parent/guardian in a prescription labeled bottle, which will include scholar's name, date, instructions for administering, name of drug, and name of issuing physician.
- A Medication Administration form, HRS 28 is required to be filled out by the physician and parent/guardian in cases of long-term medication (more than two weeks).

Non-prescription medicine and over-the-counter medicine, such as Tylenol, should be left in the front office for staff to be administered. Over the counter medicines will be given only for a short-term duration (i.e., two consecutive weeks or for a total of ten times through the semester without a physician's order. Medication must be in the original container, accompanied by written parental request, consent, and directions for administering. A Short-Term Medication form, HR 29C, may be requested by the Health Technician. Expired medication will not be given to scholars. Please check for expiration date before bringing medications to school. Scholars requiring inhaler, injectable epinephrine (Epi-Pen), Diastat, or a Glucagon are allowed to always have them. Medication must be in the original container, accompanied by written parental request, consent, and directions for administering. Additionally, parents/guardians and the scholar's physician must complete a medication self-administration form which evidences that the medication is necessary for the scholar's medical condition, and that the scholar is capable to administer the medication when needed. It is critical that you discuss your scholar's medical condition(s) with the Dean of schools, teacher, and school nurse and/or Health Technician. Scholars must not share these medications with other scholars. Disciplinary consequences will apply for scholars misusing these medications. Parents/guardians must pick up all medication at the end of the school year. All medication not retrieved by parents/guardians by the last day of the school year will be discarded regardless of the expiration date on the medication.

INFECTIOUS DISEASE POLICY AND PLAN

OVERVIEW

An infectious disease is an illness caused by the presence of disease-causing agents or germs, including viruses, bacteria, fungi and parasites and other microbes. These diseases are called communicable diseases or transmissible diseases due to their potential of transmission from one person to another.

Transmission may occur by direct contact with an infected person or animal, by ingesting contaminated food or water, or by contact with infected surroundings or contaminated air. Infectious (communicable) diseases that usually require a more specialized route of infection— for example, by insects such as mosquitoes or ticks (disease vectors)—are usually not regarded as contagious. Contagious diseases acquired by blood or needle

transmission, or sexual contact require prophylactic strategies but not measures such as social distancing or quarantine. Strict measures, as addressed in annual Blood Borne Pathogen training, are a prevention strategy in place in the school system.

Purpose

This pandemic or infectious disease plan provides guidance for reducing illness at school on a regular basis as well as procedures during infectious disease outbreaks and pandemic periods.

The plan includes the following:

- Strategies to prevent and reduce the spread of infectious diseases at our school.
- Procedures for canceling school due to an infectious disease outbreak.
- Considerations for reopening school.
- Notification of confirmed pandemic or infectious disease threats to the district will come from Georgia Department of Public Health (DPH).
- DPH Disease Prevention Specialists will notify Cirrus Academy Charter School (CACS) School Nurse if the Centers for Disease Control (CDC) declare a pandemic event or an infectious disease threat to the district.
- CACS School Nurse will receive guidance from DPH Disease Prevention Specialists regarding parent communication.
- The school Nurse will notify the CACS Head of School.
- The Parent Engagement Coordinator will work with the school Nurse on communication to parents/guardians, scholars, and staff.
- The school Nurse will work with the Superintendent and the Parent Engagement Coordinator to initiate the CACS Pandemic or Infectious Disease Plan.

At-Risk Populations

Scholars are a high-risk population for infectious disease, and exposure to a variety of infectious diseases in a school population is inevitable. Infectious diseases are common in young children who have immature immune systems and are developmentally unable to understand and practice the concepts of good personal hygiene. However, older youth and teenagers exposed to different social situations are also prone to certain infections. In any school population, there are certain individuals who may have a higher risk of complications if exposed to specific diseases. Scholars and staff who are medically fragile or are immunosuppressed, pregnant, and/or have chronic disease, nutritional deficiencies or debilitating illness should be informed of the possible risks of acquiring an infection.

The responsibility of the school is to inform those individuals to consult with their licensed health care provider. The licensed health care provider will assess the risk, provide appropriate treatment and/or make recommendations so that reasonable accommodations are put in place for the individual by the school Exclusion from School for Health Reasons

The guidelines below have been developed for the exclusion of scholars who have communicable or contagious diseases. These regulations follow the requirements of the local health department.

A scholar with any of the following symptoms will be excluded from school until such time as the scholar is free of symptoms, has been satisfactorily treated, or submits a signed physician's statement that he/she is no longer contagious.

- A temperature of 100 degrees or more. Scholar must be fever free for 24 hours, without medication, before re-entry.
- A deep, barking, unusually persistent cough/fits of coughing, or productive cough of colored mucous.
- An undetermined rash, blisters, or scaly patches over any part of the body.
- Nausea, vomiting, or diarrhea. A scholar must be symptom free for 24 hours without medication before re-entry.
- Red, draining eyes.
- Sore throat with fever.
- Intense itching with signs and symptoms of secondary infection.
- Open, draining lesions.
- Jaundice-a yellowish tint to eyes or skin for unknown reason.
- Pain and/or swelling at angle of jaw.
- An unusual behavior changes such as irritability, lethargy, or listlessness.

- The school will segregate the ill child from well children at the school until he/she can go home to limit the spread of disease.
- Parents of children exposed to infectious diseases, as well as staff, will be informed.
- The school will adhere to the exclusion and readmission recommendations.
- The staff will watch for signs and symptoms of communicable diseases in classrooms where one is identified.

Communicable Disease Transmission Routes

- Airborne
 - Respiratory droplets from an infected person spread by sneezing, coughing, and speaking.
 - Direct skin contacts with wounds or discharges from an infected person.
 - Fecal-oral route when effective hand washing is not done after toileting and there is contamination of hands, food, drink, or of objects put in mouth.
 - Indirect contact when microorganisms linger on objects such as doorknobs, faucet handles, desktops, phones, handrails, and computer keypads.

Disease, Illness or Organism Health Department	Report to County
Bronchiolitis, Bronchitis, Cold, Croup, Ear Infection	NO
Pneumonia, Sinus Infection and Most Sore Throats	NO
Cold Sore	NO
Conjunctivitis (Pink Eye)	NO
Diphtheria	YES
Influenza (The Flu)	NO
Mononucleosis (Mono)	NO
Mumps	YES
Respiratory Syncytial (Virus) (RSV)	NO
Strep Throat	NO
Tuberculosis (TB)	YES
Whooping Cough	YES
Gastroenteritis – Bacterial	YES
Gastroenteritis – Viral	NO
Giardia (a Parasite)	YES
Hepatitis A (virus)	YES
Pinworms	NO
Haemophiles Influenza Type B	YES
Neisseria Meningitides	YES
Streptococcus Pneumoniae	YES
Viral Meningitis	YES
Chickenpox	YES
Fifth Disease	NO
German Measles	YES
Hand, Foot and Mouth Disease	NO
Head Lice (A parasite)	NO
Impetigo	YES
Measles	NO

MRSA (Methicillin-resistant Staph aureus)	NO
Molluscum	NO
Ringworm on body and Ringworm on scalp	NO
Roseola (virus)	NO
Scabies (A parasite)	NO
COVID-19	YES

STRATEGIES TO PREVENT AND REDUCE THE SPREAD OF INFECTIOUS DISEASES

How Germs Spread: Illnesses such as the flu (influenza), Norovirus (sudden and violent nausea, vomiting and diarrhea), and colds are caused by viruses that infect the nose, throat, lungs, and gastrointestinal tract. Flu and coldviruses usually spread from person to person when an infected person coughs or sneezes and the virus is inhaled by another person. Norovirus is spread by infected persons passing germs through food or ineffective hand washing. Germs are also spread by droplets when a person touches something that is contaminated with a virus and then touches their eyes, nose, or mouth. The length of time germs can live on certain surfaces depends on the virus.

Disease Prevention & Education: To help prevent the spread of any infectious disease, schools have an opportunity to educate scholars, staff, and the community on social etiquette, good health and hygiene habits, and disease prevention. CACS will provide education and reminders on handwashing, coughing, and sneezing any time there is a suspected outbreak and during the school year as requested by staff. CACS will have current illness/disease prevention information on the CACS Health Services website. During times of suspected or identified infectious disease outbreaks, the school district will coordinate with DPH to address the outbreak.

Our basic educational message is:

1. Cover your cough
2. Wash your hands often
3. Stay home if you are sick
4. Wear appropriate PPE (Personal Protective Equipment) as recommended by DPH.

1. **Cover Your Cough:** Teach scholars coughing and sneezing etiquette in classrooms and hang instructional posters in the school buildings. Have an ample supply of tissues available in each classroom and school area.

- Cover your mouth and nose with a tissue when you cough or sneeze.
- Cough or sneeze into your upper sleeve, not your hands.
- Wash your hands after you cough or sneeze or use hand sanitizer.

2. **Wash Your Hands Often:** Handwashing with soap and warm water is the best option. Hand sanitizers can be effective when there is no access to water, they are most effective if they have at least 60% alcohol in them. Staff are encouraged to provide time and opportunity each day for scholars to practice washing their hands with soap and water upon arrival at school, after coughing and/or sneezing in hands, at the beginning of the lunch line before eating, after bathroom use, and after recess.

- Wet hands with water, apply soap and scrub hands together for at least 20 seconds.
- Thoroughly rinse under warm, running water.
- Dry hands completely with a paper towel. Use a paper towel to turn off faucet handles and open restroom doors. If there are air dryers in the restrooms, rub hands vigorously together under the dryer until completely dry.
- Handwashing and Respiratory Etiquette Websites:
- Centers for Disease Control and Prevention (CDC) <https://www.cdc.gov/handwashing/when-how-handwashing.html>
- Mayo Clinic

<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/hand-washing/art-20046253>

- National Science Foundation (NSF) Scrub Club <https://www.scrubclub.org/index.php>

3. *Stay Home if you're Sick:* A primary strategy against the spread of illness is for sick people to stay home from school. This includes scholars, staff, and volunteers. In times of suspected or identified infectious disease outbreaks, sick leave policies for staff and scholars will be reviewed, modified (if needed), clearly communicated, and consistently enforced.

4. *Wear Appropriate PPE (Personal Protective Equipment):* When working with scholars with suspected infectious diseases, staff will wear PPE as recommended by DPH.

Illness/Disease Monitoring & Tracking: During times of a potential infectious disease outbreak, the registrar will inform the building nurse of increased absenteeism due to illness. If a building has 10% or more of their total enrollment absent due to illness, the building nurse will report it to the Georgia Department of Public Health through its online reporting system. The school Nurse will implement a surveillance system to detect unusual rates of illness in schools. The school nurse, registrar and parent engagement coordinator will monitor illnesses daily, track illness trends and report to DPH.

Staffs are trained to be alert to children who are ill. Examples of symptoms include fever, frequent cough and/or sneezing, sore throat, and vomiting/diarrhea. Symptomatic scholars need to be sent to the health office for evaluation.

During periods of suspected or identified infectious disease outbreaks.

- The school nurse should protect themselves by wearing appropriate Personal Protective Equipment (PPE) when deemed necessary by DPH.
- Scholars who have a cough/sneezing with a fever will stay in the health office and will be distanced from healthy scholars until parents arrive. Having an ill person distanced can help to slow or prevent the spread of disease.

Disinfection & Cleaning Procedures: Keep commonly touched surfaces such as stairway railings, door handles, computer keyboards, bathroom faucets, and surfaces, drinking fountains, telephones, etc. clean by wiping them down with a disinfectant. During an infectious disease outbreak, consideration will be given to increasing the frequency of cleaning these commonly touched surfaces and areas based on the nature of the disease. In addition, we will consult with DPH for guidance on any necessary operational procedures that need to be enacted (i.e., changing HVAC filters, specialized disinfectants to use, closing rooms for a period, proper ventilation, etc.). When an employee or scholar with a suspected infectious disease is identified and has left the building, it is important that their work area, along with any other known places they have been, is thoroughly cleaned and disinfected. Clean the surface to remove dirt and soil with a cleaning agent, if needed, and disinfect following manufacturers' recommendations, paying particular attention to dwell time requirements. The person cleaning and disinfecting (usually a custodian) should wear appropriate PPE according to DPH recommendation. Hands must be washed or sanitized at the completion of the procedure. During times of a specifically known or suspected disease outbreak, the school district will consult with DPH for guidance.

Nutrition Services Food Safety/Sanitation Protocols: The CACS Nutrition Services Department follows safe food handling and storage practices from receiving through meal service.

Hazard Analysis and Critical Control Point (HACCP) principles are followed in each step of the food preparation process. Nutrition staff receive training upon hire and at least three times a year which includes training in good personal hygiene and proper food handling practices. Staff are not allowed to come to work if they have a fever, diarrhea, jaundice, or vomiting. During periods of suspected or confirmed infectious disease outbreak, modifications will be considered to services based on the severity and nature of the outbreak. This could include discontinuing the use of self-serve salad bars, serving sack lunches instead of cafeteria-style lunches, and having more stringent sick employee policies. Nutrition Service Departments will follow guidance from the United States Department of Agriculture (USDA).

Social Distancing: During suspected or identified infectious disease outbreaks, several social distancing measures can be taken to reduce the spread of an infectious disease. Discourage handshaking. Discourage the sharing of drinks or food. Avoid touching your eyes, nose, or mouth. Avoid face-to-face meetings, however, if unavoidable, maintain a distance between individuals as determined by DPH. Cancel or postpone non-essential meetings, gatherings, assemblies, field trips, workshops, or training as deemed necessary by the superintendent in collaboration with

DPH. Consider having flexible hours and attendance policies to maintain social distancing and reduce illness in district office facilities.

Where to Get Information: If an infectious disease outbreak or pandemic occurs, having accurate and reliable information will be critical. Here are several websites to consult.

5. Centers for Disease Control and Prevention World Health Organization (WHO) <https://www.cdc.gov/> <https://www.who.int/>
6. Georgia Department of Public Health <https://dph.georgia.gov/>
7. U.S. Department of Health & Human Services (HHS) <https://www.hhs.gov/>

PREPAREDNESS

Effective preparedness includes establishing policies to maintain sanitation, keep records current, conduct periodic inspections and regular maintenance and training for staff.

General Activities

- Plan, exercise, evaluate and revise the Emergency Annex for Infectious Disease.
- Train and equip staff to assure competencies and capacities needed to respond to an infectious disease outbreak.
- Develop strategic partnerships with local community health care institutions and providers, and local, State, and federal response agencies and their staff.
- Develop and implement surveillance and reporting procedures to monitor illness patterns in schools.
- Educate school and parents about infectious disease and recommend protective measures
- Inform and update school about the potential impacts of an infectious disease outbreak on essential services and city, county, and school infrastructure.
- Stockpile necessary equipment and supplies that will be needed to respond to a disease outbreak.
- Establish ventilation (HVAC) standards to be used during response and recovery (such as filter change schedules, etc.).

Personal Protective Equipment (PPE)

- Provide PPE to staff (For example, N-95, which must be fit-tested, or surgical masks and nitrile gloves, an alternative to latex gloves).
- Address PPE issues with staff (i.e., uncomfortable, frequent changes, difficulties recognizing coworkers, communication issues, one size does not fit all).
- Ensure that you have adequate stock and an array of sizes and types available.
- Provide and use alcohol-based hand sanitizer and non-aerosol spray disinfectant for commonly touched surfaces.
- Train all staff to use PPE, including administrators, maintenance, and security staff.
- Encourage staff to talk about the PPE issues and to develop a “we will get through this” mentality.

Training

- Require inexperienced staff, including substitutes and volunteers, to complete First Aid and CPR (Cardiopulmonary Resuscitation) training, including child CPR.

- Provide refresher awareness training for all staff.
- Train maintenance staff to use chemicals properly to prevent accidental contamination and human exposure.
- Provide training on identifying symptoms of infectious disease.
- Educate school staff on the process and importance of routine hand hygiene and standard health precautions.
- Maintain training and attendance records of all staff (paid and volunteer).

Emergency Contacts

- Compile an emergency contact list of authorities. Include the names and phone numbers for specific personnel from each agency or authority.
- Determine which agency or authority would serve as first responder(s). The first responder represents the most important authority that needs to be involved in response to an infectious disease.
- Establish a relationship with local authorities to contact in relation to biosecurity concerns. Include law enforcement officials, hazardous material (HAZMAT) representatives, environmental health specialists/ sanitarians, health officials, fire and rescue department representatives, or federal food safety regulatory agency representatives (FDA and FSIS) and U.S. Homeland Security officials.
- Distribute the emergency contact list to appropriate school staff.
- Post the emergency contact list in a secure yet prominent place; make it available in hard copies, wallet cards, and on an intranet system.
- Ask key staff to program the emergency contact numbers into their telephones.
- Verify and update emergency contact information often. Note dates of revisions to prevent confusion.
- Establish procedures for communicating with scholars, parents, and the media when necessary (for example, notices of incidents or a press release). Follow an established plan as designated by the school board.

Concept of Operations

The Macon Bibb County Health Department will be the lead agency in coordinating the local health and medical response to an epidemic or pandemic with state, federal, and local agencies, and officials. The school will maintain increased communications with Macon Bibb County Health Department, which will then provide information to the County Operational Area Emergency Operations Center (EOC) to implement those procedures that increase the health and safety of the school community.

The school assumes the following responsibilities:

- Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Macon Bibb County Health Department.
- Identify chain of command in case of illness with a minimum of two back-ups for key administrators.
- Develop plans to communicate regularly about the status of the situation and provide guidance throughout the duration of the pandemic outbreak.
- Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of the pandemic outbreak.
- Review sick leave policies and adjust as necessary to ensure non-punitive policies are in place.
- Review policies regarding quarantines and pay continuation and adjust as necessary.
- Communicate with and educate the school community and parents about approved public health practices and what each person can do to prepare or respond to minimize health risks.
- Develop and implement educational support plans for scholars who are isolated or quarantined and coordinate these plans with the social support plans developed by the Macon-Bibb County Health Department and the Georgia Department of Education.

- Develop a recovery plan that provides for education support and emotional support for staff and scholars. If there is loss of life, implement procedures located in the School's Emergency Operations Plan.
- If needed, implement the School Crisis Response and Recovery Plan and activate Crisis Intervention Teams.
- Document all actions taken.

CACS assumes the following responsibilities:

- Identify chain of command in case of illness with a minimum of two back-ups for key administrators.
- Review best practices for respiratory hygiene and universal precautions and train all school staff, volunteers, and scholars.
- Identify and procure needed resources.
- Review procedures for sending ill individuals' home and adjust, if necessary.
- Establish and implement surveillance process to report the number of absent staff and scholars due to communicable diseases.
- Document all actions taken.
- Update staff and provide information on the extent of infection at the school site and potential changes that might take place at school.
- Follow school recovery plan that provides for education support and emotional support for staff and scholars.
- Maintain communications with Administrative Office and Parent/ Community to update the status.

Exclusion Guidelines

The decision to exclude scholars who have an infectious disease from school should be made in conjunction with the school nurse, the State or local public health agency, health care professionals, and/or parents/guardians. These guidelines contain exclusion recommendations for each disease or condition. Scholars should be allowed to return to school once the exclusion period is met or a healthcare provider clears the scholar.

If any of the following conditions apply, exclusion from school should be considered:

- If the scholar does not feel well enough to participate comfortably in usual activities, it may be recommended that he/she stay or return home until feeling well.
- If the scholar requires more care due to illness than school personnel can provide.
- If the scholar has a high fever, behavior changes, persistent crying, difficulty breathing, lack of energy, uncontrolled coughing, or other signs suggesting a severe illness.
- If the scholar is ill with a potentially contagious illness and exclusion is recommended by a health care provider, the State or local public health agency, or these guidelines.
- In cases where unvaccinated scholars are exposed to a vaccine preventable disease (such as measles, mumps, rubella, and pertussis), the State or local public health agency should be consulted to determine if exclusion of unvaccinated scholars is necessary. If school personnel become ill with an infectious disease, the affected staff member should consult with a health care provider to determine if they can work. If ill with diarrhea or vomiting, school personnel should not work until the illness is over. This is especially important for staffs that work in the cafeteria or handle food in any manner. A letter from the health care provider/physician may be required to return to work.

Social Distancing

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies include closing schools and public assemblies, cancelling athletic activities and social events, closing non-essential agency functions, implementing emergency staffing plans, increasing telecommuting and flexible scheduling and other options.

Quarantine

Quarantine is the physical separation and restriction of movement of individuals, families groups and communities who, though not ill, have been exposed to a contagious disease. Quarantine may be required to prevent the spread of infectious disease that may be transmitted to other individuals before illness develops or is recognized. Quarantines may be done at home or in a restricted area, depending on the specific nature of the infectious agent.

Isolation

Isolation applies to persons who are ill with a contagious disease. Isolation is the physical separation and restriction of movement of an individual who is ill or is suspected of having an infectious illness from those who are not ill and have not been exposed to the contagion. Isolation may be required if medically necessary and reasonable to treat, prevent, or reduce the spread of the disease. Individuals may be isolated in a health care facility, the individual's home, or a non-health facility.

Communications

Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the infectious disease and for managing the utilization of health care services. This plan's communications goals are to:

1. Provide accurate, consistent, and comprehensive information about the infectious disease, including case definitions, symptom management, treatment options, infection control measures, and reporting requirements.
2. Instill and maintain public confidence in the schools and the County's public health care systems and their ability to respond to and manage an emerging infectious disease environment.
3. Ensure an efficient mechanism for managing information between Macon-Bibb County Health Department, emergency response agencies, health system partners and the schools.
4. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
5. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
6. Ensure that all information released to the public is provided through the School Public Information Officer as identified in the School Emergency Operations Plan.

Reporting Requirements

Individuals treating or having knowledge of a reportable disease, whether the disease is suspected or confirmed, should report the case to the State or local public health agency. In most cases, health care providers or laboratories report diseases. In certain circumstances, school nurses and personnel should report diseases, such as when a scholar is suspected of having measles, chickenpox, a serious infectious disease, or when an outbreak occurs. It is important to remember that only qualified health care providers can diagnose an illness.

Regarding confidentiality, the Family Rights and Privacy Act prohibits sharing of health-related information except in certain well-defined circumstances, including, but not limited to specified officials for audit or evaluation purposes, and appropriate officials in cases of health and safety emergencies. Notifying the State or local public health agency of a reportable disease does not breach confidentiality laws.

When a case is reported, public health agencies may conduct an investigation to confirm the diagnosis, treatment, and cause of the illness, and determine the appropriate methods of disease control. Group outbreaks resulting from any cause, including foodborne outbreaks, must be reported to the State or local public health agency within 24 hours. In an outbreak situation, the goal of the public health agency is to assist the

school in preventing further spread of the illness and to try to determine the cause of the outbreak.

To report a disease or outbreak, contact the Macon Bibb County Health Department at (478) 745-0411

To the extent the following information is available; it should be reported when contacting the Public Health Department:

- Patient's name
- Diagnosis
- Date of birth
- Sex
- Ethnicity
- Address
- Phone number
- Name and address of the responsible health care provider
- Pertinent laboratory test results (if applicable)

RECOVERY

School recovery from the spread of an infectious disease will begin when school officials receive notice from the Macon-Bibb County Health Department that school may resume normal operations. The School Administrator will determine if normal supplies, resources, and response systems are adequate to manage ongoing school activities.

In consultation with Macon-Bibb County Health Department, the School Administration will recommend specific actions to be taken to return the schools to pre-event status.

The School will:

- Assess the economic and educational impact of the infectious disease on the schools.
- Evaluate the response actions taken by the school as a result of the infectious disease
- Determine effectiveness of existing plan to respond to similar events in the future.
- Revise existing plan as necessary to address any deficiencies.

After Action Review

- Implement sanitization and disinfection procedures
- Deploy solid waste disposal plans
- Review processes and incident communication protocols
- Review impact on the school and community
- Evaluate lessons learned
- Review and revise procedures, as needed
- Retrain staff

Document Archive

Maintain all information for the current year and the three prior years: Reports provided to the local Public Health Department or other government agencies o Attendance rosters of affected classrooms or school

- Reports from scholars and staff with symptoms of illness
- Reports showing what materials were provided to families and staff
- Actions taken by nurses, teachers, office staff and school administrators

- Protective eyewear or masks should be worn in situations where it is possible body fluids could come in contact with eyes or mouth.
 - Cleaning:
- Immunizations:

Blood or body spills are to be wiped up as soon as possible. Spills are to be double bagged and disposed of in trash. The area is to be cleaned with an approved disinfectant or bleach solution.

All soiled clothing should be double bagged and sent home with person.

- The state health regulations require scholars attending school to be up to date on all immunizations.
- A notarized waiver is required for a valid exemption (medical, religious, or personal exemption).
- The school will keep documentation of the immunization status of all scholars on file.
- If a reportable communicable disease is known, parents of scholars without that vaccine will be notified to check with their doctor regarding exclusion from school for a designated time.

Cardiac Emergency Response Plan

This Cardiac Emergency Response Plan is adopted by **Cirrus Academy Charter School** effective **7/21/2020**. This plan was reviewed and approved by medical and legal counsel for Cirrus Academy Charter School on **7/21/2020**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Cardiac Arrest (SCA (Sudden Cardiac Arrest)) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping, or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Cirrus Academy Charter School** shall be as follows:

1. **Developing a Cardiac Emergency Response Team**

(a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.

(a) Members of the Cardiac Emergency Response Team are identified in the "Cardiac Emergency Response Team" attachment, to be updated yearly and as needed to remain current. One of the members shall be

- designated as the Cardiac Emergency Response Team Coordinator.
- (b) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
 - (c) As many other staff members as reasonably practicable shall receive training.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8(below) and in the “Protocol for Posting” attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for Cirrus Academy Charter School:
 - (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (2) *Outside the school building* on school grounds / athletic fields – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (3) *Back-up* AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
- (b) **Cirrus Academy Charter School** will regularly check and maintain each school- owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both

school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the "Cardiac Emergency Response Team" attachment and in the "Protocol for Posting" attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
- (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
- (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

(a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Cirrus Academy Charter School** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school-based AEDs, if available.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **(Insert name of school)** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training scholars, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. **Cirrus Academy Charter School** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See "Conducting Drills" attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of scholars in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) **Cirrus Academy Charter School** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.

- (c) **Cirrus Academy Charter School** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. **Annual review and evaluation of the Plan**

Building Location Information

School Name & Address _Cirrus Academy Charter School

School Emergency Phone#--(478) 250-1376 (during school hours)

(478) -501-8564 (afterschool hours)

Cross Streets

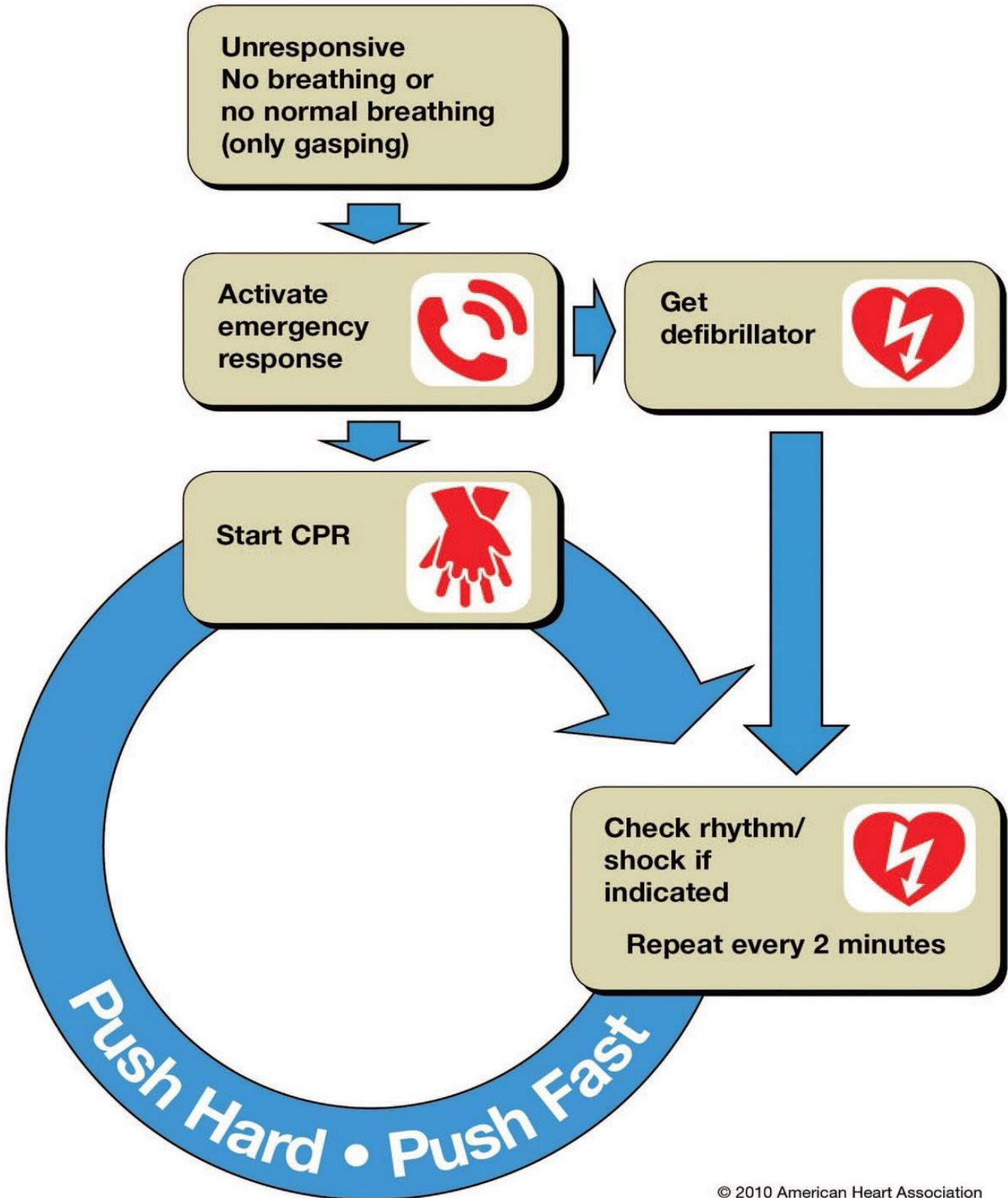
AED Location--Main Building

AED Location –Nurse Office

AED Location Middle School Building

AED Location-Rm 704

Simplified Adult BLS



Cirrus Academy Charter School shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the school's response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school- based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.
Post-event documentation and action shall include the following:
 - (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

Cirrus Academy Charter School
Protocol for School Cardiac Emergency Responders

For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff, and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(d) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this could cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(e) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. _____ Classroom, Room # _____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) enroute to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(f) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(g) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(h) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(i) Action to be taken by Office /Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).

- Notify staff and scholars when to return to the normal schedule.
- Contact school district administration.

LEARNING- TEACHING- ASSESSMENT

Curriculum

CACS is a Title I school with a curriculum focused on Science, Technology, Engineering, Arts and Math (STEAM). Our doors opened to scholars in kindergarten through eighth grade on August 1, 2016.

STEM Education

Cirrus Academy uses STEM curriculum. The curriculum is designed to help every scholar learn, grow, and succeed in the classroom and in life. Our curriculum helps scholars excel through STEM lessons, modules, and activities that are robust and engaging. The age- appropriate, scholar- centered K-8 learning solutions in STEM are composed of standards-based, relevant, and hands-on activities delivered via a scholar-focused learning process.

STEM + Arts

The arts play allows scholars to take an active role in their education and progress while encouraging teamwork and cooperative learning. Through experiments, modules, and more, CACS encourages self-directed learning in addition to traditional, lecture-based learning.

At CACS learning and achieving are cool! CACS fosters a safe learning environment where scholars are free to grow, ask questions, and be themselves. CACS is committed to seizing the golden opportunity regarding the latest research the learning/ brain connections to create a dynamic, enriched learning environment that will maximize brain growth for the future of the world- our children. Current studies on child development have concluded that from birth, children are able to develop necessary life skills and begin an educational foundation. CACS has found these conclusions to be true. During early childhood, the brain is actively receiving direction from its environment.

The natural curiosity of children and their desire to learn provide a unique opportunity for developing and building a solid foundation for their success in school and life.

Preparing a child for a successful and happy life is an important goal for parents. The professional staff at CACS shares this goal as we introduce children to learning- presented in fun, hands-on, experimental, and creative atmosphere. CACS teachers integrate STEAM into their Language Arts, Social Studies, Science, Math, and Fine Arts curriculum.

CACS provides an exceptional and revolutionary approach to developing a child's imagination, creativity, basic life skills, as well as intellectual and social development.

Our Learning Environments

As future citizens of the world, CACS scholars gain an early understanding of STEAM, professionalism and respect for other cultures.

Surrounded by supportive teachers and exceptional campus resources, our scholars take on new, exciting and complex projects such as coding projects, video production, winning “Olympic” medals, participating in Challenge laboratory projects, entrepreneurial and professional development activities, academic competitions, and more. These hands-on-lessons give scholars self-confidence to attempt new tasks and foster a commitment to see things through.

Each child is gifted with an amazing capacity to learn. Their individually unique talents wait to be discovered. In the right hands, their natural curiosity can become the source for a lifetime of academic success. At CACS, we are devoted to making the difference in a child’s life. All CACS teachers and staff have embraced the belief that every child that enters our doors is a success story waiting to happen and realizes that it is our responsibility to help make it happen. In our safe, creative, and positive environment, children of all abilities learn and practice the tools they need for continued academic success. Our innovative programs identify and promote each child’s natural gifts and talents through our stimulating STEAM facility.

TESTING PROGRAM

In 1971, a statewide testing program was established in Georgia to facilitate instructional planning, to provide feedback to scholars and parents, and to evaluate the effectiveness of educational programs. The CACS Inventory will be administered three times yearly for scholars in grades Kindergarten through 5. Kindergartners are to be assessed throughout the school year with Georgia Kindergarten Inventory of Developmental Skills (GKIDS). Grades 1-5 are administered local and/or state assessments.

Grading Systems - Grading and Reporting

Promotion Standards and Criteria

Promotion decisions are based upon multiple criteria (e.g., teacher – made assessments, homework, curriculum- embedded assessments, and teacher observation of scholar performance). The scholar will be promoted if the established grade- level criteria are met or exceeded, as evidence by the scholar receiving a passing grade in core subjects.

Requirements for Grades: K

Kindergarten: To be promoted to grade 1, a scholar must meet the following requirements:

- Demonstrate progress or mastery of reading and math standards
- The indicators below will be used to report scholar progress on essential skills in the content areas and social development on the report card.
- These reflect the Georgia Kindergarten Inventory of Developing skills (GKIDS).

Academics - Mastered PR - Progressing EM – Emerging ND - Not Demonstrated

Requirements for Grades 1-8

Grade 1: To be promoted to grade 2, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn one or more “Meets” in Science and Social Studies.
- Meet attendance requirements.

Grade 2: To be promoted to grade 3, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn one or more “Meets” in Science and Social Studies.
- Meet attendance requirements.

Grade 3: To be promoted to grade 4, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- Score “On/Above grade level “on the Georgia Milestone End-of- Grade Assessments in reading.
- Meet attendance requirements.

Grade 4: To be promoted to grade 5, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- Meet attendance requirements.

Grade 5: To be promoted to grade 6, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- Score “On/Above grade level “on the Georgia Milestone End-of- Grade Assessments in reading.
- Earn an achievement level of “Developing Learner”, “Proficient Learner”, or “Distinguished Learner”, on the Mathematics section of the Georgia Milestones End-of-Grade Assessment.
- Meet attendance requirements.

Grade 6: To be promoted to grade 7, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- May not fail three or more other courses.
- Meet attendance requirements.

Grade 7: To be promoted to grade 8, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- May not fail three or more other courses.
- Meet attendance requirements.

Grade 8: To be promoted to grade 9, a scholar must meet the following requirements:

- Earn a passing final grade in English/ Language Arts (70 and above).
- Earn a passing final grade in Mathematics (70 and above).
- Earn a passing grade in Science and Social Studies.
- Score “On/Above grade level “on the Georgia Milestone End-of- Grade Assessments in reading.
- Earn an achievement level of “Developing Learner”, “Proficient Learner”, or “Distinguished Learner”, on the Mathematics section of the Georgia Milestones End-of-Grade Assessment.

- Meet attendance requirements.

The purpose of grading and reporting is to communicate to parents/guardians and scholars the Georgia Standards of Excellence (GSE) that scholars are expected to meet, each scholar's level of performance in meeting those standards, and the adequacy of that level of progress or proficiency at the time of reporting so that success may be recognized, and improvements can be made when needed.

It is expected that scholars will be provided multiple opportunities with fair and valid classroom assessments to demonstrate proficiency on each course standard. Every assessment will correlate to Georgia Standards of Excellence (GSE) and all standards will be assessed.

Diagnostic, formative, and summative assessments will be utilized by teachers to gather data regarding scholar performance so that instruction may be aligned to scholars' needs. Diagnostic data provides a snapshot for teachers to gauge the scholars' prior knowledge and will not be included in grading. Formative assessments are opportunities for scholars to practice new learning, can occur during instruction, and may include observations of scholars and conversations with scholars. Formative assessments, being a practice opportunity for scholars, may or may not be included in grading. Summative assessments are given after instruction and ample practice opportunities, when the teacher is soliciting demonstration of mastery of the standards from the scholars.

Parents will receive progress reports indicating scholar progress toward grade level/course standards at the midpoint of the grading term and report cards at the end of each grading term. Parents can access scholar grades through the Scholar Information System (SIS) for scholars in kindergarten through eighth grade. Parents of scholars enrolled in special education, ESOL, EIP, Title I, REP, or gifted courses may receive supplemental progress reports from their child's teacher. These reports reflect progress toward specific program goals that may or may not reflect grade level/ course standards.

Any grade change will be supported by written documentation on the Administrative Grade Change Authorization Form supporting the change which shall include the name of the person requesting the change and all required approvals.

This procedure does not prevent the Dean of schools or other administrators from discussing grades and grading with the classroom teacher.

This procedure does not prevent a school or central office administrator, or the Head of School from changing a scholar's grade. Any grade change made by a person other than the classroom teacher must follow the established procedure and must be approved in writing by the governing Head of School and the Dean of schools.

This must be clearly indicated in the scholar's school records and must indicate the person responsible for making such grade change (see grade change form).

Make-up Assignments

The teacher must permit the scholar to complete missed homework, tests, or examinations within five school days after the scholar returns to school from an excused absence. If it is the fourth marking period, the teacher must permit the scholar to complete the homework, test, or examination by the end of the teacher's post planning days.

Teacher discretion may be used to extend the make-up time in extenuating circumstances. It is the scholar's/parent's responsibility to arrange with the teacher to make-up homework assignment, test or examination, the teacher will report the score, and the school registrar will update the scholar's transcript and report card upon signed approval by the Superintendent or designee.

Make-up Work after Absences

Teachers must permit scholars to make up work missed during absences for any of the following reasons:

Participation in school-sponsored activities such as field trips or other designated events, personal illness, medical requirements, family illness, death of a family member, observance of a religious, holiday, orders of government agencies, hazardous conditions, and suspensions (ISS and OSS). Any assignments or projects given prior to the absences are due immediately upon the first day a scholar return. However, in extenuating circumstances, this may be extended.

Extra Credit

Teachers may assign scholars extra credit projects/assignments. These projects/assignments must be directly related to instructional material for improvement or enhancement and must be made available to the entire class.

Conversion of Letter Grades to Numerical Grades for Transfer and Dual Enrollment Scholars - (Grades K-8)

If a grade range is provided by previous schools attended, conversion will be made by assigning the midpoint of the range, not to exceed the values listed in the following conversion scale. If a grade range is not provided, the following conversion scale will be used. Grades earned by a scholar who is involved in a dual enrollment program with a post-secondary institution will have numeric grades recorded based on this scale.

Letter Grade	Numerical Equivalent	Grading Scale	Progress	Mid-Point Conversion Scale
A+				98
A	4.0	90-100	Excellent	95
A-				92
B+				88
B	3.0	80-89	Satisfactory	85
B-				82
C+				78
C	2.0	70-79	Needs Improvement	75
C-				72
D	1.0	70		70
F	0	69 or below	Unsatisfactory	65

Grading

A. **Grades K-5**

Scholar Grades for School Subjects

Numerical grades will be assigned to the core subjects of Language Arts (K-5), Reading (K-5), Science (K-5), and Social Studies (K-5):

90-100= Excellent Progress

89-80= Satisfactory Progress

79-70= Needs Improvement

Below 70 = Unsatisfactory Progress

Fail = Incomplete Work for the grade level

An "I" must be approved by the Superintendent or designee. The scholar must make up the incomplete work by the mid-term of the succeeding marking period. A low score of 75 and below signals the need for intervention, which should be provided immediately to the scholar to assist with mastery of content.

Computation of Grades

The following will serve as the basis for grading progress in all subjects:

1. Assessments for Learning - Quizzes, classwork, and observations with rubric/checklist, projects with rubric, labs, and Math Exemplars will constitute 50% of the grade.
2. Assessments of Learning - Tests, projects, finals drafts and Math Exemplars will constitute 40% of the grade.
3. Assessments of Learning- Homework will constitute 10% of the grade.

Number of grades per grading period in each category shall be at least:

1. Five (5) from no.1 above per 9 weeks
2. Two (2) from no. 2 above per 9 weeks

Teachers of First grade will only report Readiness at the 4.5 grading period and will reflect grades at the 9-week mark. Due to this adjustment, the number grades in the first grading period in each category shall be at least:

1. Three (3) from no.1 the first 9 weeks
2. One (1) from no.2 the first 9 weeks

The final grade in each of the core subjects (Language Arts, Reading, Mathematics, Science, Social Studies, and Health) will be calculated by averaging numerical grades for the four marking periods.

The final letter grade in Art, Music, Band, PE, Computer and Foreign Language will be calculated by converting the four marking period grades to numerical equivalents and averaging the numerical equivalent to determine the final grade. Five-tenths percentage points or above in any subject area grade should be rounded upward to the next highest grade.

E= 3

M= 2

N= 0

B. **Grades 6-8**

Standard Grades for School Subjects. The following grading scale will be used to report scholar achievement in the school subjects: 90-100 = **A**; 80-89 = **B**; 70-79 = **C**; 60-69 = **F**

Computation of Grades

Teachers will calculate the grades for each of the following components to determine a numerical grade:

- *Assessments during Learning* - (Independent Assignments) Quizzes, labs, cloreading practice, question and answers will constitute for 50% of the grade.
- *Assessments of Learning* - (Summative Assessment) Tests, Science FairProjects, essays, research papers, etc. will constitute for 40% of the grade.
- *Homework* - Work that is done independently at home for practice and reinforcement after teacher instruction will constitute for 10% of the grade.

Number of grades per grading period in each category shall be a least:

1. Five (5) from no. 1 above per 9 weeks
2. Two (2) from no. 2 above per 9 weeks
3. Two (2) from no. 3 above per 9 weeks

II. **Scholar Conduct Grades K through 8th**

Scholars will earn a conduct grade for each marking period which will be documented on the report card. Its purpose is to encourage scholars to conduct themselves in an orderly, courteous, dignified, and respectful manner. The conduct grade will reflect scholar conduct during the previous grading period.

Scholar Conduct Rubric

Excellent

E No infractions

Satisfactory

S One or more minor infractions

Needs Improvement

N Any moderate in fractions

Unsatisfactory

U One or more serious infractions or multiple moderate infractions

Overall Excellent (E) or Satisfactory (S) Conduct Grade Actions

Scholars receiving an excellent or satisfactory conduct grade may earn extra privileges/incentive which will be determined at the school level.

Overall Needs Improvement (N) Conduct Grade Consequences

Scholars receiving a needs improvement conduct grade may be referred for participation in the RTI/Scholar Support Team process for the development of a behavior intervention plan which includes positive interventions, strategies and supports designed to address the behavior in question.

Overall Unsatisfactory (U) Conduct Grade Consequences

Scholars receiving an unsatisfactory conduct grade may be referred for participation in the RTI/Scholar Support Team. **Any personal recognitions or serving as a representative of these schools may be denied.** *Using grades for punishment is a violation of the Georgia Code of Ethics. Anyone using grades for discipline will face investigation of by the Professional Standards Commission(PSC).*

Purposes and Guidelines

The purpose of the report to parents is for the teacher to communicate the scholar's progress. Grading should be a professional assessment of a child's progress based on standards.

Examples: Teacher observation of scholars:

Counting money, measuring objects, demonstrating concepts with manipulatives, reading and answering questions orally, conducting a science experiment, participating in a group activity- (cooperative learning), developing a Social Studies project, playing learning games, summarizing a story that has been read silently, and researching a topic.

Report Cards/Progress Reports/Deficiency Notices

Report cards are released through the Parent Portal; every nine weeks (about 45 days) with Progress Reports issued Every 4.5 weeks. Teachers may send notices of failing grades at any time if there are major concerns with a scholar's performance. Progress reports may be sent home to parents any time during a nine-week period that the teacher judges appropriate when a scholar's progress is unsatisfactory. Parents should discuss these deficiency reports with the scholars, schedule a conference, if desired, and promptly sign and return the deficiency report to their scholar's teacher. The parent/ guardian will be notified if his/her scholar is in danger of receiving an unsatisfactory grade in art, foreignlanguage, STEM lab, or physical education. Progress reports will be sent home at the mid nine- weeks. Reports cards will be issued on the dates listed below.

Documentation of progress may be maintained through checklists, rubrics, conference notes, anecdotal records, completed projects, contracts, etc. It is also important for scholars to be awareof progress and to receive immediate feedback when they are assessed. A second purpose of report cards and grading is to utilize assessments procedures as an instructional tool. If the assessment procedures reveal weakness, instructional strategies ormodifications should be implemented to encourage mastery of skills and concepts. Lowering grades for disciplinary reasons is prohibited at CACS

Cirrus Academy 2024-2025 Grading Period

Grading Period	# of days	Start Date of Reporting Period	End Date of Reporting Period
1	44	8/5/2024	10/04/2024
2	45	10/14/2024	12/20/2024
3	41	1/7/2025	03/7/2025
4	50	3/10/2025	5/23/2025

Quarter	Report Name	Posting Window Opens	Posting Window Closes	Date to Post Report Cards
1	Progress Report 1	9/3/2024	9/5/2024	9/9/2024
1	Report Card 1	10/14/2024	10/16/2024	10/21/2024
2	Progress Report 2	11/11/2024	11/13/2024	11/18/2024
2	Report Card 2	1/7/2025	1/9/2025	1/13/2025
3	Progress Report 3	2/3/2025	2/5/2025	2/10/2025
3	Report Card 3	3/10/2025	3/12/2025	3/17/2025
4	Progress Report 4	4/14/2025	4/16/2025	4/21/2025
4	Report Card 4	5/12/2025	5/14/2025	5/23/2025

Homework

Homework is designed to be a constructive tool in the teaching- learning process; and, as such, can be an effective aid to scholar learning. Scholars will have a grade appropriate degree of homework on a regular basis for the following reasons:

1. To help scholars develop independent study skills
2. To reinforce learning which has taken place at school
3. To bring the home and school closer together
4. To relate school learning to out-of-school interests

Parents are encouraged to:

1. Show a positive interest in homework as well as in all other schoolwork
2. Provide children with a suitable place and quiet time for homework
3. Cooperate with the teacher to do homework more effectively
4. Serve as consultants for problems and avoid doing the homework for the child
5. Allow for breaks if the homework completion becomes too emotional or tense

Types of homework to be expected include:

1. Practice assignments
2. Book reports
3. Special projects which are related to class activities
4. Reading assignments which will expand understanding of material introduced in class
5. Independent reading for a minimum of twenty (20) minutes daily

Scholars are encouraged to read a minimum of 20 minutes daily independently or with a family member.

HONOR ROLL/HONORABLE MENTION

Scholars in grades 3-5 may achieve Honor Roll status each grading period by meeting the following criteria:

- Earn "A's": in all academic subjects.
- Earn Satisfactory (S) in the subjects.

Promotion and Retention

CACS recognizes its responsibility for its scholars. Part of this responsibility includes a commitment for the scholar's understanding and mastery of the basics in reading and mathematics.

Promotion standards help to provide consistency in instructional emphases and clear expectations for teachers, parents, and scholars. Promotions are made based on mastery of standards and/or the ability of the pupil to do the work at the next level of instruction, as well as a consideration of social and emotional needs of the scholar. Promotion and retention of scholars are administrative matters and are to be done by teachers and Assistant Principal. The welfare of the scholar is the primary consideration.

Promotion of scholars annually is desired; however, it is recognized that under certain circumstances retention must be considered for some scholars. Retention of elementary school scholars shall conform to the following: Every effort shall be made to identify potential scholars to be retained as early as possible

during the school year.

1. The teacher is responsible for the early identification of any scholar having learning difficulties. The identification shall be made known to the scholar, parent, and Assistant Principal through written notification.
2. Grade 4- Effective the 2003-2004 school year, results of the Georgia Milestones Assessment may be considered in addition to grades, attendance, and other local requirements for promotion. Test results shall also be used to determine a scholar's need for accelerated, differentiated, or additional instruction.
3. When a child is retained, his instructional program will be modified to accommodate his individual needs within resources available.
4. Individualized Educational Plans (IEP) for scholars with handicapping conditions shall establish standards for promotion.

The Assistant Principal may retain a scholar who performs satisfactorily on the Georgia Milestones Assessment but who does not meet promotion standards and criteria established by the local board of education.

Promotion of scholars in grades 3 and 5 shall follow requirements set forth in Georgia Board of Education Rule 160-4-2.11;

- Grade 3- Effective the 2003-2004 school year, no third-grade scholar shall be promoted to the fourth grade if the scholar does not meet expectations on the Georgia Milestones Assessment in reading and meet promotion standards and criteria established by the local board of education for the school that the scholar attends.
- Grade 5- Effective the 2004-2005 school year, no fifth- grade scholar shall be promoted to the sixth grade if the scholar does not meet expectations in reading and in math on the Georgia Milestones Assessment and meet promotion standards and criteria established by the local board of education for the school that the scholar attends.

For 3rd and 5th grade scholars who do not meet expectations in reading and in math on the Georgia Milestones Assessments: An opportunity will be provided for intense intervention prior to the Georgia Milestones retest. If the child still does not meet expectations on the retest, the child will be retained. The parents may appeal the retention to the Assistant Principal. A committee made up of the Assistant Principal, the teacher of the Georgia Milestones subject (s) that the scholar failed, and the parent will make the best decision regarding the promotion/ retention of the child. The decision to promote the scholar must be a unanimous committee decision. The committee's decision is final.

The decision to promote or retain a child is made jointly by the Assistant Principal and teacher. The teacher will notify parents and have at least two conferences prior to retaining a child. A parent may request an appeal of a retention decision. The request must be in writing and submitted to CACS within five (5) calendar days of the last day of the school year. A Retention Appeals Committee will review information relative to the retention and make a final decision.

After School Program

Cirrus Academy Charter School is pleased to offer an after-School Program for those families that need tutoring for their scholars beyond the normal school day. The after-school tutorial program times and days will be posted. This program is free to all CACS Scholars.

FEDERAL PROGRAMS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

Family Education Rights and Privacy Act (FERPA)

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

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

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

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

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

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

Protection of Pupil Rights Amendment (PPRA) – Notice to Parents

August 5, 2024

Dear Parent(s)/Guardian(s)

This letter serves as official notice of Cirrus academy's policy regarding Protection of Pupil Rights Amendment (PPRA) which affords parents certain rights regarding the schools' conduct of surveys, collections and use of information for marketing purposes, and certain physical exams.

These include the right to:

- a) Consent before students is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student nor parents; or
 8. Income, other than as required by law to determine program eligibility.

- b) Receive notice and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- c) Inspect, upon request and before administration or use:
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above

- marketing, sales, or other distribution purposes; and
- 3. Instructional material used as a part of the educational curriculum.

Parents of eligible students should submit to the Assistant Principal a written request that identifies which items set forth above that they wish to inspect. The Assistant Principal will plan for access and notify the parents or the eligible student of the time and place where the materials may be inspected. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Cirrus Academy has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collections, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

Cirrus Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Cirrus Academy will also directly notify, such as through U.S. Mail, e-mail or website posting, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

Cirrus Academy will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

- a) Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- b) Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- c) Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue,
SW
Washington, D.C. 20202-5901**

Cirrus Academy thank you for doing your part to make 2024-2025 school years a healthy, safe, and positive learning experience for ALL students as we continue to more FULL STEAM AHEAD!

Head of Schools
Barry Williams

Title I Program

Cirrus Academy Charter School Stakeholder

Title I, Part A, Section 1116 of the Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA) requires that all schools receiving Title I, Part A funds must: Provide parents and families members of Title I students with opportunities to have meaningful input into the development of family engagement activities, programs, and procedures. This includes the annual review and revision of the LEA Parent and Family Engagement Policy/Plan; the School Parent and Family Engagement Policy/Plan; and School- Parent Compacts. Family input is also required when planning Title I, Part A family engagement budgets if LEAs (Local Educational Agency) (Local Educational Agency) receive \$500,000 or more. One percent of at least 90% of the budget must be set aside for family engagement. Input into building the capacity of school staff in how to best communicate with and build partnerships with parents and families is also required by ESSA. In addition, ESSA requires that LEAs receiving these funds must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy and program. This section provides Title I schools and districts with guidance and resources for meaningful consultation with parents and family members.

Student Responsibilities:

Cirrus Academy Charter School students joined staff and parents to develop ideas about how they can succeed in school and reach for the stars in literacy and math. Students thought of the following ideas to make connections between learning at home and school:

- To work with my family using the materials in the online HMH Reading Series and HMHGo Math series to practice word problems.
- Remind my parents about Family Reading nights that will help me with problem solving strategies in literacy and math.
- Bring home our class newsletter and read it with my family.
- Play the games/activities from the websites posted on our class webpage.

Commitment of Parents/ Guardian of Cirrus Academy Students:

For students to be successful in school, everyone must do their part to hold up the high standards and expectations to the CACS community. It is understood that students and families want and deserve a high-quality educational experience at CACS. CACS believes that family participation in their child's education is vital, and as such encourages all families of CACS students to participate at school by providing a wide variety of opportunities to volunteer along with various school events they can attend. As applicable, all parent/ guardian volunteers shall complete a criminal history background check before volunteering.

Parents/ Guardians of CACS Students must make a commitment to stay involved in their children's school life by:

- Attending CACS major school and family events
- Communicating any changes in family information, concerns about students' progress
- Questions or feedback for the school
- Communicate with administration about any difficulties in contacting teachers
- Fully support all CACS policies and procedures, including the discipline, program, and uniform

- expectations
- Communicate regularly via email, conference, or telephone with teachers
- Ask students about his/ her nightly homework assignments and upcoming projects and assignments
- Make every effort to schedule appointments, court dates, vacations, etc. on days when school is not in session.

FAMILY ENGAGEMENT at CACS is a cornerstone of the foundation of CACS. Parents and guardians are welcome at the school always. We value your presence and your active participation in extra-curricular, academic and social activities. Our staff is committed to providing you and your child with a high quality public education. We know that this occurs when families are actively engaged in their child's educational experiences as partners with the school. Recognizing that families have busy and varying schedules, we have identified a variety of ways families can participate and stay engaged in their student's education. Based on your availability and interests, our schools personnel will help match you with volunteer opportunities that support the school community. At CACS, families are included as active participants in school decisions, with parents/guardians serving on committees and volunteering at the school.

Parent Teacher Student Organization (PTSO)

We will have an active Parent Teacher Student Organization. The PTSO will regularly schedule meetings. Look for PTSO information to come home with your child regularly or call your child's school for more information.

Notice of Rights of Scholars and Parent under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled scholars have educational opportunities and benefits equal to those provided to non-disabled scholars.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact Cirrus Academy Charter School 504 Coordinator Christine Kpor at the following address: **1870 Pio Nono Avenue Macon, Ga 31204 478.250.1376**

The implementing regulations for Section 504 as set out in 34 CFR 104 provides parents and/or scholars with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled scholars. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled scholars or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled scholar. 34.CFR 04.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with nondisabled scholars to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled scholars. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement test, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34. CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's action regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34.104.36.
14. You have the right to receive a copy of the school system's impartial hearing procedure upon request. 34. CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34.CFR 104.36.
16. You have the right to, at any time, to file a complaint with the United States Department of Education's Office for Civil Rights.

Office for Civil Rights

U.S. Department of Education
400 Maryland Avenue, SW

Washington, D.C. 20202-1100

Additionally, you may contact us at:

Toll-free: (800) 368-1019

TDD toll-free: (800) 537-7697

TITLE I/TITLE II PARENT/SCHOLAR GRIEVANCE PROCEDURES

Although the below steps are recommended for the most efficient resolution at the lowest level, the

parent/scholar has the right to by-pass these steps at any time and request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the scholar may take part in the hearing and have an attorney represent you at your own expense. The impartial Hearing Officer will be selected by the district. Hearing requests must be made to the Title Coordinator identified in Step II below.

Step I

The complaint shall be presented orally or in writing to the Assistant Principal within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time.

The administrator will investigate and render a written decision within ten (10) calendar days of the filing of the complaint.

Step II

A complainant dissatisfied with the decision of the Assistant Principal may appeal to the System Title I/Title II Coordinator by submitting a written statement of complaint to the System Title I/Title II Coordinator. This statement must be filed within ten (10) calendar days after the complainant receives the decision from the Assistant Principal. Upon receipt of the written statement, the Title I/Title II Coordinator will schedule a meeting to attempt resolution of the concerns. The System Title I/Title II Coordinator will render a written decision within ten (10) calendar days after the meeting.

Step III

A complainant dissatisfied with the decision of the System Title I/Title II Coordinator may appeal to the CACS CEG Board by filing a written request to the Office of Barry Williams, Interim Head of Schools. The appeal must be filed within ten (10) calendar days after the complainant receives the decision from the System Title I/Title II Coordinator. The Board will act on the complaint at the next scheduled Board meeting.

Parent Involvement Policy

Statement of Purpose: Cirrus Academy Charter School provides quality education for every student. To accomplish this objective, we will develop and maintain strong partnerships with parents. Parents and teachers working as partners increase student achievement and develop positive attitudes about self and school. Teachers will keep parents informed of grade level learning objectives. All students will be expected to work toward mastering these objectives.

As a school-wide Title I school, Cirrus Academy School intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home/ school partnership.

Parent Involvement in Developing the Policy: Parents, members of the community, and school staff will meet to discuss the design and implementation of the Parent Involvement Policy. Cirrus Academy will recruit participants through various avenues of publicity. Meetings will be planned at convenient times and

locations for all concerned parents. Parents will be encouraged to become involved in revising and updating the policy as necessary.

Cirrus Academy will hold a minimum of two Title I meetings with parents during each school year. During each meeting parents will be informed of Title I guidelines and copies of the Parent Involvement Policy will be distributed. The meetings will be held at a convenient time and location. Written notices will be directed at attracting as many parents as possible.

School/ Parent/ Student Compacts: In accordance with Title I regulations, the school must develop a parent/ student compact with the parents of students participating in the program. This compact will enable the school and parents of students to participate in the program. This compact will enable the school and parents to share responsibility for student performance and success. The compact must explain how students, parents, and staff will share responsibility for promoting student performance and success. All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish their goals. Parents are asked to discuss the contents of the compact with their child. All Compacts are signed at the beginning of each school year by the Parent/Guardian, the Student, the Teacher and the Superintendent/ CEO or his/ her designee.

Types of Parent Involvement: There are many ways in which parents can be involved with their children's education. Cirrus Academy values both the at home contributions and those which take place at school. Many types of parental involvement are needed in a home-school partnership that will help all our children succeed.

Parent Involvement Opportunities Include:

- Supporting their child/children's learning at home.
- Volunteering in the classroom (must possess appropriate clearances).
- Volunteering to help with field trips and other Title I- related activities/ projects and activities.
- Parent/ teacher conferences throughout the year.
- Matching Programs to the Needs of Our Parents and Students.
- Parent and student needs will be assessed through questionnaires and parental suggestions as well as a variety of other measures targeted at creating a successful school environment.
- Workshops and programs will be tailored to meet the unique needs of our students and parents.
- Parents will be informed of involvement activities through the school office and teachers. Cirrus Academy welcomes and promotes parent suggestions.
- Staff/ Parent Communication Parents will be welcomed through various avenues of communication throughout the school year.
- Newsletters, conferences, personal contacts, and written notices will be utilized to establish and maintain an open line of communication.
- Staff members will be trained in positive communication activities, as well as effective ways to work with parents and community members.
- Evaluation Feedback will be sought from parents to assess the effectiveness of all programs and offer suggestions for improvement. The evaluation procedure will include assessment of successes in the Parent Involvement Policy as well as recommendations for improvement.

The school will revise its Parent Involvement Policy based on the results of this annual review.

Parent and Family Engagement Policy

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. That parents play an integral role in assisting their child's learning.
2. That parent is encouraged to be actively involved in their child's education.
3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
4. The carrying out of other activities, such as those described in Section 1116 of Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Cirrus Academy Charter School District has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe Cirrus's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Cirrus will work with its Title I to ensure that the required school-level parent and family engagement policies meet the requirements of federal law, and each include, as a component, a school-parent compact.

Jointly Developed

During the annual Title I Input meeting in May 2024, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2024-2025 school year. The district sent out notices to all parents informing them about this meeting and posted an announcement on the school district website. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), the Comprehensive Support and Improvement School's Plan, and Improvement School's Plan. Additionally, each Cirrus' Title I used its Annual Title I meeting to review the district parent and family engagement policy before the end of the 2024-2025 school year.

Upon final revision, Cirrus Academy's parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by June 2024 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on the school website and in parent resource centers, disseminate it during the Annual Title I School Input Meetings in the fall, and email the link to all parents in a format and language they can understand.

As a component of the parent and family engagement policy developed under subsection (b), Cirrus Academy has jointly developed with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards.

Strengthening Our School

This year, Cirrus Academy Charter School family engagement coordinator will provide technical assistance and support to Cirrus Academy to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I school will receive notifications and resources from the Parent Family Engagement Coordinator to help improve and strengthen family engagement. In addition to frequent communication, the Parent Family Engagement Coordinator will hold monthly meetings and training to review family engagement plans and activities.

Additionally, Cirrus Parent Family Engagement coordinator will review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.

Reservation of Funds

Cirrus Academy Charter School will reserve 1 percent of the total amount of Title I funds it receives in 2024-2025 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, Cirrus Academy will distribute 90 percent of the amount reserved to Title I school to support their local-level family engagement programs and activities. Cirrus will provide clear guidance and communication to assist the school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations. Cirrus Academy will host its annual Back to School Improvement Forum in July for parents to provide suggestions on how these family engagement funds could be used in the upcoming year. Comment cards and minutes from Back to School will be reviewed to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the Parent Family Engagement Coordinator at Cirrus Academy Charter School.

Opportunities for Meaningful

Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Back to School Bash July 2024

All parents are welcome to hear the latest updates from the Cirrus Academy Charter School as well as review and provide input into the parent and family engagement policy and the Consolidated LEA Improvement Plan for the 2024-2025 school year. Notices regarding this meeting will be mailed to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school website.

Annual Title I Meeting – September 2024

During the month of September, Cirrus Academy will host a forum for parents and family members to participate in roundtable discussions to review the schoolwide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Cirrus will send invitations home as well as email and text parents to notify them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites.

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Unable to attend these meetings? Please visit www.cirrusacademy.org to review the meeting documents and minutes and leave your input.

Building Capacity

Cirrus Academy Charter will build partnerships between its families and community with the goal of developing mutual support for student achievement. To develop capacity for this support, Cirrus will implement a variety of family and community engagement initiatives. Cirrus has a Success Team through the Georgia Charter School Association who is providing all teachers with Professional development to improve Literacy, Content Development, Differentiation of Instruction, and increase proficiency on the Georgia Milestones.

Of Parents – Cirrus Academy will provide families with information about the overall Title I program and its requirements. Cirrus will work to help families understand academic expectations for student learning and progress. Specific information related to Success Team, the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. Cirrus also offers assistance to parents in understanding the use of its online student information system and other digital resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the Cirrus website and shared through school messaging systems, newsletters, and social media postings.

In addition, Cirrus websites contain resources and materials such as parent guides, study guides, practice assessments, and Success Team materials for at-home learning. Hard copies of these materials are also available at Cirrus Academy, including copies in Spanish.

Cirrus Academy Charter School Parent Teacher Student Organization (PTSO), made up of parent representatives, teacher representatives, and student representatives advises Cirrus Academy Charter School on all matters related to family engagement. Community leaders and business partners are also invited to serve on the PTSO. The participation of all our partners is encouraged through video conferencing and recording options to accommodate varying schedules.

Cirrus Academy Charter School will coordinate and integrate the family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. Cirrus will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Ready days, Middle and High School Transition Nights, so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff – Cirrus Academy will conduct four trainings during the school year for the Assistant Principal and school staff to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. This training will be redelivered to the faculty and staff of Cirrus Academy.

To ensure that information related to district, school, parent programs, and activities is available to all parents, Cirrus Academy is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events on the district website will be translated to the extent practicable. Cirrus will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, Cirrus Academy will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I school through an annual parent survey and the School Improvement Forums.

Beginning in April, Cirrus Academy will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the school websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs parents of children eligible to receive Title I services to design strategies for more effective family engagement.

Cirrus Academy will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, Cirrus Academy Charter School family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Mark Your Calendars

Back to School
August 2024

Curriculum Night
September 2024

Reading & Math Nights
October 2024

Family Picnic
October 2024

Annual Parent Survey
April 2025

School Improvement Forum
May 2025

State of the District
May 2025

Adoption

Cirrus Academy Charter School's parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the Annual Title I meeting.

This policy was adopted by Cirrus Academy Charter School District Board on 06/28/2024 and will be in effect for the 2024-2025 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.

ESOL – ENGLISH SPEAKING OTHER LANGUAGES POLICY

Cirrus Academy Charter School ESOL Policy adopted: 9.23.19

Introduction

As cultural and linguistic diversity in the state of Georgia increases, school personnel have a critical need for information to effectively instruct English Learners (ELs). Cirrus Academy Charter School will aid with program management and the effective instruction of ELs. Cirrus Academy provides specific information about ESOL/Title III and federal and state guidelines. The goal of Cirrus Academy is to present an organized and clearly written document that facilitates the communication between the ESOL/Title III Department and the schools. This handbook will be updated as needed.

English to Speakers of Other Languages (ESOL) is the state-funded language instruction educational program for eligible English learners (ELs) in grades K-8 at Cirrus Academy Charter School (Georgia School Law Code 1981, §20-2-156, enacted in 1985). ESOL language instruction is focused on developing EL (English learners) scholars' academic English proficiency in each content area of the Georgia Standards of Excellence (GSE). The WIDA Consortium English Language Development (ELD) Standards aligned with the GSE guide the work of ESOL teachers.

Differentiated instructional practices, both in ESOL and general education classes, ensure that the language development needs of Georgia's EL scholars are met. In ESOL language programs it is appropriate, when practicable, to use the scholar's home language as a means of facilitating instruction and providing limited English-proficient (LEP) parents with school-related information.

Cirrus Academy Charter School Special Education and 504 Procedures for the Distribution of Parent and Scholar Rights

All Special Education Staff and the 504 Coordinator issue the Parent/Scholar Rights documentation using the following method:

Special Education:

1. A copy of the Parental rights is issued at all SPED parent meetings but during the following parent/guardian meetings the long version of the parent rights is reviewed and shared with the parent or guardian.
 - Parent Consent for Evaluation Meeting
 - Eligibility or Redetermination Meeting
 - Parent Notification Letter of IEP Meeting
 - IEP Meeting
2. During the following conferences or meetings, the short version of the rights are reviewed and shared with the parents or guardians. The extended version of the rights is available at each meeting as well.
 - Teacher/ Parent/ SPED Case Manage conferences
 - Scholar Support Parent Meetings or conferences

504 Parental Rights

1. 504 Parental Rights are issued at all meetings held with the parent or guardian.

Cirrus Academy Charter School

Rights as Parents - Regarding Special Education

The Individuals with Disabilities Education Act, 34.C.F.R. 300 et seq. (IDEA), the federal law concerning the education of scholars with disabilities, requires schools to provide parents of a child with a disability with notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education.

Terms used in this document

The terms “Local Educational Agency (LEA),” “public agency,” “agency,” “local system,” or “system” refer to school systems as designated by the state of Georgia to provide special education and related services to eligible children, including public nonprofit charter schools.

The term “parent” refers to the same broad definition of parent as found in the IDEA, including the biological or adoptive parent, a foster parent, a guardian authorized to make educational decisions for the child, a person acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, an individual who is legally responsible for the child’s welfare, or a surrogate that has been appointed. (34.C.F.R.300.30)

A copy of this notice must be given to parents only one time a school year, except that a copy must also be given to the parents: (1) upon initial referral or parent request for evaluation to determine if the scholar is a scholar with a disability; (2) upon receipt of the first written formal complaint involving the scholar’s school system; (3) upon receipt of the first due process complaint involving the scholar’s school system in a school year; (4) when a decision is made to take a disciplinary action that constitutes a change of placement; (5) prior to accessing a scholar’s or parent’s public benefits or insurance for the first time; and (6) upon parent request. [34. C.F.R.300.504 (a)]

Confidentiality of Information:

The information about your child being a child with a disability eligible under the IDEA, his or her special education and related services, and other personally identifiable information is confidential and is not released to others within the system unless they have a legitimate need to know nor is it released to other agencies or groups except under limited circumstances.

Regarding when confidential information is released, you have the right to:

1. Restrict third party access to your child’s records by withholding consent to disclose records except (a) in certain limited circumstances described in the federal regulations implementing the Family Educational Rights and Privacy Act of 1974, 34 C.F.R. Part 99(FERPA), and (b) when the records are released to officials of participating agencies for purposes of meeting a requirement

- under the IDEA;
- 2. Restrict the release of your child’s personally identifiable information to officials of participating agencies that provide or pay for transition services to your child;
- 3. Restrict the release of your child’s personally identifiable information to a private school that is not located in the LEA of your residence;
- 4. Be notified and receive copies before information in your child’s record is destroyed;
- 5. Be told to whom information has been disclosed; and
- 6. Review and receive copies of all information sent to another agency where your child seeks or is eligible to enroll.

Records:

Education records mean those records that are:

- 1. Directly related to the scholar; and
- 2. Maintained by an educational agency or institution or by a party acting for the agency or institution.

The term does not include:

- 1. Records that are kept in the sole possession of the maker, are used only as a person memory aid, and are not accessible or revealed to any other person except as a temporary substitute for the maker of the record.
- 2. Records of the law enforcement unit of an educational agency subject to the provisions of 99.8.
- 3. Records relating to an individual who is employed by an educational agency or institution that are made and maintained in the normal course of business; related exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose. However, records relating to an individual in attendance at an educational agency or institution who is employed because of his or her status as a scholar are education records.
- 4. Records on a scholar who is 18 years of age or older. Or is attending an institution of postsecondary education, that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity; made, maintained, or used only in connection with treatment of the scholar; and disclosed only to individuals providing the treatment. For the purposes of this definition, “treatment” does not include remedial educational activities or activities that are a part of the program of instruction at the agency or institution.
- 5. Records created or received by an educational agency or institution after an individual is no longer a scholar in attendance and that are not directly related to the individual’s attendance as a scholar.
- 6. Grades on peer-graded papers before they are collected and recorded by a teacher.

“Education records” means the type of records covered under the definition of “education records” in the FERPA. Those regulations define “education records” as follows:

Regarding educational records, you have the right to:

- 1. Inspect and review all education records relating to your child without necessary delay and before any meeting regarding an Individualized Education Program (IEP), or due process hearing, or

resolution session, and in no more than 45 days after your request has been made:

2. Have your representative review the records;
3. Request that the public agency provide copies of the records if failure to provide those copies would effectively prevent you from exercising the right to inspect and review the records;
4. Have the public agency presume that you have authority to inspect and review record of your child unless the agency has been notified that you do not have authority under state law;
5. Inspect and review only the information relating to your child if any educational record includes information on more than one child;
6. Have the public agency keep a record of parties obtaining access to your child's personally identifiable information included in education records collected, maintained, or used under the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records;
7. Have the public agency search for or retrieve educational records without charge;
8. Only be charged a fee for copies of records if the fee not effectively prevent you from exercising your right to inspect and review those records;
9. Be informed of all types and locations of records being collected, maintained or used by the agency;
10. Ask for an amendment of any record if the record is inaccurate, misleading, or violates the privacy or other rights of your child;
11. Ask for an explanation and interpretation of any item in the records;
12. Have the agency decide whether to amend the information within a reasonable time after being asked to do so;
13. Be informed of a refusal to amend the record and your right to a hearing if the agency refuses to make the requested amendment;
14. Be informed, in writing, if the agency decides in a hearing that the information is inaccurate, misleading, or violates of the child's rights, and to have the record amended;
15. Be informed of your right to place a statement in the record commenting on information or setting forth your reasons for disagreeing with the agency decision if it decided in a hearing that information need not be amended; and
16. Have your explanation maintained in the record as long as the contested record is maintained, and disclosed if the contested record is disclosed.

Independent Educational Evaluation:

"Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child. "Public expense" means that the school system either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of the IDEA, which allow each state to use whatever state, local, federal and private sources of support that are available in the state to meet the requirements. [34 C.F.R. 300.502 (a)(3)(i-ii)]

You are entitled to only one independent educational evaluation of your child at public expense each time your school system conducts an evaluation of your child with which you disagree.

If you request an independent educational evaluation of your child at public expense, your school system must, without unnecessary delay, either: (a) file a due process complaint to request a hearing to show that is evaluation of your child is appropriate; or (b) provide an independent educational evaluation at public expense, unless the school system demonstrates in a due process hearing that the evaluation of your child that you obtained did not meet the school system's criteria.

If your school system requests a hearing and the final decision of the administrative law judge (ALJ)/ hearing officer is that your school system's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.

If you request an independent educational of your child, the school system may ask why you object to the evaluation of your child obtained by your school system. However, your school system may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school system's evaluation of your child.

Regarding independent educational evaluations, you have the right to:

1. Obtain an independent educational evaluation by a qualified examiner;
2. Have the independent educational evaluation, which was obtained at either public or private expense and meets the school system's criteria, (a) considered in meetings where placement or program decisions are made regarding a free appropriate public education (FAPE) for your child, and (b) used as evidence in a due process hearing;
3. Be told by your child's school system where an independent educational evaluation may be obtained at no expense or low expense., and the school system's applicable criteria for such evaluation,
4. An independent educational evaluation at public expense under the same criteria as those used by the public agency under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, if you disagree with the agency's evaluation, except that the public agency has the right to initiate a hearing regarding a FAPE to show that its evaluation is appropriate; and
5. Right to an independent educational evaluation at public expense when the evaluation is requested by an ALJ/ hearing officer during a hearing.

Notice:

"Notice" means written information provided to the parent about proposed evaluations, meetings, and/or changes in program or eligibility or any other information related to the identification, evaluation, and services provided to a child with a disability under the IDEA. Written notice is provided to give you information and the opportunity to respond prior to the changes being made.

Regarding notice, you have the right to:

1. Be notified and present at all meetings before the school system initiates or changes (or refuses to initiate or change) the identification, evaluation, placement, or provision of a FAPE for your child;
2. Have that notice in writing, in your native language, or other principal mode of

- communication, at a level understandable to the public;
3. Have the notice translated orally or by other means in your native language or other mode of communication, if your native language or other mode of communication is not a written language;
 4. Have the notice describe the proposed action, explain why it is proposed, describe the options considered by the school system, and explain why those other options were rejected;
 5. Be notified of each evaluation procedure, test, assessment, record, or report the school system has used as a basis for any system-proposed action or basis for refusal;
 6. A description of any other factors which are relevant to the agency's proposed action or basis for refusal;
 7. A notice that includes a full explanation of all the procedural safeguards available to you;
 8. Be notified of sources to contact to obtain assistance in understanding provisions of the IDEA;
 9. Notice before a school system accesses your child's or your public benefits or insurance for the first time, and prior to obtaining the one-time parental consent and annually thereafter;
 10. **Prior written notice** that contains all information in items 2 through 8 above **before** the agency initiates or changes or refuses to initiate or change the identification, evaluation, evaluation, placement, or provision of a FAPE for your child;
 11. To be present at all IEP Team meetings, including the right (a) have the meeting at a mutually agreeable time and location, (b) be notified of whom will be in attendance, and (c) bring anyone with you that has knowledge or expertise about your child with a disability; and
 12. Choose to receive all notices by email, if available in your school system. These include prior written notice, the procedural safeguards (parents' rights) notice, and notices related to due process complaints.

CONSENT:

"Consent" means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all relevant information about the action for which you are giving consent;
2. You understand and agree in writing to that described action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and you may withdraw your consent at any time. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

Regarding consent, you have the right to:

1. Give consent before an *initial* evaluation of your child to determine whether your child is eligible under the IDEA to receive special education and related services. You must also receive prior written notice of the proposed action from the school system.
 - a. If you refuse to provide consent or fail to respond to a request for consent, the school system may, but is not required to, pursue the initial evaluation by using mediation or due process hearing procedures to obtain that evaluation.
 - b. Consent to an initial evaluation is NOT consent to provide services under the IDEA.

- c. The public agency does not violate its child find obligations if it does not pursue the evaluation if you do not provide consent.
 - d. Give consent before a reevaluation is conducted. This is true unless your school system can demonstrate that: (1) it took reasonable steps to obtain your consent for your child's reevaluation, **and** (2) you did not respond. If you refuse to consent to your child's reevaluation, the school system may, but is not required to, pursue your child's reevaluation by using mediation or due process hearing procedures to seek to override your refusal to consent to your child's reevaluation.
 - e. As with initial evaluations, your school system does not violate its obligations under the IDEA if it declines to pursue the reevaluation in this manner.
2. NOT be subject to the procedures of mediation or a due process hearing to obtain consent if you are the parent of a child who is in home school or placed in private school at parental expense and you do not provide consent for the initial evaluation or reevaluation of your child, or you fail to respond to the request to provide such consent.
- a. The public agency is not required to consider the child eligible for services.
3. Give consent before initial placement can be made in special education. The school system must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services.
- a. If the parent fails to respond or refuses to provide consent for the initial provision of special education and related services, the school system may NOT use mediation or due process hearing procedures to obtain that consent.
 - b. The school system will not be in violation of its child find responsibilities nor its obligation to make a FAPE available to your child if you do not consent.
 - c. The school system is not required to convene an IEP Team meeting or to develop an IEP for a child for which consent for special education and related services has not been provided.
4. One-time written consent before the school system accesses your child's or your public benefits or insurance for the first time. You also have the right to written notification before the school system assesses your child's or your public benefits or insurance for the first time, and each year thereafter.
5. Revoke consent at any time. If at any time subsequent to the consent for initial provision of services, you revoke consent *in writing* for the continued provision of special education and related services to your child, the school system:
- a. May decide not to continue to provide special education and related services to your child, but must, prior to ceasing the provision of services, provide prior written notice;

- b. May not use mediation or due process hearing procedures to obtain consent;
- c. Will not be in violation of the provision of a FAPE if you withdraw consent;
- d. Is not required to convene an IEP Team meeting or develop an IEP for further provision of services; and
- e. Is not required to amend your child's education records to remove any references to your child's receipt of special education and related services.

NOTE: Consent is not required prior to reviewing existing data as part of an evaluation or reevaluation or prior to administering a test that is administered to all children unless consent is required for all children.

DISPUTE RESOLUTION

IDEA regulations set forth separate procedures for State complaints and for due process complaints and hearings. While a detailed explanation and description of all dispute resolution is contained in State Board Rule 160-4-7-.12 Dispute Resolution, both complaint procedures are explained below:

State Complaint Process

Any individual or organization may file a formal written state complaint (state complaint) alleging a violation of any IDEA requirement by a school system, the State Educational Agency (SEA), or any other public agency. A state complaint must be resolved by the SEA within a 60-calendar-day timeline, unless the timeline is properly extended.

State Complaint: The complaint must be a signed, written complaint that sets forth an alleged violation of the IDEA. The complaint shall include a statement that the local system has violated the requirements of IDEA and the facts on which the statement is based. The complaint must allege a violation that occurred not more than **one (1)** year prior to the date the complaint is received.

- Whenever a state complaint is filed, there is a right to mediation, if both parties agree.
- State complaints are investigated by the Georgia Department of Education (GaDOE) or its contractors. Both the complaining party and the public agency involved have the opportunity to provide information to the GaDOE during the investigation.
- Decisions of state complaints are issued by the GaDOE within 60 calendar days, unless extended for extenuating circumstances.
- The decisions of state complaints cannot be appealed.

Due Process Complaint Process

Only a parent, a child with a disability who has reached the age of majority, or a school system may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a FAPE to the child. For a due process complaint, an impartial due process hearing officer must hear the complaint (if it is not resolved through a resolution meeting or mediation) and issue a written decision within 45-

calendar-days after the end of the resolution period, as described in this document in the section entitled “Resolution Process,” unless the hearing officer grants a specific extension of the timeline at request of either you or the school system.

Due Process Complaint: The complaint must set forth an alleged violation that occurred not more than **two (2)** years before the date the complaining party knew or should have known about the alleged action that forms the basis for the complaint. A due process complaint is a request for a hearing to occur to resolve the matter. The two-year time limitation does not apply if the complaining party could not file a due process complaint within the timeline because: (1) the school system specifically misrepresented that it had resolved the issues identified in the complaint; or (2) the school system withheld information from the complaining party that it was required to provide to the complaining party under Part B of the IDEA.

1. **Responsibility to file due process complaint notice.** A parent or school alleging a due process violation under IDEA, or his or her attorney, is required to provide a due process complaint notice to the other party (or their attorney) and the GaDOE. The notice must include the name and home address of the child; the name of the school the child attends; in the case of a homeless child or youth, the child’s contact information and the name of the child’s school; a description of the nature of the problem; and a proposed resolution. The party presenting the due process complaint must file this notice before a due process hearing can occur.
2. **Responsibility to provide sufficient notice of the nature of the problem for which you are filing a due process complaint.** If the school system feels that the parent’s due process complaint notice is insufficient, the system must notify the hearing officer in writing within 15 days of receiving the complaint.
 - a. ALJs/hearing officers then have up to 5 days to determine if the notice meets the requirements of the IDEA. Upon making a determination, the ALJ/hearing officer must immediately notify all parties in writing of the decision. If the ALJ/hearing officer determines that the complaint is sufficient, the school must respond to the due process complaint. If the ALJ/hearing officer determines that the complaint is not sufficient, the parent has the opportunity to resubmit a new complaint and the timelines start over.
3. **Prior written notice regarding the subject matter of the due process complaint.** When the school system receives a due process complaint notice, it must first determine whether it provided prior written notice regarding the subject matter of the due process complaint. If it had not done so, the school system must provide a response to the parents within 10 days of receiving the due process complaint notice. Prior written notice must contain the following:
 - a. An explanation of why the agency proposed or refused to take the action raised in the due process complaint;
 - b. A description of other options that the IEP Team considered and the reasons those options were rejected;
 - c. A description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and
 - d. A description of the relevant factors in the school system’s proposal or refusal.

4. **Resolution Session.** Within 15 days of when a complaint is filed, the system must convene a resolution session between the parents and relevant members of the IEP Team. A resolution session provides an opportunity for parents and school systems to resolve any issues in the due process complaint so that the parents and systems can avoid a due process hearing and provide immediate benefit to the child. The resolution session must occur before a due process hearing may proceed unless both parties agree to use the mediation process or they both agree in writing to waive the resolution session and mediation.
 - a. The session must include a representative of the school system who has decision-making authority on behalf of the school system.
 - b. The session may not include an attorney for the system unless the parent is also accompanied by an attorney.
 - c. The session provides an opportunity for the party who filed the due process complaint to discuss the complaint and the facts forming the basis of it and an opportunity for the responding party to resolve the complaint.
 - d. If the parties reach an agreement, they must execute a legally binding agreement that is signed by the parents and the school system representative.
 - e. The agreement is enforceable in any state court of competent jurisdiction or in a U.S. District court. Either party may void the agreement up to three (3) days after its execution.
 - f. If the due process complaint is not resolved to the satisfaction of the parent within 30 days of the receipt of the complaint through this resolution session, the parties may proceed to a due process hearing.

5. **Impartial Due Process Hearing.** Whenever a due process complaint is filed, the parties have the right to an impartial due process hearing conducted by GaDOE or a contracted impartial agent of the GaDOE. The hearing shall be at no cost to either party. However, each party is responsible for his, her, or its costs associated with hiring legal counsel or expert witnesses, unless a court awards the recovery of such costs to the prevailing party.

Regarding due process hearings, you have the right to:

1. Have the hearing chaired by an ALJ/hearing officer who is not employed by a public agency involved in the education of your child or otherwise personally or professionally interested in the hearing (the ALJ/hearing officer is not an employee of the agency solely because he or she is paid by the agency to serve as an ALJ/hearing officer).
2. A list of the persons who serve as ALJs/hearing officers, including a statement of the qualifications of each of those persons.
3. Be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities at a hearing.

4. Be told by the local system of any free or low-cost legal and other relevant services available (e.g., an expert on disability conditions that may be a witness at the hearing) when you request information or you or the system initiate a due process complaint.
5. An expedited due process hearing whenever you file a due process complaint regarding the manifestation of a disability
6. Have your child present at the hearing.
7. Have the hearing open to the public.
8. Present evidence and confront, cross-examine, and compel the attendance of witnesses at the hearing.
9. Have the hearing or an appeal set at a time and place reasonably convenient to you and your child.
10. Have, at least five (5) business days prior to a hearing, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
11. Ask an ALJ/hearing officer to prohibit the introduction of any evidence at the hearing that has not been disclosed at least five (5) business days before the hearing.
12. Have a written or, at your option, electronic, verbatim record of the hearing.
13. Obtain written or, at your option, electronic findings of fact and decisions within 45 days after the resolution session period, except that the ALJ/hearing officer may grant a specific extension of time at the request of either party.
14. The implementation of a final decision made by the ALJ/hearing officer, unless a party brings a civil action in a state court of competent jurisdiction or a U.S. district court. If a party chooses to bring a civil action, your child will remain in his or her present educational placement until the completion of all appeals unless both parties agree otherwise. Any corrective or compensatory actions required in the decision will not occur until completion of all appeals.
15. Appeal the decision of the ALJ/hearing officer by bringing a civil action in state or federal court within 90 days from the date of the decision of the ALJ/hearing officer.
16. Have your child remain in his or her present educational placement until completion of all hearing and appeal proceedings, unless you and the agency agree otherwise. This right does NOT apply to appeals regarding placement under discipline procedures, manifestation determinations, or when a school system believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others. During those appeals, the child must remain in the interim alternative educational setting pending the decision of the ALJ/hearing officer or until the expiration of the time specified in the disciplinary code or federal law, whichever occurs first, unless the parent and the State or school system agree otherwise.
17. Have your child placed in the public-school program until the completion of all the proceedings if the due process complaint involves an application for initial admission to the public school.

NOTE: You may file a state complaint or a due process complaint if you disagree with a determination by the school system that your child's behavior was not a manifestation of your child's disability.

Attorneys' Fees

U.S. District Courts can award reasonable attorneys' fees to prevailing parties, whether they are a parent, SEA, or local system as part of any settlement of a due process complaint or civil action. Attorneys' fees awarded to SEAs or local systems may only be granted under certain guidelines.

1. The attorney of a parent may be forced to pay the public agency's attorneys' fees when that attorney files a complaint or civil action that is frivolous, unreasonable, or without foundation, or if the attorney continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation.
2. The parents or their attorney may be forced to pay the public agency's attorneys' fees if the parents' due process complaint or subsequent civil action was presented for any improper purpose, such as to harass, cause unnecessary delay, or needlessly increase the cost of litigation.
3. Not all legal and administrative proceedings and services are eligible for reimbursement. A court may not award attorneys' fees for any services performed subsequent to the time of a written offer of settlement that is made to the parents if:
 - The offer is made in accordance with Rule 68 of the Federal Rules of Civil Procedure, or in the case of an administrative hearing, at any time more than 10 days prior to the hearing.
 - The offer is not accepted within 10 days; and
 - The court or administrative hearing officer find that the relief finally obtained by the parents is not more favorable than the offer of settlement. However, attorneys' fees may be awarded to parents who were substantially justified in rejecting the settlement offer.
4. In addition, IEP Team meetings are not eligible for reimbursement unless the meeting is convened as a result of an administrative proceeding or judicial action, or, at the discretion of the state, for a mediation session.
5. Attorneys' fees for Resolution Sessions are also ineligible for reimbursement

Mediation

Mediation may be requested by the parent, school system or any party to disagreements related to the IDEA.

1. Mediation shall be at no cost to either party, except that either party shall be responsible for the cost of an attorney or other representative or advisor.
2. Mediation is voluntary.
3. Mediation shall not be used to deny or delay a right to a hearing.
4. Mediations shall be scheduled in a timely manner and held in a location convenient to the parties in the dispute.
5. Mediations shall be conducted by a qualified and trained mediator who is impartial and randomly selected by the state.
6. Discussions during mediation are confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding.
7. If the dispute is resolved in mediation, the parties must enter into and sign a legally binding agreement that sets forth the resolution.

NOTE: Resolution session agreements, mediation agreements, and due process decisions are legally binding and may be enforced through state court of competent jurisdiction or U.S. district court.

NOTE: Any party may also file a state complaint alleging that a resolution agreement, a mediation agreement, or a due process decision has not been carried out by the parties. The GaDOE will conduct an investigation under the state complaint procedures and issue a written decision.

EVALUATIONS:

Evaluations may occur when a child is suspected of being a child with a disability who needs special education and related services. Evaluations (usually termed “reevaluations”) may also occur to determine the current educational needs for a child who is eligible and is receiving special education and related services. A school system may refuse to evaluate your child, but the school system must provide you with prior written notice that explains its refusal and explains that you are entitled to a due process hearing to determine if your child should be evaluated.

In reference to evaluations, you have a right to:

1. Have a full and individual evaluation of your child’s educational needs;
2. Have the evaluation conducted by a multidisciplinary team, including at least one specialist with knowledge in the area of the suspected disability;
3. Have your child assessed in all areas related to any suspected disability;
4. Have appropriate tests administered by qualified examiners;
5. Have a variety of assessment tools and other factors used to gather relevant functional, developmental, and academic information in determining the eligibility of your child for special education and related services and the appropriate educational program for your child;
6. Have more than one assessment or piece of data used to determine eligibility and the appropriate educational program;
7. Provide information on other privately obtained assessments (conducted by qualified examiners) and have that information considered in the process of determining whether your child is a child with a disability and the educational needs of your child;
8. Have the evaluation administered in your child’s native language or mode of communication;
9. Have a reevaluation at least once every three years;
10. Have a reevaluation in less than three years if you or your child’s teacher requests it. However, reevaluations shall not occur more frequently than one time per year unless you and the school system agree otherwise;
11. Have initial evaluations completed and an eligibility decision made within 60 calendar days of receiving parental consent, unless the referral occurs less than 30 days prior to the end of the school year or in the summer;
 - a. Any summer vacation period in which the majority of a school system’s teachers are not under contract shall not be included in the 60-day timeline for evaluation. However, a school system is not prohibited from conducting evaluations over a summer vacation period.
 - b. Holiday periods and other circumstances when children are not in attendance for five

consecutive school days shall not be counted toward the 60-day timeline, including the weekend days before and after such holiday periods.

- c. Scholars who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday.
 12. Have the eligibility decision for initial determination based on: (a) the presence of a disability as defined in the IDEA; and (b) the documentation of the impact of the disability on the education of your child;
 13. Have a copy of the evaluation report and documentation of eligibility provided to you at no cost.
- NOTE: In the case of a previous revocation of consent to provide special education and related services, a new referral shall be treated as an initial evaluation.

LEAST RESTRICTIVE ENVIRONMENT:

“Least restrictive environment” is the term used to describe the right for a child with a disability to remain with his or her peers without disabilities to the maximum extent appropriate for his or her education. Each child is different and the IEP Team determines the setting for special education services to be delivered. A child should remain in the regular classroom with special education and related services provided in the regular classroom unless there is evidence that this environment is not successful even with supports and services.

Regarding the least restrictive environment, you have the right to:

1. Have your child educated with non-disabled children to the maximum extent appropriate as determined by the IEP Team;
2. Have your child remain in a regular education environment, unless a special class or separate school is needed. Removing a child from a regular class environment should be done only when the nature or severity of the disability is such that education in the regular class with the use of supplementary aids and services cannot be achieved satisfactorily;
3. Have available a continuum of alternative placements so that removal from the regular educational program can be the least restrictive situation;
4. Have supplementary services, such as resource room or itinerant instruction, to make it possible for your child to remain in a regular class placement for the majority of the school day;
5. Have your child placed in the school he or she would attend if non-disabled, unless your child’s IEP requires some other arrangement;
6. Have your child participate in non-academic and extracurricular services and activities, such as meals, recess, counseling, athletics, and special interest groups, to the maximum extent appropriate to the needs of your child. The school system must ensure that each child with a disability has the supplementary aids and services determined by the child’s IEP Team to be appropriate and necessary for your child to participate in non-academic settings.

SURROGATE PARENTS:

A “surrogate parent” is a person appointed for a scholar for whom no parent can be identified or who is a ward of the state or whose parent’s whereabouts cannot be discovered, after reasonable efforts by the school system.

1. When a child is a ward of the State, the surrogate may alternatively be appointed by the judge overseeing the child’s case provided that the surrogate meets the requirements of the IDEA.

2. When a child is an unaccompanied youth, as defined in section 725(6) of the McKinney- Vento Homeless Assistance Act (42 U.S.C. § 11434a(6)), the local system shall appoint a surrogate in accordance with those requirements.
3. The school system shall make reasonable efforts to ensure the assignment of a surrogate not more than 30 days after there is a determination by the system that the child needs a surrogate.
4. The school system must have a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child, and the provision of a FAPE to the child. A surrogate parent must:

1. Have no personal or professional interest that conflicts with the interests of the scholar represented;
2. Have knowledge and skills that ensure adequate representation of the scholar; and
3. Not be an employee of the GaDOE, the local system, or any other agency that is involved in the education or care of the child.

PRIVATE SCHOOL PLACEMENT AT PUBLIC EXPENSE:

The IDEA does not require a school system to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the school system made a FAPE available to the child and the parent chose to place the child in a private school or facility. However, for scholars enrolled in private schools, the school system where the private school is located must include the child in the population of those whose needs are addressed under the IDEA provisions regarding children who have been placed by their parents in a private school.

1. When a child is placed by the parent in a nonprofit private elementary or secondary school, the system where the private school is located must consider the scholar an eligible child in any provision or consideration of proportionate share of federal funds. There is no individual entitlement to special education and related services when a child is parentally enrolled in a private elementary or secondary school in the circumstances described above.
2. If a child with a disability who has previously received special education and related services from the school system has been enrolled by his parents in a private elementary or secondary school without the consent of, or referral by, the school system due to a disagreement about the provision of a FAPE, a court or ALJ/hearing officer may require the school system to reimburse the parents for the cost of that enrollment if the court or ALJ/hearing officer finds that the school system had not made a FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate.
3. The cost of any reimbursement described in paragraph (2) above may be reduced or denied if:
 - a. At the most recent IEP Team meeting that the parents attended prior to removal of the child from the public school, the parents failed to inform the IEP Team that they were rejecting the placement proposed by the school system to provide a FAPE to the child, including stating their concerns and their intent to enroll their child in private school at public expense; or
 - b. The parents failed, at least 10 business days (including any holidays that occur on a business day) prior to removal of the child from the public school, to give the school system

- written notice that they were rejecting the placement proposed by the school system to provide a FAPE to the child, including stating their concerns and their intent to enroll their child in private school at public expense; or
- c. Prior to the parents' removal of the child from the public school, the school system provided to the parents written notification of its intent to evaluate the child, along with a statement of an appropriate and reasonable purpose of such evaluation but the parents did not make the child available for the evaluation; or
 - d. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.
4. Reimbursement must not be reduced or denied for failure of the parent to provide notice referred to in paragraph (3) above if:
 - a. The school prevented the parent from providing the notice;
 - b. The parent had not received his or her notice of rights; or
 - c. Compliance with the notice requirements would likely result in physical harm to the child.
 5. Reimbursement may, in the discretion of the court or ALJ/hearing officer, not be reduced or denied for failure of the parent to provide notice referred to in paragraph (3) above if:
 - a. The parent is illiterate or cannot write in English; or
 - b. Compliance with the notice requirements would likely result in serious emotional harm to the child.

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES:

School personnel may, for not more than ten (10) school days in a row, remove a child with a disability who violates the code of scholar conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension without consulting the scholar's IEP Team. School personnel may also impose additional removals of not more than ten (10) days for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

Once a child has been removed from his or her current placement for a total of ten (10), consecutive or non-consecutive, school days in the same school year, the school system must, during any subsequent days of removal in that school year, provide services that enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set forth in the child's IEP.

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of scholar conduct (except for a removal that is less than ten school days and is not a change in placement), the school system, the parent, and relevant members of the IEP Team (as determined by the parent and the school system) must review all relevant information in the scholar's file, including the IEP, any teacher observations, and any relevant information provided by the parent to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the

- child's disability; or
2. If the conduct in question was the direct result of the school system's failure to implement the child's IEP.

If the school system, parents, and relevant members of the IEP Team determine that either of these conditions was met, the conduct must be determined to be a manifestation of the child's disability. If the conduct was the result of the school system's failure to implement the IEP, the school system must take immediate action to remedy those deficiencies.

When the conduct is determined to be a manifestation of the scholar's disability, the IEP Team must conduct (or review if already in place) the functional behavioral assessment (FBA) and develop and implement (or review and modify) a behavioral intervention plan (BIP) for the scholar to address the behavior so as to prevent it from occurring in the future. The child shall be returned to the placement from which he or she was removed, unless the parent and the school system agree to a change of placement as part of the modification of the BIP.

If the determination is that the behavior of your child was not a manifestation of his or her disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities, except that the child must:

- a. Continue to receive educational services so as to enable your child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in your child's IEP; and
1. Receive, as appropriate, a FBA, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. If your child carries a weapon to school or to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance while at school or a school function, inflicts serious bodily injury on another person while at school, on school premises, or at a school sponsored function, school system personnel may order a change in the placement of your child to:
 - a. An appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives would be applied to children without disabilities), or
 - b. An appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days without regard to whether or not the behavior was a manifestation of disability.

The alternative educational setting shall be determined by the IEP Team.

2. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate.
3. An ALJ/hearing officer may order a change in the placement of your child to the IEP- determined appropriate interim alternative educational setting for not more than 45 days if the ALJ/hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others and determines that the interim alternative educational setting meets the requirements of paragraph (4).

4. Any interim alternative educational setting in which your child is placed pursuant to paragraph (1) or paragraph (4) in this section shall be selected so as to enable your child to continue to:
 - a. Receive educational services in order to participate in the general curriculum, although in another setting, and to continue to progress toward the goals set out in the IEP; and
 - b. Receive, as appropriate, the services and modifications of a FBA and BIP designed to address the behavior so that it does not recur.
5. If you request an expedited due process hearing regarding a disciplinary action described in paragraph (1)(b) or paragraph (3) to challenge the interim alternative educational setting or the manifestation determination, your child shall remain in the interim alternative educational setting pending the decision of the ALJ/hearing officer or until the expiration of the time period provided for in paragraph (1)(b) or paragraph (3), whichever occurs first, unless you and the State or the school system agree otherwise. Such expedited due process hearing must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing. A resolution session meeting must occur within seven (7) days of the date the hearing is requested, and the hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request. The decision of an expedited due process hearing may be appealed.
6. If a child has not been determined eligible for special education and related services and violated a code of scholar conduct, but the school system had knowledge before the behavior occurred that the child was a child with a disability, then the child may assert the protections described in this notice.
 - a. A school system has knowledge that the child may be a child with a disability if:
 - The parent of the child has expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel or the teacher of the child;
 - The parent requested an evaluation related to eligibility for special education and related services under the IDEA; or
 - The child's teacher or other school system personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the school system's director of special education or to other supervisory personnel of the school system.
 - b. A school system does not have knowledge if:
 - The child's parent has not allowed an evaluation of the child, has refused special education and related services, or has revoked consent for the delivery of special education and related services; or
 - The child has been evaluated and determined not to be a child with a disability eligible for services under the IDEA.

If you would like a further explanation of any of these rights, you may contact the following persons or organizations for assistance:

1. The Special Education Director for Cirrus Academy Charter School: Phone #: (478) 250-1376; Fax # (478) 259-1220
2. The Division for Special Education Supports and Services at the Georgia Department of Education, located at Suite 1870, Twin Towers East, Atlanta, Georgia 30334-5010. The telephone number is (404) 656-3963; and
3. Regional Georgia Learning Resource System (GLRS) Centers. Their contact information is located at [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special- Education-](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-)

[Services/Pages/Georgia-Learning-Resources-System.aspx](http://www.gadoe.org/Services/Pages/Georgia-Learning-Resources-System.aspx).

The rules for special education are posted on the Georgia Department of Education's website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Special-Education-Rules.aspx>.

WHAT IS CHILD FIND?

The purpose of Child Find is to identify, locate, and evaluate children and youth, birth to age 21, who are suspected of, or have a disability or developmental delay. Cirrus Academy Charter School serves children ages 3 through 21 with identified special education needs.

How can children be referred?

A referral may be made by anyone who has a concern about a child's development. All referrals are considered confidential. The parent retains the right to refuse services. Children may be referred by any of the following:

- Parents/legal guardians/foster parents
- Other family members
- Physicians/health care providers
- School system personnel
- Community agencies
- Private school personnel
- Others who are concerned about a child's development

When should a child be referred to Child Find? A child should be referred to when:

- A health or medical disorder interferes with development or learning
- A child seems to have difficulty seeing or hearing
- A child appears to have social, emotional or behavioral difficulties that affect his/her ability to learn

A child has a diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn

- A child seems to have difficulty understanding directions like others that are his/her age
- A child's speech is not understandable to family or friends
- A child has difficulty with reading, math or other school subjects

Where can I find out more about Child Find?

Parents of scholars, kindergarten through 12th grade, who suspect their child may have a disability, should contact the teacher, Assistant Principal or the counselor.

What is Special Education and who is eligible for services?

Special Education is instruction designed to meet the unique learning strengths and needs of individual scholars with disabilities from birth through age 21. A child must be evaluated and identified as having a disability to be eligible for Special Education and/or related services.

Programs are provided for scholars in all disability areas recognized by the State of Georgia. Disability categories are Autism spectrum disorder, Deaf/blind, Deaf/Hard of Hearing, Emotional and Behavioral Disorder, Intellectual Disabilities, Orthopedic Impairment, Other Health Impairment, Significant Developmental Delay, Specific Learning Disability, Speech/language Impairment, Traumatic Brain Injury, Visual Impairment. Once identified as eligible for special education services, a scholar will have an Individual Education Plan (IEP) put into place.

THE INDIVIDUAL EDUCATION PLAN (IEP)

The IEP is a legal document written for scholars determined to need special education services. This document addresses the unique abilities and needs and how the scholar will access the general education curriculum. This includes the special education and related services needed to participate in the educational environment. The IEP is developed by the IEP team. The IEP team is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. The IEP team includes the following participants: the parents or guardian of the child, the LEA, not less than one regular education teacher, and related service providers when appropriate.

A Quick Guide to the IEP can be found at the following address:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Sample-SpecialEducation-Forms.aspx>

From this page, you will need to select the "Quick Guide to IEP" to access the document.

If you would like a further explanation of any of this information, you may ask for assistance from the Georgia Department of Education, Divisions for Special Education Supports and Services, Suite 1870, Twin Towers East, Atlanta, Georgia 30334-5010, (404) 656-3963 or 1-800-311-3627 or www.gadoe.org. Regional assistance can be found by contacting the Georgia Learning Resource System (GLRS) by phone (1-800-282-7552), or through their website at www.glr.org.

MULTI-TIER SUPPORT SYSTEM (MTSS)-RESPONSE TO INTERVENTION (RTI)

Scholar Support Teams are problem solving teams and are required to be in every public school in Georgia. Scholar Support Teams function within Tier 3 of Georgia's Pyramid of Interventions, which is the framework for Response to Intervention. Georgia currently utilizes a four tier model. Scholars in grades K through 12 who have learning, speech, and/or behavioral problems may receive support at Tier 3 with research-based interventions to address skill deficits. Monitoring scholar progress enables the team to determine if the interventions are increasing the expected skills. Parents should be invited to participate in SST/Tier3 meetings. Scholar Support Teams are a function of general education.

Programs for Exceptional Scholars

CACS provides special education programs for scholars eligible for services. Information regarding special education services may be obtained from the front office.

TITLE IX - NON-DISCRIMINATION

Federal law prohibits discrimination based on race, color, or national origin (Title VI of the Civil Rights Act

of 1964); sex (Title IX of the Educational Amendments of 1972); or disability in educational programs or activities receiving federal financial assistance. Students and parents are hereby notified that the CACS Board does not discriminate in any educational programs or activities. For questions or concerns about Title IX, a student or parent should contact the Head of School.

The Education Amendments of 1972, TITLE IX: no person....shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

GENERAL INFORMATION

Locker Policy

Lockers will be made available to our Middle Grades Students as well as students participating in other after school activities for \$5.00. Lockers are provided to students at CACS to reduce the number of materials students are required to take with them from class to class. Lockers and locks will be assigned to students by the school. It is the responsibility of the student to maintain a neat locker and to utilize the locker in an appropriate manner. Lockers may be searched based on reasonable suspicion of specific concerns regarding drugs, weapons or any other unpermitted contraband. Locker privileges may be revoked and disciplinary action taken if a student misuses their locker or tampers with another student's locker. Students may only visit their lockers at assigned times; therefore, it is important that students secure all required materials needed for class from their locker. Students will not be allowed to visit lockers during instructional time.

Lost and Found

Each school will have a designated lost and found area. Any article marked with a scholar's name is immediately returned to the scholar. All hats, coats, jackets, lunchboxes, books, etc., should be plainly marked with the scholar's name. At the end of the grading period, all articles not claimed in the lost and found will be donated to a local charity.

If your child loses an item at school, encourage him/her to check the lost and found. Parents/guardians are also encouraged to check the lost and found for missing articles.

School Pictures

During the school year individual school pictures will be made available to parents and scholars for purchase. No scholar is expected to purchase any pictures, nor will a scholar be penalized in any way for not purchasing pictures.

Scholar Clubs

Many schools have created opportunities for scholars to join clubs. Their purpose is to focus on areas common interests for enhancement and enrichment. Scholars that belong to clubs will many times feel a

sense of school spirit and ownership. Membership is voluntary. The clubs meet before or after school, and no instructional time is lost. All club activities shall be scheduled outside of the instructional day. Please check with your Assistant Principal regarding club membership rules and guidelines,

Scholar Extracurricular Activities Notification

Notification to parents and guardians shall be provided annually via the scholar handbook and shall include the name of the extracurricular activity, scholar organization or club; information regarding the purpose, activities or national affiliation of the extracurricular activity, organization or club. Any membership or financial requirements for a scholar to join or become a member of the activity, organizational or club shall be included in the information provided.

No scholar shall be allowed to participate in school-sponsored extracurricular activity, organization or club if the scholar's parent or legal guardian has indicated in writing that the parent will not allow the scholar to participate and has provided a copy of such written notice to the Assistant Principal. For school clubs formed after publication of the scholar handbook, parents or guardians must approve their scholar's participation by submitting written permission to the school Assistant Principal.

School extracurricular activities, organizations, or clubs for purposes of this policy are those that are supervised or sponsored by a school system employee designated by the Assistant Principal and that meet in school facilities.

100% TOBACCO-FREE SCHOOL POLICY

The Cirrus Academy Charter School Board recognizes that the use of tobacco products is a health, safety, and environmental hazard for scholars, employees, visitors, and school facilities. The Board acknowledges that adult employees and visitors serve as role models for scholars and that the Board's acceptance of any use of tobacco products implies school approval, if not endorsement, of such use. In addition, the Board recognizes that it has an obligation to promote positive role models in schools and promote a healthy learning and working environment, free from unwanted smoke, for the scholars, employees, and visitors to the school campus. Finally, the board recognizes that it has a legal authority and obligation pursuant to the Georgia Smoke Free Air Act of 2005 (O.C.G.A. 31-2a-1 et seq.), the federal

Pro-Children's Act (Title X of Public Law 103-227), the Georgia Youth Access Law (GA.Code ANN. § 16-12-171 2004) and the No Child Left behind Act.

Tobacco Use Prohibited

No scholar, staff member or school visitor is permitted to use any tobacco product at any time, including non-school hours 24 hours per day, seven days per week:

- In any building, facility, or vehicle owned, leased, rented or chartered by Cirrus Academy Charter Schools.
- On any school grounds and property – including athletic fields and parking lots – owned leased, rented or chartered by Cirrus Academy Charter Schools; or
- At any school-sponsored or school-related event on-campus or off-campus.

In addition, no scholar is permitted to possess a tobacco product. The policy may permit tobacco products to be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Consequences for scholars engaging in the prohibited behavior will be provided in accordance with the school's behavior management plan. Scholars who violate the school districts tobacco use policy will be referred to the school counselor, school nurse, or other health or counseling services for all offenses for screening, information, counseling and referral. All scholar violators will have access to an Alternative to Suspension (ATS) program. The ATS program will provide up-to-date information on the many consequences of tobacco use, offer techniques that scholars can use to stop tobacco use at school, and provide referrals to local youth tobacco cessation programs. Parents/guardians will be notified of all violations and actions taken by the school. School may also use community service as part of the consequences. Suspension will only be used after a scholar has several prior violations or refused to participate in other outlined measures. Please see the 100% Tobacco-Free School Policy for more information.

SCHOLAR BIRTHDAYS

If your child wishes to share special birthday goodies/treats with their class, please notify the teacher several days in advance. They will only be served during the scholar's lunch period in the cafeteria unless approved otherwise by the Assistant Principal. The teacher will inform you of lunch times and if precautions should be taken regarding food allergies of classmates, etc.

If you are not inviting the entire class to the birthday party outside of school, invitations for the party should be mailed. In accordance with FERPA, CACS is unable to give out addresses or telephone numbers of other scholars for contacting children in the class.

BALLOONS/GIFTS AT SCHOOL

Scholars will not be allowed to accept flowers, balloons, or other gifts sent to the school during the school day.

PERSONAL ARTICLES AT SCHOOL

School personnel are not responsible for lost, damaged, or stolen personal articles belonging to scholars therefore, should not bring toys, electronic games, radios, tape players, cell phones, pagers, etc., to school.

VISITORS

Visitors are welcome at CACS. All visitors are required to report to the school office upon entering and leaving the school building to obtain a pass. Visits to individual classrooms during instructional time are permitted only with the Dean of student's approval and teacher notification. Classroom visits are not permitted if they are in duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Classroom visits should be limited to no more than 30 – 45 minutes as

determined by the Assistant Principal.

Parents/guardians are encouraged to visit school during the lunch break. Parents/guardians are welcome in our schools, and lunchtime is a great time for you to visit us. Any person who shall not have any legitimate cause or need to be present upon the premises or within the school safety zone of any school and who willfully fails to remove himself or herself from such premises after the Assistant Principal of such school requests him or her to do so shall be guilty of a misdemeanor of a high and aggravated nature.

All visitors are reminded of the following Georgia law:

Any parent, guardian, or person other than a scholar at a public school who has been advised that minor children are present who continues to upbraid, insult, or abuse any public school teacher, public school administrator, or public school bus driver in the presence and hearing of a scholar while on the premises of any public school or public school bus may be ordered by any of the above designated school personnel to leave the school premises and upon failure to do so, such persons shall be guilty of a misdemeanor, upon conviction thereof, shall be punished by a fine not to exceed \$500.

The school shall have the authority to exercise such control over the buildings and grounds upon which a school is located so as to prohibit any person who does not have a legitimate need or cause to be present thereon from loitering on such premises. Any person who is not a member of the school staff or scholar body who loiters on or about any school building without written permission or who causes disturbances may be prosecuted according to law.

Visitation Policy

Building Visitation: Upon entering the building, please stop in the office and secure a visitor's pass.

Parent Visitation: The administration and faculty of Cirrus Academy Charter School wish to support home/school cooperation. To make the visit to school more profitable to you and yours, and safe for all students, we ask:

1. Please schedule your visit in advance through whenever possible.
2. Classroom visits are scheduled through the respective teachers.
3. If you desire a conference with a teacher and/or administrator, please make an appointment through the office. Classes will not be interrupted for this purpose.
4. All visitors must register in the office and obtain a visitor's ID.

VOLUNTEERS

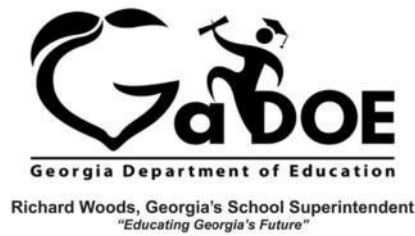
The Governance Board of CIRRUS Academy Charter School has adopted the following policy for Parent Volunteers. All parents/guardians that volunteer or participate in activities involving CIRRUS Academy students during school hours or school sponsored field trips by state law must attend a "Mandated Reporting Seminar on Child Abuse & Neglect" and receive a certificate of completion. FERPA Guidelines for parent/guardian volunteers require that ALL parent volunteers must watch a very brief (about 3 minute) video that outlines the

FERPA guidelines that must be followed and how they relate to volunteers working in schools. Anyone volunteering must watch the video and sign the agreement.

All information that a parent comes across in the classroom is considered confidential and should not be discussed with other students, parents or staff outside of the classroom environment. For safety reasons, parents who volunteer at CIRRUS Academy should check into the office prior to assisting in the classroom and sign inside of the Parent Volunteer Binder. Parents should list the classroom and timeframe they will be in that classroom. This way all school personnel know you are on campus and also know your exact whereabouts in the event of a disaster. Parents are asked to check in with the administrative office and carry out the assigned directives. Parents are asked to wear a Parent Volunteer I.D. so that support staff can identify the parent while on campus. Parents must sign in daily. Parents should not bring other children onto campus with them while volunteering. Parents are an integral part of our school family, and we encourage kind, positive and enthusiastic comments and actions by all CIRRUS Academy community members. Please be aware that anything adults say or do is observed by children.

SECURITY CLEARANCE

All volunteers, including parents, must receive a security clearance. A security clearance form maybe picked up in the school office. The form must be completed and approved before volunteering will be permissible. The approval process may take several weeks. This also includes chaperones for field trips. Requests for emergency clearances will not be accepted, therefore, it is recommended that you submit a clearance form as soon as possible if you feel there may be an opportunity that you will volunteer at some time throughout the school year.



Title II - Part A Guidance Right to Know

PARENT'S RIGHT TO REQUEST A TEACHER'S AND A PARAPROFESSIONALS QUALIFICATIONS:

By law, LEAs are required to notify parents that they may request information regarding the teacher's or the paraprofessional's professional qualifications, including the following:

- Whether the teacher/paraprofessional has met the Georgia Professional Standards Commission's certification requirements for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the scholar is provided services by paraprofessionals, and if so, their qualifications. LEAs must:
- Notify parents in multiple ways in order to ensure that all parents have the opportunity to receive the information. This may include but is not limited to a LEA or school handbook, a letter mailed home, inclusion in a newsletter, posting on a website, and/or a school-wide email.
- Ensure the notification or document that contains the notification must include the Assistant Principal contact information, the school or LEA name, the day, month and year of notification.
- Maintain records that document the dissemination of the Right to Know Qualifications in multiple forms to the parents of all scholars.

Guidance for Preparing Notification Required under ESSA Sec. 112:

Parent's Right to Request a Teacher's and a Paraprofessional's Qualifications

In accordance with Every Student Succeeds Act (ESSA) of 2015, all LEAs are required to notify parents at the beginning of each school year (or at the time of enrollment of the student) of their 'Right to Know' the professional qualifications of their student's classroom teachers and paraprofessionals.

Requirements for Content of the Notification

- LEA notifications **MUST** use the language of the law.
In compliance with the requirements of Every Student Succeeds Act, parents may request the following information:

Whether the student's teacher –

- *Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.*
- *Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and,*
- *Is teaching in the field of discipline of the certification of the teacher.*

Whether the child is provided services by paraprofessionals and, if so, their qualifications:

- *In Georgia, notifications must occur within 30 calendar days from the start of school or upon enrollment.*
- *For verification purposes, notifications must contain the **month/day/year** of dissemination or, if included in another document, the primary document must contain a date. Or, if the primary document is undated, records may also include supplemental documentation that contains the **month/day/year** of notification dissemination.*
- *For verification purposes, the name of the LEA and/or school must be included.*
- *In Georgia, LEAs are required to notify parents in all LEA schools or programs.*
- *Responses to requests must be provided in a timely manner.*
- *Maintain records of annual notification(s) from all LEA schools or programs.*

Best Practices for the Notification

ESSA does not prescribe the exact method of dissemination for notifications. In Georgia, the following are considered best practices when notifying parents:

- Develop written procedures for compliance, which include a timeline and person, by position, responsible for verifying notification content, verifying dissemination of notification, and maintaining notification documentation.
- Notify parents in multiple formats in order to ensure that all parents have the opportunity to receive the information. This may include, but is not limited to, a LEA or school handbook, a letter mailed home, inclusion in a newsletter or brochure, posting on a website, and/or a schoolwide email.
- Notify parents, to the extent practicable, in a language that they may understand.
- Ensure the notification includes school/program/LEA name and a point of contact by position.



Date: August 5, 2024

Dear Parents,

In compliance with the requirements of Every Scholars Succeeds Act, **Cirrus Academy Charter School** would like to inform you that you may request information about the professional qualifications of your scholar's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- *Whether the scholar's teacher—*
 - *has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;*
 - *is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and*
 - *is teaching in the field of discipline of the certification of the teacher.*

- *Whether the child is provided services by paraprofessionals and, if so, their qualifications.*

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the Federal Program Director, Diane Freeman at (478) 250-1376 ext. 808.

Sincerely,
Diane Freeman, Federal Program Director
Cirrus Academy Charter School
Diane.freeman@cirrusacademy.org

Cirrus Academy Charter School Professional Qualifications/ESSA In-Field FY 2024 - 2025

Highly Qualified is no longer required by or reported to United States Department of Education (USDE). Cirrus Academy Charter School follows ESSA qualifications:

1. ESSA says that State Education Agencies (SEAs) and Local Education Agencies (LEAs) must ensure teachers meet applicable state certification requirements [Sections 1111(g)(2)(J), 1112(c)(6)]. In Georgia, under OCGA § 20-2-2065, state certification can be waived for most teachers, meaning that each LEA that waives certification must establish professional qualifications (PQ) for their teachers.
2. ESSA says the SEA must report information on the qualifications of the teachers including out-of-field. How can my LEA ensure that teachers meet PQ and ESSA In-Field? Establish professional qualifications that take subject matter competency into consideration either by requiring certification or the GADOE accepted equivalent.

Principals create master schedules for their school and identify class needs. Prior to assigning a teacher to a specific class or course, the principal will check with HR to see if the teacher holds the appropriate certification. If not, the principal will contact the Federal Programs' Director to see if the teacher meets the district's minimum professional qualifications. If it is a special education teacher or EIP teacher, the principal and HR will work with these coordinators to develop a plan to change the schedule or ensure the teacher becomes certified. Principals will assign the teacher to the course if the teacher is professionally qualified or meets State Certification requirements. If the teacher is not professionally qualified and there is no other professionally qualified teacher available, the principal will work with Human Resources to identify the steps needed for the teacher to become professionally qualified. A certification plan will be created with specific steps to gain professional qualified status. The principal will provide a list of courses with assigned teachers to the school registrar once this step has been completed. The registrar will enter the teaching assignments into the student information system and will notify the Federal Programs Director when this step is completed. In July and December, the Federal Programs Director will ensure that teachers are either professionally qualified or have a certification plan in place. The Federal Program Director will provide technical assistance to principals during monthly leadership meetings throughout the year.

Professional qualifications for special education teachers cannot be waived. When principals assign teachers to special education classes, they must work with the Federal Programs Director and Special Education Director to ensure that the teacher has the required certification(s) to teach the students with disabilities in the class. Certification will also be checked when there is a schedule change for special education students. Special attention is given to adapted curriculum certification and courses. In the instance that a professionally qualified teacher is not available to teach the class, a certification plan is developed that outlines steps to achieve professionally qualified status or the schedule is changed.

The Federal Programs Director is responsible for monitoring in-field reporting and correcting data if needed. Both content and service areas (EIP, ESOL, Gifted, SPED) will be checked for in-field status for every teacher and teaching assignment. In-field reports will be checked in the GA PSC In-Field Portal each time the portal data is available. The reports will be reviewed with principals in the district's leadership team and principal meetings to address out-of-field teachers. The Federal Programs Director is responsible

for working with the HR/CPI Coordinator and Student Class Coordinator to correct data as needed. **Cirrus Charter Academy waives certifications for all teachers except those not allowed by Georgia State Board Rule.**

- Minimum Qualifications
- A clearance certificate

Teachers of Special Education Students

- Special Education: Teachers required to hold special education certification must hold a clearance certificate and certification in adapted or general special education curriculum that aligns to the course(s) being taught and the IEPs of the students being served. They may NOT waive certification in adapted or general special education curriculum.
- Content: All special education teachers issuing grades are required to hold content area certification in the subject field and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) in accordance with the cognitive level specified in the student's Individualized Education Plan (IEP).
- Charter Waivers: In Georgia, only teachers in LEAs that waive certification may verify content through degree, coursework, or content test; this must be following the LEA certification waiver procedures outlined in the Comprehensive LEA Improvement Plan (CLIP).
- Emergency/ Provisional: In accordance with Individuals with Disabilities Education Act (IDEA), special education teachers in Georgia may not hold emergency or provisional special education credentials. This means that a special education teacher holding a GAPSC Non-Renewable Professional (N), Waiver (W), or Supplemental Induction (SI) certificate may not meet Georgia's Professional Qualification Requirements.

Professional qualifications for special education teachers cannot be waived. When principals assign teachers to special education classes, they must work with the Federal Programs Director and Special Education Director to ensure that the teacher has the required certification(s) to teach the students with disabilities in the class. Certification will also be checked when there is a schedule change for special education students. Special attention is given to adapted curriculum certification and courses. In the instance that a professionally qualified teacher is not available to teach the class, a certification plan is developed that outlines steps to achieve professionally qualified status or the schedule is changed.

Professional Qualifications for Paraprofessionals ESSA Sec.1111(g)(2)(M);

GAPSC Certification Rule 505-2-.18 The State of Georgia ensures that it has professional standards for all paraprofessionals working in any school, including qualifications that were in place on the day before the date of enactment of Every Student Succeeds Act. In Georgia and at Cirrus Academy Charter School a paraprofessional employed by Cirrus, must hold a clearance certificate and must meet one of the following requirements:

- Degree: Hold an associate degree or higher in any subject from a Georgia Professional Standards Commission (GAPSC)-accepted accredited institution; or
- Coursework: Have completed two (2) years of college coursework (sixty [60] semester hours) at a GAPSC accepted accredited institution; or

- Content Area Test: Have passed the GACE Paraprofessional Assessment. If eligibility is established through the assessment, the applicant must also hold a minimum of a high school diploma or GED equivalent.

The Federal Programs Director is responsible for monitoring in-field reporting and correcting data if needed. Both content and service area (EIP, ESOL, Gifted, SPED) will be checked for in-field status for every teacher and teaching assignment. In-field reports will be checked in the GA PSC In-Field Portal each time the portal data is available. The reports will be reviewed with principals in the district’s leadership team and principal meetings to address out-of-field teachers. The Federal Programs Director is responsible for working with the HR/CPI Coordinator and Student Class Coordinator to correct data as needed.

Parent’s Right to Know Notification
ESSA Sec. 1112(e)(1)(A)

- Cirrus Academy Charter School notification requirements apply to all programs within the LEA.
- Cirrus notifies parents annually at the start of school (within 30 calendar days of the start of school).
- Cirrus uses the language of the law.
- Cirrus maintains records of the notifications.
- Cirrus uses what Georgia considers best practices when notifying parents: (1) notifying parents in multiple formats to ensure accessibility and, (2) to the extent practicable, notifying in a language the parent may understand.

20 Day Notification of Professional Qualifications ESSA Sec. 1112(e)(1)(B)(ii)

Cirrus notification requirements apply to all teachers in programs within each LEA.

- Cirrus notifies parents if a teacher has not met subject or grade level requirements for professional qualifications in compliance with state law for more than four consecutive weeks. In Georgia, this means either GAPSC certification requirements, or, if certification is waived under the Official Code of Georgia 20-2-80, 20-2-2065 or State Board Rules 160-5-1-.33, 160-4-9-.07, the minimum qualifications established by Cirrus Academy is a Clearance Certificate with either content or coursework.
- At Cirrus and in Georgia, this notification must be made within 10 business days following the four consecutive weeks.
- For additional notification requirements and best practices, see the ESSA PQ & In-Field Implementation Guide or contact GADOE Staff.

Cirrus Academy Charter School uses charter/strategic waiver plans to establish minimum professional qualification requirements. The minimum professional requirements are a bachelor’s degree with course work, academic degree, or content with 21 semester hours in the content area they are teaching or 35 quarter hours in the content area they are teaching. Some teachers may hold a degree but lack the GACE to suffice for a GAPSC certificate. All teachers at Cirrus hold a GAPSC clearance except for Special Education Teachers who meet full GAPSC certification.

Notifications are sent for any teachers who do not meet applicable State and/or LEA professional qualification are reported to the Director of HR and the CPI team three times a year and annually to GAPSC.

OPT OUT PHOTOGRAPH RELEASE FORM

(For clarity, the term “photograph” as used herein encompasses both still photographs and motion picture footage.)

CACS will often take photographs of scholars and staff, or photographs in which the scholars may be involved with others for the purpose of promoting CACS. This form allows parents/guardians the option to not allow CACS to take photographs of their minor children for the purpose of promoting the CACS. Failure to exercise this option, releases and discharges CACS from all claims arising out of the use of photographs, or any right that the parent or minor may have. To exercise this option, check the box below and provide the information requested within ten (10) days of receipt of this form.

I do not give CACS permission to take photographs of the minor named below or photographs in which the minor may be involved with others for the purpose of promoting CACS.

I, _____ am 18 or older and can contract for the scholar in the above regard. I have read the above statement and fully understand its contents.

Signature: _____

Date: _____

Name (Printed) _____

Name of Minor _____

Address _____

NOTE: If a scholar's photograph is to be withheld, the scholar will not be included in the school's yearbook, program events, or other such publications.

Scholar, Employee, Parent or Third-Party Grievance

All parties are encouraged to solve issues at the lowest level prior to filing a formal grievance. The process below is a formalized and much more serious step to helping resolve conflicts. This procedure applies to all Scholars, Employees, Parents or Third Parties including any complaint or report alleging discrimination or harassment based on sex/gender, race, color, national origin, religion, or genetics. For the purposes of this procedure the defined parties for the purposes of the assorted notice provisions are as follows:

Level I

The complaint shall be presented orally or in writing to the Assistant Principal within then (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time by the Complaint. The Assistant Principal will investigate taking into consideration the information provided by the Complaint as well as performing an independent investigation to provide evidence, defenses, and other due processes rights to ensure that they receive equitable treatment during this investigation. Following the investigation, The Assistant Principal shall then render a written decision within ten (10) calendar days of the filing of the complaint and that written decision shall be delivered to the Complaint, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Assistant Principal shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of thecomplained behavior if appropriate.

Level II

A Complainant or the subject of the Complaint that is dissatisfied with the decision of the Assistant Principal may appeal to the Head of School by filing a written request to meet with the Head of School. This request must be filed within ten (10) calendardays after the Complainant, or the subject of the Complaint receives the decision from the Assistant Principal. Following the Appeal, the Superintendent /CEO shall meet with the Complainant or the subject of the Complaint within five (5) days of A Complainant or the subject of the Complaint that is dissatisfied with the decision of the Assistant Principal may appeal to the Head of School by filing a written request to meet with the Head of School. This request must be filed within ten (10) calendar days after the Complainant, or the subject of the Complaint receives the decision from the Assistant Principal. Following the Appeal, the Superintendent /CEO shall meet with the Complainant or the subject of the Complaint within five (5) days of receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant or the subject Complaint as well as prior investigation. During that investigation, the Complaint or the subject of the Complaint shall be given the opportunity to provide evidence, defenses, and other due process rights to ensure that they receive equitable treatment during this investigation.

Subsequently, the Superintendent/ CEO will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written decision shallbe delivered to the

appealing Complainant, the subject of the Complainant and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Head of School shall provide assurance and guidance to the Complainant, the subject of the Complaint and any other appropriate affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

Level III

A Complainant or subject of the Complaint that is dissatisfied with the decision of the Head of School may appeal to the CACS Board of Directors by filing a written request. The appeal must be filed within ten (10) calendar days after the Complainant, or the subject of Complaint receives the decision from the Superintendent/ CEO. Following that Appeal, the Board shall meet with the Complaint or the subject of the Complaint at the next scheduled Board meeting following the receipt of the Complaint and will then subsequently undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the Complainant or the subject Complaint as well as the prior investigation. Subsequently, The Board will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation and that written shall be delivered to the Complainant, the subject of the Complaint and any other appropriate affected parties immediately following the decision being rendered. As a part of the decision, the Board shall provide affected parties with the steps necessary to prevent future issues and how to correct the effects of the complained behavior if appropriate.

Please report all incidents to:

Barry Williams

Interim Head of Schools

Cirrus Academy Charter

Macon, GA 31204

Office: (478)250-1376

Email: barry.williams@cirrusacademy.org

Internet Acceptable Use Policy

CACS recognizes the importance of making advanced technology and increased access to learning opportunities available to scholars and staff. CACS believes that a “technology rich” classroom significantly enhances both the teaching and learning process. A resources permit, informational technology services shall be made available in schools.

CACS personnel will utilize all available precautions to restrict scholar access to inappropriate online materials and comply with all state and federal laws that govern internet- based technology. CACS technology-based learning equipment and internet

service must be used only for appropriate educational purposes. Though CACS will implement safeguards and filters on internet-based equipment, parents/ guardians must understand that it is impossible to control all on-line information and materials which may be inadvertently discovered by users on a global network.

Purpose

The purpose of informational technology is to facilitate communications in support of research and education by providing access to multiple resources. Use by any scholar or staff member must be in support of and consistent with the educational objectives of CACS and must comply with all state and federal laws that govern internet-based technology.

Authorized User

An authorized user for this policy will be defined as any employee, scholar, or guest of CACS who has been issued an assigned computer log-in account. Authorized User should have no expectation of privacy while using CACS computer or any other internet-based technology or network maintained by CACS. CACS may at any time access and review any CACS owned device, assigned computer account, online histories and/ or saved documents. By using the computing resources of CACS, authorized user acknowledges and agrees to abide by the guidelines and rules governing CACS' internet-based set forth herein.

Terms and Conditions

Authorized users do not have the absolute personal right to use CACS' computing resources, nor any other internet-based technology owned by CACS. Usage of CACS' internet-based technology and computing resources are privileges, conditioned on the authorized user's compliance with applicable state and federal laws, the Academy Charter School policies and regulations, CACS' policies and regulations, and appropriate behavior involving technology.

Inappropriate use of CACS computing resources and/or internet-based technology, as determined by CACS administrators, may result in the termination of the privilege to use CACS computing resources and/or internet-based technology. CACS has the sole authority to determine what is deemed as appropriate use and may discipline, deny, revoke, or suspend any user's access at any time.

It is the policy of CACS to fully comply with all applicable federal and state laws and regulations that prohibit copyright infringement; therefore, unauthorized transmission of copyrighted materials is prohibited. This includes but is not limited to the use of CACS internet-based technology to inappropriately access unlicensed copyrighted materials via per-share websites (i.e., movies, music, games, books, audio books, etc.). Authorized users are prohibited from appropriately accessing and/or transmitting materials when they are protected by copyright and/or patent.

Authorized users are not allowed to purchase, download, or load software on to CACS

computers or utilize CACS internet-based technology without obtaining prior written permission from the CACS Technology Services Department. CACS will never authorize the access or transmission of online materials, information, applications, or software that contains violence, obscene language, nudity, harassing or bully behavior, or criminal behavior. All use of CACS internet-based technology must be for an approved and appropriate educational purpose.

CACS computing resources and internet-based technology may not be used for commercial activities. Use of CACS for non-school approved solicitations, product and service advertisements, business promotions, or political lobbying or campaigning is prohibited.

The use of all CACS computing networks in the school's front office shall be for the exchange of information to promote and support educational excellence.

Scholar Responsibilities and Prohibited Actions

- Scholars will observe the standard of courtesy and behavior consistent with the practices and policies of CACS when sending or publishing messages or transmitting data or other information on the internet.
- Scholars will access the network using their assigned user log-in or personal ID and not that of someone else. Scholars will not share their assigned user log-in or user IDs, or passwords with others and must make all efforts to safeguard any information from unauthorized users.
- Scholars must not attempt to access information for which they are not authorized.
- Scholars will use informational technology for instructional purposes only as it relates to classroom and co-curricular assignments and activities. Scholars will not use CACS computing resources or internet-based technology in violation of state or federal law, or school policy.
- Scholars must receive permission from teacher or designated personnel prior to accessing the internet or any online-based file or application.
- Any scholar who identifies a problem or the presence of inappropriate material on a CACS computer must notify an adult teacher, supervisor or administrator immediately.
- Scholars may not have access to an employee's workstation and are prohibited from accessing CACS's network user an employee ID. Scholars may be subject to disciplinary action if it is determined that the scholar attempted to access CACS' network inappropriately.
- Scholars who disconnect or disable network components, such as firewalls, security software, virus scanners, search restrictions, network monitoring applications and software, etc., or who alter or bypass CACS network settings could cause harm to CACS' computer network and jeopardize the integrity and/or security of CACS's network and computing devices; thus, a scholar found to have altered any CACS network component or network setting will be subject to disciplinary action forth in the CACS Code of Conduct.
- Scholars are violating network security if they alter programs or data on any

network fileserver or any computing system's hard disk and will be subject to disciplinary action.

- Scholars are violating network security and software copyright laws if they use, access, or transmit illegal copies of software, music, movies, data, games, or any other online media on any school computer, and will be subject to disciplinary action.
- Scholars are permitted to use CACS computing resources and internet-based technology for approved educational purposes only. Scholars will be subject to disciplinary action if they access or transmit online materials, information, applications, software that contains violence, obscene language, nudity, harassing or bullying behavior, or criminal behavior.
- Scholars who purposely infect any CACS computer with a malicious code will be subject to disciplinary action.

Penalties for Improper Internet Use

Any violations of the internet procedures should be immediately reported to a supervising staff member. Authorized users who violate CACS' Internet Acceptable Use Policy or any other state or federal law while using CACS' computing resources will be subject to loss of the privilege to use CACS computing resources and internet-based technology. Furthermore, disciplinary action may be imposed.

If the actions of an authorized user cause or contribute to the loss of network service, applications, and/or data, school disciplinary action commensurate with the magnitude of the disruption caused to CACS as determined by school administrators shall be administered. If such action causes the need for CACS to expend funds for technical assistance to restore the service, application or data, restitution may be charged.

Any illegal activity of an authorized user, discovered by CACS, will be reported to the appropriate law enforcement agency, and the authorized user may be subjected to criminal prosecution.

Parent/guardian and the scholar Internet Agreements are sent home to all parents. Parents/guardians and scholars must sign and return the Internet Agreement to CACS.

Cirrus Academy Charter School
CODE OF CONDUCT

CACS CODE OF CONDUCT

The Cirrus Academy Charter School Governing Board's (CACSGB) Code of Conduct was designed and created to comply with the progressive discipline processes set forth in O.C.G.A. § 20-2-735, which states that discipline will be in proportion to the severity of the behavior leading to the discipline, that the previous discipline history of the scholar during the current school year and other relevant factors will be taken into account, and that all due process procedures required by federal and state law will be followed.

A copy of the Code of Conduct is provided annually to each scholar in grades kindergarten through eighth. Scholars who enroll at Cirrus Academy Charter School (CACS) during the school year will receive the Code of Conduct at the time of enrollment.

EXPECTATIONS

Each scholar may expect that CACS will:

1. Provide a free quality education.
2. Provide a safe learning environment.
3. Ensure that all scholars are treated courteously, fairly, and respectfully.
4. Provide scholars with the opportunity to respectfully express their opinions, concerns, and complaints.
5. Address all complaints and concerns brought to the attention of school personnel and school staff.
6. Inform scholars of the Code of Conduct and of disciplinary procedures related to disciplinary actions and/or appeals.
7. Provide scholars with a copy of the **Scholar–Parent Code of Conduct for scholars**, the first week of school (or upon enrollment of a new scholar).

Each scholar is expected to:

1. Read and become familiar with this Code of Conduct.
2. Behave in a responsible manner at school and at all school related functions on or off campus.
3. Demonstrate courtesy and respect for others.
4. Attend all classes, regularly and on time.
5. Prepare for each class, take appropriate materials to class, and complete assignments.
6. Follow all CACS rules and cooperate with school staff and volunteers in maintaining safety, order, and discipline.
7. Communicate with his or her parent/guardian about school academic progress.

Each parent/guardian may expect that CACS will:

1. Ensure that parents or guardians are treated respectfully by the Assistant Principal, teachers, and other staff.
2. Provide access to information regarding their scholar and CACS's policies and procedures.
3. Promote and encourage active participation in their scholar's education.
4. Promptly notify parents or guardians if a scholar is disciplined and inform parents of procedures related to disciplinary actions and/or appeals.

5. Inform parents or guardians about their scholar's academic and behavioral progress.
6. Provide access to information about CACS's policies and procedures.

Each parent/guardian is expected to:

1. Read and become familiar with this CACS Code of Conduct.
2. Make sure their scholar attends school regularly, on time, and notify the school before the school day if their scholar is going to be absent.
3. Give the school accurate and current contact information and inform/update the contact information when and if it changes.
4. Inform school officials about any concerns/complaints in a respectful and timely manner.
5. Work with the school administrators, teachers, and other staff to address any academic or behavioral concerns regarding their scholar.
6. Talk with their scholar about the behavior that is expected at school.
7. Support their scholar's learning and school activities.
8. Be respectful and courteous to staff, other parents, guardians, and scholars.
9. Be respectful of our front office personnel and traffic directors. Getting upset with them because the line is long during pick up or drop off will not make the line go faster.
10. Respect other scholars' privacy rights.
11. Give school any and all information to assist with the welfare and education of the scholar and the safety of operations.

Per Georgia Department of Education (GADOE) Discipline Discrepancy Requirement - relevant disciplinary procedures apply to the child with a disability in the same manner and for the same duration as the procedures would be applied to a child without a disability unless the Behavior Intervention Plan (BIP) states otherwise or the disciplinary action is found to be a manifestation of the child's disability.

Additional Behavior Requirements

The CACS School District may impose campus, classroom, or club/organization rules in addition to those found in the scholar handbook. Sponsors and coaches of extracurricular activities may require and enforce additional standards of conduct for scholar participation in extracurricular activities.

Organizational standards of behavior concerning an extracurricular activity are independent of the Scholar Code of Conduct. Violations of these standards of behavior that are also violations of the Scholar Code of Conduct may result in disciplinary actions being taken against the scholar, including but not limited to, the scholar being removed from participation in extracurricular activities, exclusion from school honors, suspension, and expulsion for violation of the Scholar Code of Conduct.

Addendums to the Code of Conduct may be added based on the specific needs of response to the pandemic or other national emergencies. These will be communicated by the schools through phone, internet and/or physical distribution of guidelines.

Prohibited Behaviors

To provide a peaceful and safe school environment, the CACS School District prohibits the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication.
- Disruptive behavior that interferes or threatens to interfere with District operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup.
- Threatening to do bodily harm to a District employee, visitor, fellow parent/guardian, or scholar.
- Threatening to damage the property of a District employee, visitor, fellow parent/guardian, or scholar.
- Damaging or destruction of school.
- Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages or other written or oral communication.
- School staff and administration may not always be immediately available to speak with you. The only way to *ensure* that you can speak with a staff member or administrator is to schedule an appointment. Staff and administrators have a practice of attempting to return all phone calls/e-mails within 24 hours with remarkable success. Your calls and visits will be responded to consistently with this practice if someone is not immediately available to speak with.
- Defamatory, offensive, or derogatory comments regarding the school or school staff made publicly to others.
- Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all.
- This includes use of any social media medium, including but not limited to websites, blogs, wikis, social networking sites such as Google+, Facebook, Instagram, Snapchat, LinkedIn, Twitter, and any other social media sites.

Consequences

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school sponsored events under the **Criminal Trespass Laws**. In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban.

Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the CACS School District to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.

Response to Intervention for Behavior (RTI) Multi-Tiered Support Systems (MTSS)/ Positive Behavior Interventions and Supports (PBIS)

RTI/MTSS for Behavior is a four-tiered model of instruction and intervention which includes the principle that behavioral supports are provided at a universal level intended to effectively address the needs of all scholars in a school (referred to as Tier 1 and/or PBIS). A major initiative at Cirrus Academy Charter School is Positive Behavior Intervention and Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments.

Attention is focused on sustaining a level system of support to enhance scholar learning. School staff recognizes that maintaining and changing scholar behaviors involves a continuum of acknowledgments, supports and interventions. RTI/MTSS for Behavior provides a problem-solving approach which aims to prevent inappropriate behavior and teach and reinforce appropriate behaviors. School-wide Positive Behavior Support (SWPBS) is a system approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problems for all scholars. SWPBS is NOT a specific curriculum, intervention, or practice, but a decision-making framework that guides selection, integration, and behavior outcomes for all scholars. A central feature of SWPBS is implementation of behavioral practices throughout the entire school. SWPBS defines practices that all scholars experience in all parts of the school and at all times of day.

SWPBS emphasizes four integrated elements: (a) socially valued and measurable outcomes, (b) validated and practical practices, (c) systems that efficiently and effectively support implementation of these practices, and (d) continuous collection and use of data for decision making.

These four elements are operationalized by five guiding principles:

1. Invest first in prevention to establish a foundation intervention that is validated to be effective, efficient, and sustainable.
2. Teach and acknowledge appropriate behavior before relying on negative consequences.
3. Use regular “universal screening” to identify scholars who need more intense support and provide that support as early as possible, with the intensity needed to meet the scholars’ needs
4. Establish a continuum of behavioral and academic interventions for use, when scholars are identified as needing more intense support.
5. Use progress monitoring to assess (a) the accuracy of the implementation for which the support is provided and (b) the impact of support on scholar academic and social outcomes. Use data for continuous improvement of support.

Parents and scholars must be aware of school board policy and procedures concerning acceptable and unacceptable behavior in our schools and at school events, etc. Progressive discipline is based upon the belief that an individual does not have the right to infringe upon the rights of others. Also, all people concerned with the school have the responsibility of creating a positive environment within the building, on school property or at any school event. Teachers will try to resolve minor problems prior to referring a scholar to the office.

RTI/MTSS for behavior is the systematic process for providing a series of intensifying, evidence-based behavioral interventions and supports matched to scholar need. Scholar need is determined by inadequate response to an evidence-based, behavioral intervention implemented with fidelity.

RTI/MTSS for behavior relies on the repeated collection of objective data (progress monitoring) to make decisions about whether the scholar is responding adequately or inadequately to the support (s) currently being provided.

Upon identifying a scholar as a Chronic Disciplinary Problem Scholar, as described in the Scholar Code of Conduct, a teacher **must** provide behavioral support for all scholars needing support by utilizing RTI/MTSS.

According to O.C.G.A. § 20-2-741.3b, local boards of education are encouraged to implement PBIS and RTI/MTSS programs and initiatives in their schools, particularly in high needs schools. CACS has determined that RTI/MTSS and PBIS will be implemented within the district.

Tier 1- Standards Based Classroom Learning

Focus: All Scholars

- General curriculum and instructional best practices, enhanced by acknowledgements of positive behaviors, and clearly stated expectations that are applied to all scholars.

Tier 2- Needs Based Learning

Focus: Scholars identified through screening as at-risk for poor behavioral outcomes

- **Includes** scholars from Tier 1, who are not performing successfully with school-wide positive behavior intervention support
- Continuous Progress Monitoring and data collection

Tier 3- SST (Scholar Support Team) Driven Learning

Focus: Scholars who have not responded to Tier 1 and Tier 2 level interventions

- **Includes** scholars from Tier 2, who are not performing successfully with school-wide positive behavior intervention supports
- The needs of individual scholars who exhibit a pattern of problem behaviors
- Diminishing problem behaviors and increasing the scholar's social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans
- Continuous Progress Monitoring and data collection
-

Tier 4- Specially Designed Learning

Tier 4 is developed for scholars who need additional support and meet eligibility criteria for special program placement, including gifted education and special education. With three effective tiers in place prior to specialized services, more struggling scholars will be successful and will not require this degree of intervention.

Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For scholars with disabilities, special education and related services, Tier 4 provides instruction that is targeted and specialized to meet scholars' needs. If a child has already been determined as a child with a disability, then the school system should not require additional documentation of prior interventions in the event the child demonstrates additional delays.

The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the scholar may require a comprehensive evaluation to determine eligibility of additional disability areas.

- Specialized programs, methodologies, or instructional deliveries
- Intensive, evidence-based, supplemental instruction delivered to individual or small groups
- Greater frequency of progress monitoring and data collection

Administrative Prevention and Early Intervention

Prior to a scholar receiving a suspension, it is the administrator's responsibility to ensure that the scholar has had interventions that address the scholar's misbehavior. These interventions must be **DOCUMENTED**. Exceptions to this are offenses, which are most serious in nature and have occurred with no prior opportunity to provide early interventions.

CORRECTIVE STRATEGIES	DESCRIPTION
Behavior Contract	A written/verbal contract or plan for the scholar with stated goals, objectives, and outcomes for the scholar to develop the necessary skills to address the stated incident.
Community Service	Donated service or activity that is performed by scholars for the benefit of the public or its institutions.
Conference with Parent(s)	Administrators and teachers communicate with scholar's parent(s) by phone, email, written notes, or person to person about the problem.
Conference with Scholar	Private time with a scholar to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Daily/Weekly Report	A progress report and/or assignment sheet which gives the scholar and parent the opportunity to track the scholar's academic and behavioral progress in each of his/her classes for a specified period.
Detention	Disciplinary action consists of the assignment of scholars to a certain area of the school, outside of regular school hours (before school, after school, on a non- school day) for two or more school days or the equivalent hours. This is a state-reportable action.
Loss of Privileges (during school hours)	The loss of privilege(s) during school hours, assemblies, field trips, and incentive activities.
Mentoring	An agreed upon adult or scholar who provides consistent support, guidance and concrete help to a scholar who needs a positive role model.
Olweus Bullying Prevention Program (Pronounced Ol-VAY-us)	The Olweus Program is a comprehensive approach to bullying proven to reduce and prevent bullying problems among school children and to improve peer relations at school. The program is focused on long-term change that creates a safe and positive school climate.
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and /or attend class with their child at school for an agreed upon time during the child's school day.

Plan Meeting (IEP, LEP, 504)	The scholar recommended to the necessary department/group for discussion and development of a course of action/interventions for the scholar.
Referral to Behavioral Specialist	A referral to the Behavioral Specialist occurs when schools need additional behavioral support for scholars.
Referral to School Counselor	Counseling of the scholar by guidance counselor to assist the scholar in developing or utilizing the necessary skills to address the stated incident.
Referral to Social Services	Social services provided by the school social worker to assist and enhance scholars' achievement in the classroom by developing strategies and interventions to improve their academic, social and behavioral performance.
Restorative Justice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Schedule Change (change of regular classes)	A permanent change in the scholar's regular class schedule.
School Service Work (during school hours)	Work assistance, provided by the scholar, to any staff member during school hours, assistance could include campus or hallway clean-up.
Silent Lunch/Lunch Detention	A separate facility and/or seating arrangement for the scholar during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance, such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Temporary Classroom Change (short-term)	The temporary removal of a scholar from the regular classroom to a different classroom. The scholar will be given the opportunity to complete his or her regular class work in the alternative setting.
Temporary Removal from Classroom	The temporary removal of a scholar from the traditional learning environment to a separate, individual learning environment for a brief period.
Voluntary Restitution/Self-Designed Action(s)	Scholar makes amends for negative actions, takes responsibility to correct the problem through a written or verbal apology.
Behavioral Social Emotional Program	The Behavior Social Emotional Learning (BSEL) program implements a curriculum that applies social skills to help scholars manage their emotions, show empathy, and create and maintain positive relationships with their peers. The implementation of Social Emotional Learning (SEL)

	curriculum decreases inappropriate behavior within a classroom while also decreasing mental health problems.
Early Learning PBIS Aligned Model	The aligned model is designed to provide Pre-K through 3 rd grade early learners with a positive school climate and promote reading proficiency, through embedding tier one PBIS system supports and providing professional development in Social Emotional Learning.

Any writing assignment or communication to home must be in a language that scholars and parents can understand.

Information Regarding Disciplinary Procedures

The Code of Conduct governs scholars' behavior on school grounds and off school grounds at a school activity. The Code of Conduct also governs scholar behavior off school grounds at a non-school activity, but where the misconduct constitutes a potential danger to school, scholars, and/or staff, or constitutes or causes a disruption of school operations. Finally, the Code of Conduct also governs any scholar conduct that constitutes a violation of the Scholar Code of Conduct in route to and from schools, in route to or from any school-sponsored activity.

Disciplinary action will be progressive, will draw on the professional judgment of teachers and administrators, and may, depending on the circumstances, include a range of discipline management alternative resolutions, including positive disciplinary techniques. Disciplinary action will take into consideration, without limitation, the seriousness of the violation, the scholar's age and grade level, the frequency of the scholar's misbehavior overall, the scholar's attitude, whether the scholar was acting in self-defense, the effect of the misconduct on the school environment, intent, or lack of intent at the time the scholar engaged in the conduct, and requirements of law (including, without limitation, IDEA and Section 504). Because of these factors, discipline for a particular violation (unless otherwise specified by law) may bring into consideration varying alternative resolutions and responses. Administrators will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case-by-case basis.

When a Code of Conduct violation is reported or suspected, the administrator will determine whether an investigation is warranted and, if so, will investigate. The investigation, where possible, should include interviews with alleged perpetrator(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. When possible, written statements may be requested from all individuals who are interviewed. Video surveillance, if available and relevant, should be reviewed and secured. Administrators have the responsibility and authority to question scholars for the purpose of maintaining a safe and orderly school environment. Although schools will try to inform parents about issues of concern, when possible, parental consent and notification is not required prior to questioning and/or obtaining written statements from scholars.

At an appropriate time during the investigation, the parent or guardian will be notified. If the incident involves injury or a need for immediate medical care arises, appropriate medical attention will be provided, and the parent or guardian notified as soon as is practicable. **The Administrators and his/her designee should also immediately inform parents/guardians when scholars are removed from the school setting by emergency medical or law enforcement personnel.**

The determination of whether a scholar has violated the Code of Conduct will be based solely on a preponderance of the evidence, which means that it is more likely than not based on all the evidence available that the scholar did violate the Code of Conduct. Once it has been determined that the scholar did violate the Code of Conduct, the administrator will follow the progressive discipline process.

LEVELS OF DISCIPLINE

The Code of Conduct is organized into four (4) levels of prohibited behaviors: *Level 1 Violations*, *Level 2 Violations*, *Level 3 Violations*, and *Level 4 Violations*. However, it is important for scholars and parents to note that the circumstances of violations may warrant more severe consequences, even on the first violation. The district reserves the right, in the administration's sole and exclusive discretion, to take all action necessary to protect its scholars, provide a safe and secure learning environment, and to ensure the orderly operation of all educational facilities, including without limitation treating a violation as a higher-level violation and/or providing for more severe consequences. Additional information regarding prohibited behaviors and disciplinary actions follows these sections.

Level 1 Discipline: Level 1 Discipline is used for minor acts of misconduct which interfere with the good order of school. Level 1 violations are minor violations and may represent a failure to demonstrate accepted expectations or social skills. It is the responsibility of all staff to address minor violations as soon as practicable within the environment in which the misbehavior occurred.

Following appropriate teacher alternative resolutions, the scholar may be referred to an administrator. The accumulation of multiple Level 1 violations could result in more severe consequences.

Level 2 Discipline: Level 2 Discipline violations are intermediate acts of misconduct. Level 2 violations are mid-level infractions. Mid-level infractions are addressed by administrators. Repeated (two or more) violations of any Level 2 violation can result in that violation being considered a Level 3 violation.

Level 3 Discipline: Level 3 Discipline violations are serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. Level 3 violations are major infractions and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident and may result in the immediate removal of a scholar from school. Level 3 violations may result in a referral to a Disciplinary Hearing. Administrators will notify the appropriate district personnel, school resource officers, and law enforcement or state agencies deemed appropriate and required by law.

Level 4 Discipline: Level 4 Discipline violations are the most egregious acts of misconduct and constitute a serious violation of the law (for example, conduct which would be considered a serious felony criminal act if the scholar were an adult), and pose a significant safety risk or result in serious bodily injury. Committing a Level 4 violation will result in a referral to a Disciplinary Hearing.

Depending on the severity of the violation, school administrators have the authority to send a scholar to a Disciplinary Hearing for any violation regardless of the level of disciplinary violation.

Only the CACSGB has the authority to allow a scholar who is under a permanent expulsion from any school system to enroll in CACS.

A scholar who receives a consequence of permanent expulsion from the Disciplinary Hearing Officer for violating a Level 4 Violation during a school year may not enroll into CACS unless the scholar, pursuant to an appeal to the CACSGB, receives permission from the Board to re-enroll into the CACS. The Board may grant the re-enrolled scholar the opportunity to enroll into the Alternative School Program.

DISCIPLINARY DEFINITIONS

Note: The definitions below are meant to address and define disciplinary actions. Throughout this Code of Conduct, other defined terms may refer to the Glossary of Terms located within this Handbook. Parents and scholars are encouraged to read and become familiar with all defined terms.

Some of the disciplinary actions that may be used for scholar violations of the Code of Conduct include the following:

- **Warning/Reprimand:** Scholars will be warned that they may receive a consequence if the misbehavior continues.
- **In-School Suspension or CACS APPROPRIATE PROGRAM:** The scholar is removed from regular classes for a specified period at the local school. Class work assignments are sent to the scholar by the teachers while in In-School Suspension (ISS). While assigned to ISS, scholars may not participate in or attend any extracurricular activity, including athletic participation and other school events. If scholars violate any rule of the ISS program, scholars will be suspended from the program and from school for the remaining number of days the scholars were assigned to ISS.
- **Short-Term Suspension:** Scholars subject to a short-term suspension will be suspended from school for not more than ten (10) consecutive days
- **Long-Term Suspension:** Scholars subject to a long-term suspension will be suspended from school for more than ten (10) consecutive days but not beyond the end of the current semester. A Disciplinary Hearing is required to impose a long-term suspension.
- **Expulsion:** Scholars subject to an expulsion will be suspended from school beyond the end of the current semester. A Disciplinary Hearing is required to impose an expulsion of longer than 10 days (about 1 and a half weeks).
- **Permanent Expulsion:** Scholars subject to a permanent expulsion from school will be permanently suspended from school after the effective date of the permanent expulsion beyond the current semester and not allowed to attend any CACS. A Disciplinary Hearing is required to impose a permanent expulsion.
- **Referral to an Alternative School Scholars** who receive a long-term suspension or expulsion, and who are referred to alternative school, will be referred for a minimum six (6) weeks. Any scholar who is referred to the alternative school for 18 weeks (about 4 months) or more, may have the opportunity to reduce his/her suspension or expulsion by up to nine (9) weeks by attending school regularly, following all rules set by the alternative school, achieving passing grades in all classes, and attending or participating in any violation-

based alternative resolutions program required by the alternative school. Scholars are only eligible for an alternative school reduction from 9 to 6 and 6 to 3 weeks once in their CACS education. Any scholar who commits a Level 3 or 4 disciplinary infraction while attending the alternative program may be removed from the program, after being found in violation after a disciplinary hearing.

- **Suspension or Expulsion from School**

All In-School Suspension, Out-of-School Suspension, or Expulsion shall also include suspension from all regular school activities, extracurricular school activities, athletic participation, and other school events.

- **Strategies and Alternative Resolutions**

When scholars commit Level 1 through 3 disciplinary violations, a combination of strategies and alternative resolutions may be used in conjunction with a disciplinary response.

Classroom Level One Interventions/Consequences for Teachers

Teachers should use the following interventions to help scholars change behavior in the classroom. If these interventions are successful, referral to a school administrator may not be necessary.

Build relationship with scholars, verbal warning, written warning, review PBIS expectations, teach behavioral expectations, Eagle's Bridge, seat change, parent contact, letter of apology, teacher conference with scholar, in class time out, reinforce appropriate behaviors, de-escalation strategies, written reflection, and restorative practices.

*Truancy – Document contact in Infinite Campus. Contact may be phone/email.

SCHOLAR CONDUCT VIOLATIONS

CACS strives to provide a supportive, safe, secure, and equitable learning environment for all scholars. Scholars shall not violate any of the following rules of CACS.

Progressive Discipline

The disciplinary levels below correspond to the progressive discipline levels detailed above within the levels of discipline. However, in serious violations, administrators or designee working in conjunction with designated District School Personnel may use a higher level of progressive discipline.

The Code of Conduct provides examples of violations that may occur and guidelines for the **MINIMUM** and **MAXIMUM** consequences. This Code of Conduct is not intended to include all violations for which disciplinary action may be taken as it is not possible to identify all behavior which might result in disciplinary consequences. Similarly, this Code of Conduct is not intended to list every consequence for every violation as it is not possible to anticipate every set of circumstances under which a disciplinary consequence may be appropriate. The scholar will receive a consequence that is either the minimum, the maximum, or an appropriate consequence in between. Scholars and parents/guardians should expect that discipline will be progressive, will be equitable, and will be fairly and evenly administered. This Code of Conduct is meant to be a clear and concise reference guide and scholars and parents/guardians are encouraged to communicate with school administrators regarding their scholar's particular situation.

LEVEL 1 VIOLATIONS

- 1.1 Behavior Detrimental to Learning:** Such behavior includes, but is not limited to, conduct that disrupts the learning environment and insulting communication that is disrespectful.
- 1.2 Bullying (1st Violation):** Bullying, as the term is defined in Georgia law (*O.C.G.A. § 20-2-751.4*), is prohibited. The Scholar Code of Conduct for all schools within the school system expressly prohibits bullying. **Bullying is one of three Level 1 violations that has an alternate progression, please see the Bullying progression.**
- 1.3 Unexcused Tardies to school or class:** Scholars that briefly miss class can accumulate tardies which may result in a level 1 violation. Tardies to class of an extended nature may result in immediate level 1 violation.
- 1.4 Dress Code:** Violation of the dress code policy. **The Dress Code is one of three Level 1 violations that has an alternate progression, please see the Dress Code progression.**
- 1.5 Electronic Resources:** Violating the policies for using electronic resources.
- 1.6 Misuse of Electronic Communication Devices:** Unauthorized possession, displaying or using a cell phone, pager, or other electronic communication device during the school day without the consent of the Administrator or his/her designee.
- 1.7 Encouraging Prohibited Behavior:** Inciting, encouraging, counseling, or advising others to engage in prohibited behavior that violates the K-8 Scholar & Parent Handbook or any policy of the CACSGB. A scholar violates this rule when he/she verbally or physically encourages others to engage in prohibited behavior, which may include oral instruction or physically showing a scholar how to engage in prohibited behavior.

1.8 False Information: Deliberately giving false or misleading information, including, but not limited to, forgery and altering records.

1.9 Failure to Report: Failure to report to a teacher or administrator the knowledge of an event, device, object, or substance that could cause harm to self or others.

1.10 Gambling: Includes, but is not limited to, betting money or other items on card games, dice games, or the outcome of athletic contests or other activities, and/or possession of gambling materials or paraphernalia.

1.11 Hazardous Objects: Possession of any hazardous objects on school grounds, or school events without intent to use. If the scholar displays, uses, or otherwise exhibits intent to use said object in a non- dangerous manner, refer to Level 2, Non-Dangerous Use of Hazardous Objects.

Hazardous Object: Any dirk, bowie knife, switchblade knife, any other knife having a blade of two or more inches, straight- edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known a nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or dart, or any instrument of like kind, any nonlethal gun replica, air gun, any stun gun or taser, and pepper spray, also known as capsaicin spray or capsicum spray, and commonly referred to as Mace, or any other lachrymatory agent meant to cause irritation to the eyes, pain and temporary blindness.”

1.12 Inappropriate Items and Activities: Possessing, using, selling, buying, giving away, bartering, or exchanging any material, substance, food item, or personal belonging that is inappropriate for school. Possession or non-damaging use of a laser pointer.

1.13 Inappropriate Physical Contact Between Scholars: Includes, but is not limited to, pushing, shoving, inappropriate display of affection, or inappropriate touching.

1.14 Insubordination: Being insubordinate to school personnel or school volunteers.

1.15 Miscellaneous Violations: Violating any other CACSGB or school rule, including, but not limited to, violating rules of the In-School Suspension Program.

1.16 Tobacco Products and Paraphernalia: Possessing, using, selling, buying, giving away, bartering, or exchanging any tobacco product, or smoking paraphernalia.

1.17 Over-the-Counter Medication: Using or possessing over-the-counter medication at school without the written consent of the Administrator or his/her designee.

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Administrator or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescriptions and over-the-counter medicines must be kept in the school office unless authorized in writing by a physician and approved by the Administrator. Scholars are subject to disciplinary action, including but not limited to, short- term suspension, long-term suspension, or expulsion, if they possess medicine at school

without the Administrator's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions (for over-the-counter medicines).

1.18 Profanity: Using profane, vulgar, obscene, insulting, or threatening language, gestures, graphics, or materials, whether spoken, written, gestured, or communicated in person or via any electronic device, directed towards any person other than school personnel.

1.19 Possessing Obscene Materials: Possessing obscene or vulgar materials when such conduct does not involve another scholar.

1.20 Skipping School: Leaving school, skipping school, or skipping class without permission.

1.21 Unauthorized Areas: Being in an unauthorized area without permission.

LEVEL 1 PROGRESSION

Kindergarten-5th Grade

All K-5 schools are encouraged to have proactive, intervention-based, and multi-step systems at the classroom level prior to office referral.

1st Violation: Verbal Warning and Parent Notification

2nd Violation: Parent Conference and/or 1 day Out-of-School Suspension (OSS)

3rd Violation: 1 day OSS

4th Violation: 1 day OSS

5th Violation: 1 day OSS

A school may only increase to 2 days of OSS for a level 1 Violation after following the appropriate chronic discipline guidelines. If no Chronic Discipline Meeting has been held, OSS must remain in 1-day segments.

6th Violation: 2 days OSS

7th Violation: 2 days OSS-Hearing for 7th Level 1 Violation (only if a Chronic Discipline Meeting has been held and implemented)
Subsequent Violations will repeat 2 days OSS.

6th – 8th Grade

All 6-8 schools are encouraged to have proactive, intervention-based, and multi-step systems at the classroom level prior to office referral.

1st Violation: Warning-1 day of In-School-Suspension (ISS)

2nd Violation: 2 days of ISS

3rd Violation: 3 days of ISS

4th Violation: 4 days of ISS

5th Violation: 5 days of ISS

A school may only assign OSS for a Level 1 Violation after following the appropriate chronic discipline guidelines. If no Chronic Discipline Meeting has been held, ISS must be assigned instead of OSS. Schools may/are encouraged to assign ISS in place of OSS for scholars that have never violated the rules of In-School Suspension.

6th Violation: 2 days of Out-of-School Suspension (OSS)

7th Violation: 3 days of OSS – Hearing for 7th Level 1 Violation (only if a Chronic Discipline Meeting has been held and implemented)

Subsequent Violations will repeat 3 days OSS.

Committing a Level 1.16 Violation (violating the rules of In-School Suspension program) may result in the remainder of days being assigned as Out-of-School Suspension.

BULLYING

Bullying, as the term is defined in Georgia law (O.C.G.A. § 20-2-751.4), is prohibited. The Scholar Code of Conduct for all schools within the school system expressly prohibits bullying.

If you or your scholar believes that a scholar is being bullied, please report it to a school staff member or administrator immediately.

Bullying is defined as an act that is:

- 1.21.1 Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or
- 1.21.2 Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
- 1.21.3 Any intentional written, verbal, or physical act that a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - 1.21.4 Causes another person substantial physical harm or visible bodily harm,
 - 1.21.5 It has the effect of interfering with a scholar's education.
 - 1.21.6 is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or,
 - 1.21.7 It has the effect of disrupting the orderly operation of the school.

The term “bullying” applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer networks, or other electronic technology of a local school system.

The term “bullying” also applies to acts of cyberbullying which occur using electronic communication, whether such electronic act originated on school property or with school equipment if the electronic communication:

1. It is directed specifically at scholars or school personnel.
2. It is maliciously intended for the purpose of threatening the safety of those specified or disrupting the orderly operation of the school; and
3. Creates a reasonable fear of harm to the scholars or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic photo, electronic or photo optical system.

Professional development and training opportunities for school staff on how to respond appropriately to acts of bullying, victims of bullying, and bystanders, who report bullying, shall be in place. Procedures may be developed

at each school encouraging a teacher or other school employee, scholar, parent, guardian, or other person who has control or charge of a scholar, either anonymously or in the person's name, at the person's option, to report or otherwise provide information on bullying activity. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has reliable information that would lead a reasonable person to suspect that someone is a target of bullying shall immediately report it to the Assistant Principal. Any report will be appropriately investigated by the administration based on the nature of the complaint and in a timely manner to determine whether bullying has occurred, whether there are other procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. Such consequences shall include, at the minimum and without limitation, disciplinary action, or counseling, as appropriate under the circumstances. However, upon a finding by the Disciplinary Hearing Officer that a scholar in grades 6-8 has committed the violation of bullying for the third (3rd) time in a school year, the scholar shall be assigned to the alternative school.

Depending on the severity of the bullying allegation, school administrators have the discretion to send a scholar to a disciplinary hearing for the first (1st) or second (2nd) bullying violation whereby the scholar, if found to have committed the violation, will be subject to disciplinary action pursuant to the scholar and parent handbook, including but not limited to, suspension or expulsion.

Upon the finding by a school administrator that a scholar has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the scholar by telephone call or through written notice, which may be done electronically.

Scholars and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at each school and by including such information in the scholar/parent handbooks.

ELECTRONIC RESOURCES

CACS provides Internet/World Wide Web access to school system staff and scholars (users). The purpose of this service is to provide teachers and scholars access to electronic resources that support job responsibilities and the teaching and learning process. User access to the Internet and other computer resources is a privilege, not a right. Therefore, users who violate rules for the use of electronic resources shall be subject to revocation of these privileges and potential disciplinary and/or legal actions.

The Internet Safety Policy and school system measures are designed to address safety and security when using direct electronic communication. Electronic resources include, but are not limited to, Internet, World Wide Web (WWW), chat rooms, electronic mail, data, online resources, online services, portable media, network information, licensed software, telecommunication resources, and all other school system electronic messaging systems and data systems. Staff and scholars do not have a right to privacy while using the district's computer network. School officials can and will search for data or e-mail stored on all school system-owned computers and networks with or without notice.

All users are expected to comply with CACSGB's Policy, Electronic Communications, and follow school system's regulations for the use of electronic resources. Such regulations include, but are not limited to, the following:

1. Email accounts are provided for professional and academic purposes. Email accounts should not be used for personal gain, personal business activities, or to solicit for non-school system business. Broadcasting of unsolicited messages is prohibited. District employees should use electronic resources to communicate confidential staff or scholar information only to those who are authorized to receive and with a need to know. This includes scholar assessment data.
2. Users are required to follow school system regulations which concern the use of electronic resources (i.e., will not damage computers, will not violate the privacy of users' files, will follow directions of staff or supervisors, will not be wasteful of resources).
3. Comply with network policies regarding scholar and staff logins including, but not limited to, circumventing desktop protection applications or internet filtering devices.
4. Use the Internet for appropriate educational resources.
5. Use electronic resources only with permission of administrator or designated personnel.
6. Comply with copyright laws (giving credit to the rightful author and not distributing protected materials or software) and do not download or transmit confidential or copyrighted information.
7. Immediately report security problems or policy violations to appropriate school and/or district/staff.
8. Do not use electronic resources in a manner that is obscene, insulting, purposely inaccurate, intimidating, or knowingly offensive to others.
9. Do not access inappropriate, obscene, or vulgar materials or show others how to access or use them.
10. Do not transmit computer viruses or any other malicious programs.
11. Do not intentionally damage or disrupt Internet/WWW services or network/hardware/software that provides delivery of electronic resources.
12. Do not install or remove software on any computer or server.
13. Do not share user IDs or passwords.
14. Do not utilize unauthorized user IDs or passwords.
15. Do not post messages or information and attribute it to another user.

School system staff will employ the same supervision and care in determining and monitoring appropriate use of the Internet. Failure to abide by Board policies and administrative procedures governing use of the school system's electronic resources may result in the suspension or revocation of system access and can result in disciplinary action.

CACS has taken precautions to restrict access to inappropriate electronic materials; however, on a global network it is impossible to control all available content. A user may accidentally or purposely discover inappropriate information. Use of any information obtained via electronic resources is at risk for the user. CACS makes no warranties of any kind, whether expressed or implied, for the service it is providing.

CACS will not be responsible for any damages a user may suffer, including loss of data or cost incurred from a commercial service. CACS will not be responsible for the accuracy or quality of information obtained through any telecommunication or electronic resource.

It is the policy of CACS to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of communications; (b) prevent unauthorized access and other unlawful online

activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (d) comply with the Children’s Internet Protection Act [Pub. L No. 106-554 and 47 USC 254(h)]; (e) and comply with the Scholar Data Privacy and Transparency Act.

LEVEL 2 VIOLATIONS

Disruption of School: Causing or contributing to the disruption and interference of school operations. It is unlawful for any person to disrupt or interfere with the operation of a school. Georgia law prohibits the upbraiding, insulting, or abusing of any teacher, administrator, or staff member upon the premises of any school in the presence and hearing of a scholar. This includes but is not limited to virtual classrooms as well.

DISRUPTION OF SCHOOL Level 2.2	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out of School Suspension for two (2) days	Short Term Out of School Suspension for three (3) days	In-School Suspension for five (5) days	Short Term Out-of- School Suspension for three (3) days
2 nd Violation	Short Term Out of School Suspension for three (3) days	Short Term Out of School Suspension for five (5) days	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out of School Suspension for five (5) days	Short Term Out of School Suspension for seven (7) days	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Violation of Electronics and Technology Policy: Misuse of electronic or technological resources or devices, including, but not limited to, unauthorized access to the system network, creating or using the email or messaging account of another without permission to send communications.

VIOLATION OF ELECTRONICS & TECHNOLOGY POLICY Level 2.3	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	In-School Suspension three (3) days		In School Suspension for five (3) days	Short Term Out-of- School Suspension for three (3) days
2 nd Violation	In-School Suspension for four (4) days		Short Term Out-of- School Suspension for three (4) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)

3 rd Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out- of- School Suspension for seven (5) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Giving False Information: Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a scholar.

GIVING FALSE Information Level 2.4	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out of School Suspension for one (1) day		In School Suspension for five (3) days	Short Term Out- of- School Suspension for two (2) days
2 nd Violation	Short Term Out of School Suspension for two (2) days		Short Term Out-of- School Suspension for two (2) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

False Representation of Substances: False representation of a substance to be a drug for which the scholar has no valid prescription or false representation of a substance to be an illegal drug as defined under the laws of the State of Georgia.

FALSE REPRESENTATION SUBSTANCES Level 2.5	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out of School Suspension one (1) day (MIN) Three (3) days (MAX)		In-School Suspension for Five (5) days	Short Term Out-of- School Suspension for two (2) days
2 nd Violation	Short Term Out of School Suspension two (2) days (MIN) Four (4) days (MAX)		Short Term Out-of- School Suspension for two (2) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Gang Affiliation: Exhibiting gang affiliation, as evidenced by a common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic. Exhibiting gang affiliation and/or engaging in any gang-related activity is not permitted. For this handbook, a gang is defined as any group or association of three (3) or more persons, whether

formal or informal, as evidenced by a common name or common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic, that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive activity.

Scholars shall not use any speech or commit any act or omission in furtherance of the interests of any gang-related activity, including, but not limited to:

1. Soliciting others for membership in a gang.
2. Requesting any person to pay for protection, bullying, or otherwise intimidating or threatening or physically harming any person.
3. Inciting other scholars to engage in any gang-related activity; and,
4. Defacing any school property with any kind of gang graffiti.

GANG AFFILIATION Level 2.6	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for three (3) days		Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for four (4) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Non-Dangerous Use of Hazardous Objects: Displaying, using, or otherwise exhibiting intent to use a hazardous object in such a manner that is neither dangerous nor threatening to the scholar, other scholars, personnel, or any other person. If the hazardous object is displayed or used, or the scholar exhibits an intent to use the object, in such a way that the object could be considered a dangerous weapon, refer to Level 4 violation below. This includes sharp objects and pepper spray/mace when non-dangerously used.

NON-DANGEROUS USE OF HAZARDOUS OBJECTS Level 2.7	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for one (1) day (MIN) Three (3) days (MAX)		Short Term Out-of- School Suspension for (3) days	Short Term Out-of- School Suspension for five (5) days
2 nd Violation	Short Term Out-of-School Suspension for two (2) days- Four (4) days (MAX)		Short Term Out-of- School Suspension for three (5) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for three (3) days-Five (5) days (MAX)		Short Term Out-of- School Suspension for seven (7) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)

Combination of local interventions, supports, and disciplinary response may be appropriate.

Fighting: For the purpose of this violation, fighting shall include, but not be limited to, hitting, kicking, punching, slapping, or other physical contact with another scholar or person that are not school personnel, and does not rise to the level of Excessive Physical Contact as defined in Level 3.

FIGHTING Level 2.8	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days
2 nd Violation	Short Term Out-of-School Suspension for four (4) days		Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Inappropriate Activity of a Sexual Nature: Such conduct does not rise to the level of severity of a Level 3 violation and may include public displays of affection including, but not limited to, kissing or embracing or groping on school property; sexual harassment that does not involve physical contact such as lewd gestures, or verbal conduct or communication of a sexual nature; unwelcomed sexual advances; “sexting”; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.

Note: May also involve a separate sexual harassment investigation under Sexual Harassment CACS Board Policy

INAPPROPRIATE ACTIVITY – SEXUAL NATURE Level 2.9	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Short Term Out-of-School Suspension for three (3) days		Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for four (4) days		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for five (5) days		Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	

Combination of local interventions, supports, and disciplinary response may be appropriate.

Unintentional Physical Contact with School Personnel: Unintentional, but inappropriate physical contact or action with school personnel.

UNINTENTIONAL PHYSICAL CONTACT SCHOOL PERSONNEL Level 2.10	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks) Expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Medical Substance Containing Alcohol: Possessing any substance containing alcohol which is normally used for medical purposes that has not been reported to the appropriate school official in accordance with the Medicine Policy.

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Assistant Principal or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescription and over-the-counter medicine must be kept in the school office unless authorized in writing by a physician and approved by the administrator. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Dean of student's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions (for over-the-counter medicines).

Medical Substance Containing Alcohol Level 2.11	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution		In-School Suspension up to three (3) days	In-School Suspension up to five (5) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day		Out-of-School Suspension up to three (3) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half

			months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Possession of Prescription Drugs: Possession of prescription medication prescribed to the scholar by a doctor, but that has not been reported to appropriate school officials in accordance with the Medicine Policy.

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Assistant Principal or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescription medicine must be kept in the school office unless authorized in writing by a physician and approved by the designated administrator. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Dean of student’s consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions.

Possession of Prescription Drugs Level 2.12	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal Warning and Alternative Resolution		In-School Suspension up to three (3) days	In-School Suspension up to five (5) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day		In-School Suspension up to five (5) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for one (1) day		Short Term Out-of- School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Viewing Obscene Materials: Accessing or viewing obscene or vulgar materials when such conduct does not involve another person.

Viewing Obscene Materials	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM

Level 2.13			
1 st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for five (5) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for two (2) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)
3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.			

Entering Areas Designated for the Opposite Sex: Entering, directing, or soliciting another scholar to enter an area designated for the opposite sex only.

Entering Areas Designated for the Opposite Sex 2.14	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Verbal Warning and Alternative Resolution		Verbal Warning and Alternative Resolution	In-School Suspension for two (2) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day		Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for one (1) day		Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Theft: Theft includes, but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property.

THEFT Level 2.15	Elementary		Middle	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day.	In-School Suspension for five (5) days.	Short Term Out-of-School Suspension for two (2) days
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days

3rd Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Vandalism or Damage to Property: Vandalizing or damaging school or individual property, regardless of whether there is a monetary loss of value.

Vandalism or Damage to Property Level 2.16	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Verbal warning and Alternative Resolution	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for two (2) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Verbal Abuse: Verbally abusing others, including but not limited to, threats, or intimidation, including but not limited to, harassing, or taunting in person, on the Internet, or other mode of electronic communications.

Verbal Abuse Level 2.17	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	One (1) In-School Suspension and Alternative Resolution	Short Term Out-of-School Suspension for three (3) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out-of-School Suspension for one (1) day	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 6 weeks (about 1 and a half months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of-School Suspension for Four (4) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	

Combination of local interventions, supports, and disciplinary response may be appropriate.

Possession or Vaping Devices/Electronic Cigarettes or Related Products: Possession, distribution, or use of electronic cigarettes (includes but not limited to e-cigarettes, e-cigs, Juuls, vapes, vape pens, vaping cartridges, hookah devices, hookah look-alikes, advanced personal vaporizers) and related products. This includes, but is not limited to, cannabidiol (CBD) extract or hemp products. Scholars are responsible for possession or use of these products regardless of lack of knowledge of what is contained in the item. *For products containing THC or other mood-altering substances, refer to Level 3.10 Drugs.*

Possession or Use of Vaping/ Electronic Cigarettes or Related Products Level 2.18	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	One (1) day Out of School Suspension	Short Term Out-of- School Suspension for three (3) day	Short Term Out-of-School Suspension for five (5) days	
2 nd Violation	Short Term Out- of- School Suspension for one (1) day	Short Term Out-of- School Suspension for four (4) days	Disciplinary Hearing (Up to 9 weeks (about 2 months) expulsion and referral to the alternative school.)	
3 rd Violation	Short Term Out- of- School Suspension for two (2) days	Short Term Out-of- School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks (about 4 months) expulsion and referral to the alternative school.)	

Combination of local interventions, supports, and disciplinary response may be appropriate.

LEVEL 3 VIOLATIONS

Failure to provide notification of charge, adjudication, or conviction of a felony: Upon any enrolled scholar being charged, adjudicated, or convicted of a felony violation as defined in Level 4, Rule 3, or Rule 4, the scholar shall immediately notify the Administrator and the Superintendent of said charges, adjudication, or conviction and shall provide to the Administrator and Superintendent a copy of all documents received by the scholar concerning said charges, adjudication, or conviction, including any probation terms. This includes any violation held in abeyance or given first offender status. Failure to provide the required documents shall be grounds for disciplinary action.

FAILURE TO PROVIDE NOTIFICATION Level 3.2	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of- School Suspension for one (1) day	Short Term Out-of- School Suspension for three (3) days	Short Term Out-of- School Suspension for one (1) day	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to alternative school.

Combination of local interventions, supports, and disciplinary response may be appropriate.

Gang Related Activity: Engaging in a gang-related activity that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive act.

GANG RELATED ACTIVITY Level 3.3	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out- of-School Suspension for five(5) days	Short Term Out- of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. 9 weeks of either Long Term Suspension or Expulsion and referral to alternative school.	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long Term Suspension or Expulsion and referral to alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Excessive Physical Contact: The use of *excessive physical force* resulting in harmful contact with a scholar or person other than school personnel referenced in Level 4. This includes, but is not limited to, fights that are beyond a Level 2 fight, that are violent or planned, cause a disruption of the school environment or educational process, group fights of three (3) or more individuals, and/or fights that cause an injury.

EXCESSIVE PHYSICAL CONTACT Level 3.4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out- of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out- of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out- of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. 27 weeks (about 6 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Permanent Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Sexual Misconduct: Any inappropriate act of a sexual nature that involves physical contact or that rises above a Level 2 offense; any act of indecent exposure, including “flashing,” “mooning,” or “streaking” as those terms are commonly understood; any act of indecent fondling, groping or touching of the scholar’s own intimate body parts or the intimate body parts of another; any act of sexual intercourse, oral sex, or sodomy as the term is defined by the laws of the State of Georgia; any act of viewing or possessing which involves another scholar; selling, buying or transmitting sexually

explicit or sexually exploitative materials, or any materials which depict a minor in a sexual manner; any act of recording images of intimate body parts, whether of oneself or of another person.

Note: May also involve a separate sexual harassment investigation under Sexual Harassment.

SEXUAL MISCONDUCT Level 3.5	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of- School Suspension for five (5) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the Alternative school.	Requires a Disciplinary Hearing. Expulsion for 27weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of- School Suspension for seven (7) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of- School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks (about 4 months) of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27weeks (about 6 months) and referral to the alternative school.
Any incident of sexual misconduct will be reported to law enforcement and state agencies as required by law. Combination of local interventions, supports, and disciplinary response may be appropriate.				

Attempting to make inappropriate physical contact or action with school personnel or Physical Violence Against Personnel, No Physical Harm: Committing acts of physical violence against teachers, school bus drivers, or other school officials or employees, is prohibited. For the purposes of this rule, physical violence is defined as intentionally making physical contact of an insulting or provoking nature with the person of another that does not result in physical harm.

ATTEMPTING OR MAKING INAPPROPRIATE PHYSICAL CONTACT/ ACTION - SCHOOL PERSONNEL. INTENTIONAL CONTACT THAT DOES NOT CAUSE HARM Level 3.6	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for three (3) days	Short Term Out-of-School Suspension for five (5) days	Requires a Disciplinary Hearing. 18 weeks of either Long- Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out- of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. 18 weeks of either Long- Term Suspension or Expulsion	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and

				referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Seven or More Level 1 Violations: Accumulation of seven (7) or more Level 1 violations in one academic school year.

7 OR MORE LEVEL 1 OFFENSES Level 3.7	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for ten (10) days
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Alcoholic Beverages: Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any alcoholic beverage at school, at any school-related activity, prior to attending school, or prior to a school-related activity.

Alcoholic Beverages Level 3.8	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months)	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.

			and referral to the alternative school.	
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Prescription Medication: Possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug not prescribed to the scholar in possession; wrongfully possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug that is prescribed to the scholar; or the use of any substance represented to be a prescription drug prior to or after attending school or a school related activity that was not prescribed for the scholar

When scholars must take medicine at school, parents must bring all medicine and related equipment to the Assistant Principal or his/her designee and complete a **Scholar Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parents. **Please do not send medicine to school with scholars.**

All prescription medicine must be kept in the school office unless authorized in writing by a physician and approved by the Assistant Principal. Scholars are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the Dean of student's consent, distribute the medicine to other scholars, or use the medicine in a manner that is not prescribed or per label directions.

Prescription Medication Level 3.9	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.

2 nd Violation	Short Term Out- of- School Suspension for seven (7) days	Short Term Out-of- School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Drugs: Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any Schedules I, II, III, or IV drug as defined by the Official Code of the State of Georgia, or any substance or chemical that is mood altering when taken that has not been prescribed to the scholar taking the substance or the chemical.

DRUGS Level 3.10	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out- of- School Suspension for five (5) days	Short Term Out-of- School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
2 nd Violation	Short Term Out- of- School Suspension for seven (7) days	Short Term Out-of- School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Theft Greater than \$500: Theft, including but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property when the value of the property is greater than \$500, as estimated by school officials.

Theft Greater than \$500 Level 3.11	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Vandalism or damage to property greater than \$500: Vandalizing school or personal property, with the cost of damages being greater than \$500, as estimated by school officials.

Vandalism or damage to property greater than \$500 Level 3.12	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Damaging or Setting Off a Fire Alarm or attempting to start a fire: Willfully damaging or destroying a school fire alarm; setting off a school fire alarm with no reasonable belief that a fire exists on the school premises. This violation shall also include refusing to evacuate the building when a fire alarm sounds, or an evacuation of a school is ordered. Attempting to start a fire on school grounds or at school events.

Damaging or Setting Off a Fire Alarm Level 3.13	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Terroristic Threats: A terroristic threat is any communication that could be perceived as a threat by a school administrator to commit any act of violence or to burn or damage property. Terroristic threats shall also include, but are not limited to, making false calls to 911 which have the effect of causing a lock-down of a school building, the evacuation of a school building, or the search of a school building, or any bus, property, or building belonging to the school district by the school resource officer or any other public safety officer or agency, or the use of electronic communication to convey text, video, or images which have the effect of causing a disruption of the school.

Terroristic Threats Level 3.14	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Short Term Out- of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.

2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks (about 6 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Two or More Level 2 Violations: Accumulation of two (2) or more Level 2 violations in one academic school year.

2 OR MORE LEVEL 2 VIOLATIONS Level 3.15	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	3 days OSS	5 days OSS	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. Expulsion for 6 weeks (about 1 and a half months) and referral to the alternative school
2 nd Violation	5 days OSS	Disciplinary Hearing Expulsion for 6 Weeks and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 9 weeks (about 2 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	7 days OSS	Disciplinary Hearing Expulsion for 9 Weeks and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Level 3.16 Pepper Spray; Use without Intent to Harm: Use or discharge of pepper spray by any scholar when no intent to harm or injure is evident shall be prohibited. The level of disruption by the discharge or use may determine the severity of the consequence.

Pepper Spray: Use without Intent to Harm Level 3.16	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM

1 st Violation	Short Term Out-of-School Suspension for five (5) days	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for ten (7) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
2 nd Violation	Short Term Out-of-School Suspension for seven (7) days	Short Term Out-of-School Suspension for nine (9) days	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
3 rd Violation	Short Term Out-of-School Suspension for ten (10) days		Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 18 weeks (about 4 months) and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Before a scholar who is in preschool through third grade is assigned more than five days of out of school suspension, whether consecutive or cumulative, the scholar must receive multi-tiered system of supports (MTSS). If the scholar has an Individualized Education Program (IEP) under the Individuals with Disabilities in Education Act or a Section 504 Plan under the Rehabilitation Act of 1973, then the scholar’s IEP or Section 504 Team must meet to review appropriate supports provided to the scholar under the plan.

LEVEL 4 VIOLATIONS

If a kindergartner through third grade scholar commits a Level 4 offense, specifically if the scholar possesses a weapon, illegal drugs or other dangerous instrument, or the scholar’s behavior endangers the safety of other scholars or school personnel, the school administration or a hearing officer may assign age-appropriate consequences without first referring the scholar to the MTSS process.

Possession of a Firearm, Dangerous Weapon, or Explosive Compound: Possessing, using, selling, buying, giving away, bartering, or exchanging any firearm, dangerous weapon, explosive compound, or an object that can be considered and/or used as a weapon. Pursuant to O.C.G.A. § 20-2-751.1, a violation of this rule has a mandatory minimum one-year of expulsion, but may result in permanent expulsion, at the discretion of the Disciplinary Hearing Officer.

It is unlawful for any person to carry, or to possess, or have under his/her control while within a school safety zone or on a bus or other transportation furnished by the district any dangerous weapon, firearm, or explosive compound. Any person violating this rule will be reported to the appropriate authorities for prosecution.

- **Dangerous Weapon:** Includes any weapon or object that could be used in a manner that may inflict bodily harm to another. Examples include, but are not limited to, sharp objects that are used or pepper spray that is discharged or used with intent to cause harm or injury, a rocket launcher, bazooka, recoilless rifles, mortar, hand grenade, or other similar weapon designed to explode.

- Explosive: Includes any bomb, firebomb, Molotov cocktail, firecracker, fireworks, stink bomb, bullet, shell, gun powder, grenade, missile, or any other type of explosive device and/or substance, including a set fire. A scholar in possession of any such item will be subject to disciplinary action as outlined in the Code of Conduct with the matter being reported to law enforcement authorities.
- Firearm: Includes, but is not limited to, a handgun, rifle, shotgun, or other weapon, which will or can be converted to expel a projectile by the action of an explosive or electrical charge, or gas cartridge (CO2 and nitrogen oxide cartridges that fuel air soft weapons).

POSSESSION – FIREARM, DANGEROUS WEAPON, EXPLOSIVE COMPOUND Level 4.1	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Requires a Disciplinary Hearing. Expulsion for one Year. K-3rd Grade – 10 days (about 1 and a half weeks) OSS	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Physical Violence Against Personnel with Physical Harm: It is prohibited for any scholar to intentionally make physical contact which causes physical harm to teachers, school bus drivers, or other school officials or employees.

PHYSICAL VIOLENCE AGAINST PERSONNEL WITH PHYSICAL HARM Level 4.2	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Offense	Requires a Disciplinary Hearing. Expulsion for one Year. K-3rd Grade – 10 days (about 1 and a half weeks) OSS	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Adjudication or Conviction of Felony (All Others): The adjudication or conviction of a scholar of an violation that is designated as a felony under the laws of the State of Georgia, or a felony under the laws of the United States of America, and which makes his/her continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

Adjudication or Conviction of Felony (All Others) Level 4.3	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

Adjudication or Conviction of a Felony (“Seven Deadly”): The adjudication or conviction of an enrolled scholar or a scholar seeking enrollment who committed an violation that involves one or more of the following violent criminal violations, and which makes his/her continued presence at school a potential danger to persons or property at the school, or which disrupts the educational process: a. Murder (O.C.G.A. §16-5-1); Voluntary Manslaughter, (O.C.G.A. §16-5-2); Rape (O.C.G.A. §16-6-1); Aggravated Sodomy (O.C.G.A. § 16-6-2); Aggravated Child Molestation (O.C.G.A. §16-6-4); Aggravated Battery (O.C.G.A. §16-5-24); and Aggravated Armed Robbery (O.C.G.A. §16-8-41)

Adjudication or Conviction of a Felony (“Seven Deadly”) Level 4.4	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 st Violation	Requires a Disciplinary Hearing Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion	Requires a Disciplinary Hearing. Expulsion for one (1) year.	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.				

JURISDICTION TO TAKE DISCIPLINARY ACTION

School Administrators are authorized to take disciplinary action for misconduct that occurs:

1. On school grounds.
2. Off the school grounds at a school activity, function, or event.
3. Off the school grounds at a non-school activity, function, or event, but where the misconduct leads to a potential danger or disruption of school or any other violation of the Scholar Code of Conduct; and,
4. In route to and from school or any school-related activity.

Authority to take disciplinary action also extends to any off-campus non-school-related actions by scholars, *at any time of the year*, which have a direct or immediate impact on school discipline, the educational operation or function of the school, or the welfare of scholars or staff. Such act could include, but is not limited to, a felony, a delinquent

act which would be a felony if committed by an adult, an assault upon another scholar, a violation of the laws prohibiting controlled substances, or sexual misconduct and which makes the scholar's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (OCGA 20-2-751.5). A scholar whose presence on school property may endanger the welfare or safety of other scholars or staff, or whose presence may cause substantial disruption at school, may also be subject to discipline.

Notification of Charge or Commission of a Felony

Any scholar seeking enrollment into the CACS District and who has been charged with, convicted or adjudicated of a felony, or for an act that would constitute a felony under the law if committed by an adult, and including any charges, conviction or adjudication that results in an abeyance or given first offender status, or incarcerated for any period of time, prior to the scholar being enrolled in the CACS District, the scholar and the scholar's parent shall immediately notify the Superintendent of said charges, conviction or adjudication, and shall provide to the Superintendent a copy of all documents received by the scholar concerning said charges, conviction or adjudication, including any bond or probation terms.

Prior to the scholar enrolling in the CACS District, the Superintendent shall decide on the proper placement of the scholar. The scholar's placement may include provisional or long-term anywhere within the district. Any placement may also include, at the Superintendent's discretion, a safety or transition plan. Upon enrollment, failure of the scholar to abide by the terms of any developed safety or transition plan may be grounds for disciplinary action, including referral to a Disciplinary Hearing Officer.

Failure of any scholar to provide the required documentation upon enrollment shall be a violation of the Code of Conduct and will result in the scholar being referred to a Disciplinary Hearing Officer for disciplinary action.

While the scholar's placement is pending, the scholar will not be permitted on campus, unless authorized by the Superintendent. The scholar will not be permitted to participate in any regular school activities, extracurricular activities, athletic activity, or school sponsored social event.

If the scholar and the parents are dissatisfied with the placement of the scholar by the Superintendent, they shall have the right to appeal the Superintendent's decision by filing written notice with the Superintendent within five (5) days thereof. The Board shall consider the scholar's placement within ten (10) school days of the Superintendent receiving written notice of the scholar's appeal. If no appeal is received by the Superintendent, then the Superintendent's decision shall become final.

Disciplinary Authority of Teachers and Administrators

Teachers: Teachers shall maintain discipline and order in the classroom, and are authorized to give verbal warnings, written reprimands, refer scholars to the school office, and employ any other discipline and behavior management techniques except for short-term or long-term suspension or expulsion of a scholar, discipline which is forbidden by law, or discipline which is permitted under the Scholar Handbook or by CACSGB policy to be administered only by an Administrator or Scholar Disciplinary Hearing Officer.

School Administrators: Notwithstanding anything to the contrary herein, school administrators (Assistant Principal) have the authority to administer any discipline or behavior management technique which a teacher is permitted to use, may assign scholars to in-school suspension, assign scholars short-term suspensions, may

assign scholars Out- of-School Suspension up until the time of a disciplinary hearing (even if for a longer period of time than a short-term suspension) and refer any disciplinary matter to a scholar Disciplinary Hearing Officer for a disciplinary hearing. Any scholar who has been suspended pending a disciplinary hearing shall be allowed to make up schoolwork that is missed due to the suspension pending the disciplinary hearing and shall be permitted onto school grounds to pick up class assignments at the office unless an administrator determines that allowing the scholar to pick up work assignments at the school office constitutes a danger to other scholars or staff. However, scholars who are suspended pending a disciplinary hearing are not allowed on school grounds to participate in regular school activities, extracurricular activities, athletic participation, and other school events.

Although progressive in nature, discipline should be appropriate for misbehavior and the age of scholars. **Consequently, administrators have the latitude of assigning discipline in relation to misbehavior.** For example, scholars who engage in more serious acts of misbehavior, such as fighting, are not entitled to a warning before any other disciplinary action is taken.

The ADMINISTRATORS are the designated leaders of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly, or dangerous conduct not covered in the Scholar Handbook, the ADMINISTRATORS may undertake corrective measures, which he/she believes to be in the best interest of the scholar, and the school provided such action does not violate Board policies or procedures, or state or federal laws.

Disciplinary Hearings

Disciplinary Hearing Officers are independent decision makers appointed by the Board of Education to hear disciplinary matters. Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short-term suspension, long-term suspension, or expulsion of any scholar found to have violated the Code of Conduct. If a hearing is called, the scholar will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension, or the conduct of the scholar or parent causes a delay beyond said ten (10)-day period. Prior to the hearing, scholars and parents will receive a notice to include the following:

1. The rules which the scholar has allegedly violated.
2. A description of the scholar's acts.
3. The names of the witnesses who may testify against the scholar (witnesses may be added prior to and during the hearing).
4. The maximum consequence that the scholar could receive.
5. The time and place for the hearing.
6. That the scholar is entitled to require witnesses to be present at the hearing and the scholar will have

to present evidence, examine all witnesses presented and have an attorney at the scholar's expense, to represent the scholar. School administrators should be notified prior to the hearing if a subpoena is to be issued by the Superintendent.

Parents/guardians should contact the school if they would like the notice and other documents related to the hearing in a language other than English. Language interpreter services are also available, upon request, for a scholar disciplinary hearing.

At the hearing, scholars and parents/guardians will have the right to present witnesses and evidence, to examine all witnesses presented, and to have an attorney, at the parent's/guardian's expense, to represent the scholar. Any

teacher called as a witness shall be given notice no later than 3 days prior to the hearing. O.C.G.A. § 20-2-754(b)(4). The decision of the Disciplinary Hearing Officer may be appealed by submitting a written notice of appeal to the Superintendent within twenty (20) calendar days from the date the decision is made.

A scholar disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing, the school has the burden of proving that the scholar engaged in acts that violated the scholar code of conduct. The scholar will have the opportunity to present evidence and/or witnesses for the Disciplinary Hearing Officer's consideration but is not required to do so. The Disciplinary Hearing Officer will determine whether the scholar committed or did not violate the code of conduct as set forth by the school

The Disciplinary Hearing Officer shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board. The Superintendent shall keep the record and documentary evidence on file for a period of twenty (20) days after the date of the decision of the Disciplinary Hearing Officer. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Hearing Officer, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final, at which time the record and documentary evidence may be destroyed.

All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the scholar. The Disciplinary Hearing Officer may limit unproductively long or irrelevant questioning.

The parents or legal guardian of the scholar may give testimony at the hearing and make a statement to the Disciplinary Hearing Officer concerning their feelings about the proper disposition of the case and to answer any questions. The scholar may be represented by counsel at the scholar's expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests. Failure to notify the district of a scholar being represented by counsel may cause a delay or continuance of the hearing.

All parties shall be entitled to subpoena witnesses for the hearing. A scholar or parent/guardian shall submit all requests for subpoenas to the scholar's administrators at least three (3) days prior to the time of the disciplinary hearing.

All scholar disciplinary proceedings and hearings conducted by either the Disciplinary Hearing Officer or the CACSGB are confidential and are not subject to the open meetings law. Only the following persons are permitted to attend a school disciplinary hearing conducted by a Disciplinary Hearing Officer: the accused scholar, parents or legal guardians of the accused scholar, legal counsel, a provider of interpretative services, school staff, and witnesses. Any written records, transcripts, exhibits, or other documents assembled or used in any manner regarding the conduct of any scholar disciplinary hearing are not public records and are not subject to public inspection.

Scholars who receive long-term suspension, expulsion or permanent expulsion may file an appeal to the Cirrus Academy Governing Board. The scholar's appeal must be in writing and delivered to the Superintendent.

If good and sufficient cause exists, the Superintendent may reschedule the hearing. Upon rescheduling, written notice of the rescheduled date and time of the hearing will be sent to the scholar's parent/guardian/representative either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation. The scholar's parent/guardian/representative may request a continuance of the hearing from the Superintendent. Continuance should be requested no later than 24 hours in advance of the scheduled hearing date and time. Extenuating circumstances should be presented for approval. If a continuance is requested or caused by the scholar's parent/guardian or representative, the scholar will continue to serve his/her recommended school level discipline during the time of the continuance and until the hearing is conducted and the Hearing Officer has rendered a decision.

When a hearing is appealed, the CACSGB will review the transcript of the hearing, decide based solely on the record, and notify scholars and parents, in writing, of the Board's decision. At the hearing before the Board, scholars have the right to be represented at the scholars' and parents' expense, by an attorney. The attorney will not, however, be permitted to hold an oral argument at the disciplinary hearing appeal. Scholars and parents may appeal the Board's decision to the Georgia Board of Education by giving the Superintendent written notice within thirty (30) days of the decision of the Cirrus Academy Governing Board.

Waiver of Hearing

The formal hearing may be omitted if the school, the scholar, and a parent/guardian agree that the scholar is guilty of the charges; that the disciplinary action proposed by the school is appropriate; and that the parent/guardian will waive the scholar's right to a hearing. Such agreement must be reduced to writing in a formal Hearing Waiver Agreement that clearly states that the scholar admits guilt to the charges, that all parties agree to the consequences, and that the parent/guardian and scholar clearly waive the right to a hearing.

A signed Hearing Waiver Agreement will be presented to the Hearing Officer to determine if the Hearing Officer is willing to accept the agreement as its decision. If the Hearing Officer adopts the agreement as its decision, the decision becomes final and cannot be appealed by the school or the scholar's parent/guardian. If the agreement is not adopted as the decision of the hearing, the Hearing Waiver Agreement will become invalid, all parental rights will be restored, and a new hearing date and time will be established.

Specific Provisions

Dress Code Policy

The purpose of the School Dress Code Policy is to provide additional opportunities for increased school safety, to encourage our scholars to experience a greater sense of school identity and belonging, to encourage improvement in scholar behavior, to reduce school clothing costs and disruptions to the learning environment, to encourage an elevated level of program participation and to improve and expand academic excellence. In addition, potential benefits of school uniforms include:

- Decreasing violence and theft
- Helping thwart the promotion of gang activity or insignia at school
- Instilling scholar discipline

- Helping parents and scholars resist peer pressure
- Helping school officials recognize intruders who come to school.

Appearance

In addition to being required to wear school uniforms, all scholars are to be groomed and addressed appropriately for school and school activities. No oversized clothing is allowed.

A scholar's dress and/or appearance shall:

- Support, not disrupt, the learning environment
- Constitute no threat to health or safety
- Be tasteful and not provocative or obscene
- Reflect practices of good hygiene and cleanliness

There is a mandatory school dress code policy adhered to at CACS as set forth by the Cirrus Academy Governing Board. The administration has a right to stop any behavior or activity that is disruptive of the learning environment or denotes gang affiliation, for example groups wearing identical earrings, chains, beads, bracelets, etc.

Reasonable accommodation shall be made by the administration for scholars involved in special duties, activities, or projects approved by the school. This would include but not be limited to athletics, physical education, dance classes, extraordinary events, and other activities that require non-conforming dress on a school campus during a school-sponsored event.

MONDAY-THURSDAY

PANTS

Gray, Blue, Black, or Khaki pants must be worn with a belt at the waist and belts must be through the loops. Absolutely NO cargo pants, leggings, sweat suit pants, pajamas, logos, insignias, pictures, or messages. Jeans can only be worn on Fridays.

SKIRTS, JUMPERS, SHORTS OR SKORTS

Skirts, jumpers, shorts or skorts must be clear blue plaid, gray, navy or black. Items must be below the scholar's fingertip with arms at their side. Skirts, jumpers, shorts or skorts must be worn with a belt at the waist and belts must be through loops. Administrators will make a final decision if it is appropriate for a scholar's school attire. Absolutely NO logos, insignias, pictures, or messages, except CACS Logo, on clothing worn by scholars of CACS

POLO-STYLE SHIRTS/SWEATSHIRTS/SWEATERS/JACKETS

Shirts must be collared (polo, turtleneck, oxford, or other collared blouse) and may be white, blue, black, gray or red. CACS logo is optional.

T-shirts that have CACS Logo and/or representing school sanctioned club and organization received from the school may be worn on designated days.

Sweatshirts and hoodies are prohibited. Sweaters with the CACS Logo can be worn (pull over or button front). Coats and jackets will be removed and stored when the scholar enters the school building.

NON-PERMITTED

Hats, caps, hoods, scarves, bandannas, "do rags," combs, picks, roach clips and curlers are not allowed. Possession of metal picks is prohibited on school property.

Any accessory, object or ornament that is distracting or capable of being used as a weapon or in the use of drugs or alcohol is not allowed. This includes, but is not limited to, artificial nails, jewelry, etc.

Schools reserve the right to ban any clothing items/accessories which may present a danger or distraction to the school community.

SHOES OR SNEAKERS

No slides, crocs, or bedroom shoes.

JEWELRY

The jewelry must be school appropriate, safe and must not cause a disruption to the school setting. Earrings that are large hoops or dangle are inappropriate for the school environment. Large medallion necklaces or big chains pose a safety and disruption issue and are not allowed at school. Excessively long false fingernails should not be worn to school as they pose a safety and hygienic concern. Administrators will make a final decision regarding the appropriateness of jewelry or long false fingernails.

EAGLES' FRIDAYS

Scholars can dress according to the dress code or wear t-shirts and jeans on **designated** Fridays and special Cirrus Academy Spirit Days. Plain t-shirts in school colors or class shirts can be worn with jeans on Eagles' Fridays or Spirit Days. No holes, rips, colored wrist bands, neck beads, head bands, doo-rags or sagging are allowed. Class shirts are available for purchase at a cost of \$8.00 each and order forms are available in the office. All details of this policy will be available in the school office.

Request to Waive the Uniform/Dress Code Policy

Reasonable consideration shall be made for those scholars who, because of a specific religious belief or medical reason, request a waiver of a guideline for dress or appearance.

The waiver request shall be in writing from the parent or guardian and approved by the Assistant Principal on an annual basis. In considering a waiver request, the Assistant Principal has the right to request additional documentation from medical officials and/or religious leader.

Compliance Measures

CACS will strive to achieve full compliance using incentives and positive reinforcement measures. The Assistant Principal will implement the dress code policy and implement disciplinary action only when positive measures fail to ensure compliance with CACS Dress Code Policy.

In addition, the school's rationale toward and benefit from the Dress Code Policy should be explained and fully understood by the scholar and his/ her family. Scholars who attend CACS while dressed in the following attire will not be deemed to have violated the CACS Uniform/ Dress Code Policy:

- When the scholar's parent or guardian has secured an exception from the school dress code policy for religious or health considerations, a scholar may wear religious attire or attire that accommodates the scholar's health condition.
- While an appeal of an exemption is pending under the described Dress Code Policy.
- During the first two (2) weeks after transferring in CACS.
- When a scholar is on school grounds outside of normal school hours, appropriate attire is permitted.
- When a field trip or school event may require specialized clothing, appropriate attire is permitted.
- The school Leader shall have the authority to allow scholars/ scholar organizations to have special dress-up days on special occasions.

DISCIPLINARY ACTION

CACS will impose disciplinary action as specified by Cirrus Academy Governing Board dress code.

FIRST VIOLATION – The school will contact the parent/guardian to restate our dress code policy, and the scholar will be given a verbal warning concerning appropriate clothing.

SECOND VIOLATION – The school will contact the parent/guardian to restate our policy. Scholar will remain in the front office until appropriate clothing is brought by the parent/guardian. The scholar will be instructed to change into appropriate clothing before returning to class.

THIRD VIOLATION – This is considered insubordination. The scholar will be subject to the disciplinary consequences of out of school suspension as set forth in the CACS Code of Conduct.

BOOKBAG POLICY

As part of our commitment to school safety, we continually review our policies and procedures to ensure that we provide a safe and secure learning environment. To that end, all backpacks and book bags must be translucent plastic or mesh. Scholars who choose to carry a backpack or book bag must ensure they are translucent plastic or mesh.

Please understand that it is not our goal to inconvenience our scholars, but to provide a safer school for everyone. While we would all love to have fewer restrictions, our job is to create the safest environment possible for scholars and staff.

CACS ELECTRONIC DEVICES POLICY

Use of electronic devices during the instructional school day is **prohibited**, UNLESS authorized by school staff and signed parental permission. Scholars may not use electronic communication devices during instruction time or on school buses. **(O.C.G.A. § 20-2-1183)** unless it is for the sole purpose of academic instruction and authorized by school staff. Scholars must adhere to the school's established Cell Phone Protocol as directed. They must be **KEPT OUT OF SIGHT IN THE SCHOLAR'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, AS WELL AS WHILE ON FIELD TRIPS, AND ON THE SCHOOL BUS AND/OR SCHOOL OTHER PROVIDED TRANSPORTATION**, unless being utilized for instructional purposes and authorized by school staff. Scholars are not to utilize communication devices for personal calls, texting, or personal social media postings.

The use of audio recording or camera functions of electronic devices by scholars is **always prohibited on school premises**, unless directed by a school official. Electronic devices shall not be used in a way that threatens, humiliates, harasses, or intimidates school-related individuals, including scholars, employees, and visitors, or violates local, state, or federal law.

Scholars may only have electronic devices for the exceptions below. Otherwise, Cirrus Academy's policy prohibits the possession or use of the following electronic devices on the school campus or on the school bus: cell phones, pagers/beepers, iPods, Walkman, radios, CD/DVD players, digital cameras, electronic games and toys, laser pointers or any other electronic devices.

Exception for Personal Communication Devices

Scholars are allowed to bring communication devices to school for the sole purpose of scholar safety and communication with parents and guardians before and after the school day. **ALL DEVICES MUST BE KEPT OUT OF SIGHT IN THE SCHOLAR'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, AS WELL AS WHILE ON FIELD TRIPS, AND ON THE SCHOOL BUS AND/OR**

SCHOOL OTHER PROVIDED TRANSPORTATION, unless they are being used for instructional purposes (BYOD) and authorized by school staff.

Scholars are allowed to BYOD for the sole purpose of academic instruction. BYOD devices must be authorized by school staff and parental permission provided through the Cirrus Academy Technology Use Agreement.

Cell phones or any other personal communication devices that are visible, ring, or make sounds during the instructional day will be considered contraband items and a violation of this policy. Parents must submit a note authorizing scholars to have a cellphone at school.

Electronic devices may not be used during any scholars' assessments unless specifically allowed by law, scholar IEP, or teacher directions.

Scholars who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to appropriate disciplinary action. No scholar shall photograph, videotape, record or reproduce, via any audio or video means, another scholar, or staff member while on school system premises, without the expressed prior permission of the scholar or staff member.

First Offense: Should a scholar receive or send a phone call, text message during school, or make personal posts on social media, the device shall be confiscated by a certified or classified staff member and given to an administrator. The parent(s)/guardian(s) of the scholar will need to arrange with the Administrative Office to retrieve the device.

Second Offense and Thereafter: A second infraction shall result in the device being confiscated and the scholar will be required to participate in disciplinary action assigned by the administrator and the device will remain in the possession of the administrator until a parent, guardian or parent designee comes to the school to pay a **\$25 fine** and to participate in a conference with school administration. In addition, disciplinary actions may be assigned as outlined in the Code of Conduct.

Scholars shall be personally and solely responsible for the security of their celluar telephones and/or other Personal Communication Devices (PCDs) or BYODs.

Cirrus Academy shall not assume responsibility or liability for the theft, loss or damage to a cellular telephone or other electronic device, nor does it assume responsibility for the unauthorized use of any device.

Sexual Harassment

CACS will not tolerate sexual harassment in any form by any person. It is the policy of CACS to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy for any person to harass a scholar, an employee, or any other person through conduct or communications of a sexual nature as defined below.

It shall also be a violation of this policy for scholars to harass other scholars through conduct or communications of a sexual nature as defined below.

Submission to such conduct is made, either explicitly or implicitly, as a term or condition of employment or an individual's education.

Submission to or rejection of such conduct by an individual is used as the basis for promotion or academic decisions affecting that individual; or

Such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creates an intimidating, hostile or offensive academic or work environment.

Any person who has knowledge of or suspects that sexual harassment is occurring within CACS shall immediately make a report to a school administrator or the school's Title IX Coordinator.

The right to confidentiality, both the complainant and of the accused will be respected consistent with the Board's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

All allegations of sexual harassment shall be immediately reported to the school's Title IX Coordinator or a school administrator. All reports of sexual harassment made to the Title IX Coordinator, or a school administrator will be fully investigated, and immediate and appropriate interim measures will be taken such that the alleged harassment will be remedied and corrective or disciplinary action shall be initiated against the offending scholar, if appropriate, if there is a substantiation of the allegation of harassment. A substantiated charge against an employee shall subject such person to disciplinary action, including discharge.

CACS Title IX Coordinator:
Brenda Edwards, Assistant Principal (K-8)
1870 Pio Nono Avenue Macon, GA 31204
Telephone: 478-250-1376

State Mandated Process for Scholar Reporting of Acts of Sexual Abuse or Sexual Misconduct

Any Scholar who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor, or administrator at school. Parents or friends of victimized scholars who have knowledge of sexual abuse or sexual misconduct by a teacher, administrator, or other school system employee are also urged to make an oral report of the act to any teacher, counselor, or administrator at the school.

- Any teacher, counselor, or administrator receiving a report of sexual abuse or misconduct of a scholar by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the Assistant Principal and shall submit a written report of the incident to the Assistant Principal within 24 hours. *If the Assistant Principal is the person accused of sexual abuse or sexual misconduct, the oral and written reports should be made to the Head of School or Head of School's designee.*
- Any Assistant Principal receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services or to an appropriate police authority or district attorney.
- Reports of acts of sexual misconduct against a scholar by a teacher, administrator, or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicated a reasonable cause to believe that the report of sexual misconduct is valid, the Assistant Principal shall make an immediate written report to the Head of School and the Professional Standards Commission Ethics Division.
- Pursuant to CACS procedures, upon receipt of a report under this policy, the Assistant Principal shall immediately contact the Head of School, who will initiate an investigation into the allegations.
- When it is determined that reports should be made to various outside agencies, the Head of School will contact appropriate police authorities, to make a report to the appropriate child welfare agencies and will make a report to the Professional Standards Commission.

School Safety Zone

School safety zones are defined as in, on, or within 1000 feet (about 304.8 m) of any real property leased, owned, or occupied by CACS. It is unlawful for any person to carry, possess, or have under his/her control any weapon or explosive compound while within a school safety zone, at a school building or school function, or on school property or a vehicle furnished by the school. Violation of this law is a felony. However, an individual over the age of 21 years old (except scholars) who are in possession of a weapon and/or has a weapon locked in a compartment of a motor vehicle and has a lawful gun license or permit, may transit through a designated school zone to carry, or pick up a scholar. However, it is unlawful for any person to remain within the school safety zone without a legitimate cause or need.

Failure to leave the premises when requested is grounds for a charge of disruption of or interference with the operation of any public school, which shall be considered a misdemeanor of a high and aggravated nature.

Academic Honesty

Coursework submitted by a scholar must be the scholar's own, original work. Scholars shall not cheat on any assignment by giving or receiving unauthorized assistance or commit the act of plagiarism. Scholars who commit such acts are subject to not receiving credit on the assignment in question and will be subject to disciplinary action as well.

PLEASE SIGN THIS PAGE AND RETURN TO CACS

CACS Parent-Scholar Handbook and Code of Conduct Acknowledgement and Consent Form 2024-2025

The purpose of this form is to ensure parents/guardians:

- Review the CACS Scholar-Parent Handbook and Code of Conduct and
- Grant or deny specific permission to the district

For each scholar, a parent/guardian must read **each** section of this form and initial. **At the end of this form, the parent/guardian must acknowledge they read the information in this Scholar-Parent Handbook and Code of Conduct and sign the form.**

_____ **(initials) 1. Attendance Policies:** I have reviewed the attendance requirements along with the written consequences and penalties for failure to comply with compulsory attendance as required by state law. Parents/guardians are required to keep the school updated any time there is a change in a scholar's residence or telephone number.

_____ **(initials) 2. Federal Programs Notification:** I have received the Federal Programs Notifications in the Scholar-Parent Handbook and Code of Conduct including:

- Family Education Rights and Privacy Act/FERPA
- Federal Programs Complaint and Procedure
- Parent Rights to Know
- Protection of Pupil Rights Amendment (PPRA)
- Title I School Designation

_____ **(initials) 3. Internet Usage:** I have reviewed the CACS Computer and Network Resources-Scholar Responsible Use Guidelines. I grant permission for my scholars to use the internet as outlined in the Scholar Code of Conduct, and I understand violations of the "Acceptable Use Guidelines" may result in revoking a scholar's access privileges, additional disciplinary action, and/or appropriate legal action.

_____ **(initials) 4. Cell Phone/Electronics Policy:** I have read and understand the cell phone/electronics policy and contract. I understand that possession of a cell phone or other electronic devices on school campus is a privilege, and that it may be revoked at any time. Furthermore, I understand that the school and its employees are not responsible for any theft or damage of my cell phone or electronic device while on school grounds, trips, etc. The school is not obligated to investigate the loss or damage of any phone or electronic device.

_____ **(initials) 5. Notice of Rights of Scholars and Parent/Guardian Under Section 504:** I have reviewed and understand my child's rights, and my own, under the Section 504 Plan of the CACS School District Scholar-Parent Handbook and Code of Conduct.

_____ **(initials) 6. Transportation Rules:** I have reviewed the information on Transportation and scholar discipline.

_____ (initials) **7. Media Release:** I have reviewed the photograph release form. I **DO NOT** give CACS permission to take photographs/videos of the minor named below or photographs in which the minor may be involved with others for the purpose of promoting CACS.

I have received and reviewed a copy of the CACS's 2024-2025 Scholar-Parent Handbook and Code of Conduct.

Print name of Scholar: _____ Grade Level: _____

Signature of Scholar: _____

Print name of Parent: _____

Signature of Parent: _____ Date: _____

Cirrus Academy Charter School Approved Policies, Procedures and Forms

Cirrus Academy Charter School Policies and Procedures

In compliance with the Federal Laws and State Charter Commission of Georgia, Cirrus Academy Charter School's Board of Directors, Administration, Teachers and Auxiliary Staff adhere to the following Policies and Procedures. This is done to ensure that all students have equal access to a positive learning environment. Presently, the population being served represents grades K – 8, Elementary and Middle School.

These policies are coded in this communication according to the State Charter Commission of Georgia.

Locker Policy

Lockers will be made available to our Middle Grades Students as well as students participating in other after school activities for \$5.00. Lockers are provided to students at CACS to reduce the number of materials students are required to take with them from class to class. Lockers and locks will be assigned to students by the school. It is the responsibility of the student to maintain a neat locker and to utilize the locker in an appropriate manner. Lockers may be searched based on reasonable suspicion of specific concerns regarding drugs, weapons or any other unpermitted contraband. Locker privileges may be revoked, and disciplinary action taken if a student misuses their locker or tampers with another student's locker. Students may only visit their lockers at assigned times; therefore, it is important that students secure all required materials needed for class from their locker. Students will not be allowed to visit lockers during instructional time.

*Approved 4/22/2022

Bullying

Behavior that infringes on the safety of students, staff or volunteers will not be tolerated. Bullying, as the term is defined in Georgia law (O.C.G.A. § 20-2-751.4), is prohibited. The Student Code of Conduct for CACS expressly prohibits bullying.

If parents believe their student is being bullied, please report it to a school staff member or administrator immediately.

Bullying is defined as an act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so,
2. Any intentional display of force would give the victim reason to fear or expect immediate bodily harm,
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate that:
 - A. Causes another person substantial physical harm or visible bodily harm;
 - B. Has the effect of interfering with a student's education;
 - C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or,
 - D. Has the effect of disrupting the orderly operation of the school.

The term “bullying” applies to acts which occur on school property, on school vehicles, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer networks, or other electronic technology of a local school system.

The term “bullying” also applies to acts of cyberbullying which occur using electronic communication, whether such electronic act originated on school property or with school equipment if the electronic communication:

1. Is directed specifically at students or school personnel;
2. Is maliciously intended for the purpose of threatening the safety of those specified or disrupting the orderly operation of the school; and
3. Creates a reasonable fear of harm to the students or school personnel’s person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes, but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Professional development and training opportunities for school staff on how to respond appropriately to acts of bullying, victims of bullying, and by-standers, who report bullying, shall be in place. All students and /or staff shall immediately report incidents of bullying, harassment, and intimidation to the school principal, assistant principal or principal’s designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, at and during a school-sponsored activity. Any report of retaliation for reporting bullying will also be investigated and addressed in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. Such consequences shall include, at the minimum and without limitation, disciplinary action or counseling, as appropriate under the circumstances.

However, upon a finding by the Disciplinary Hearing Officer that a student in grades 6-8 has committed the offense of bullying for the third (3rd) time in a school year, the student shall be suspended, placed in an alternative school program or may be expelled from Cirrus Academy.

Depending on the severity of the bullying allegation, school administrators have the discretion to send a student to a Disciplinary Hearing for the first (1st) or second (2nd) bullying offense. If found guilty, the student will be subject to disciplinary action pursuant to the Code of Conduct, including but not limited to, suspension or expulsion.

1. Bullying Level 1 - First incident of bullying
2. Bullying Level 2 - Second incident of bullying
3. Bullying Level 3 - Repeated acts occurring on school property or school equipment that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts victim at fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person physical harm; interferes with a student’s education; so severe and pervasive intimidates or threatens educational environment.

For Grades PreK-5: Punishment at the discretion of the administrator. The student’s age/level of maturity or development should be considered in relation to the offense.

For Grades 6-8:

1. 1st Offense – parent conference, referral to school counselor and three (3) days suspension or other appropriate Code of Conduct/Student Handbook /Code of Conduct/ punishment at the discretion of the administrator

2. 2nd Offense – five (5) days suspension

3. 3rd Offense – assignment to alternative school program More severe punishment may be necessary in some cases.

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which maybe done electronically.

Students and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at school and by including such information in the student/parent handbooks.

Cyber-bullying

The National Crime Prevention Council defines cyber-bullying as: “When the Internet, cell phones, or other devices are used to send or post text or images intended to hurt or embarrass another person.”

Types of Cyber-bullying - Cyber-bullying can take many forms. Properly identifying and preventing cyberbullying requires an understanding of the different ways technology can be used to hurt others:

1. Flaming- Online fights using electronic messages with angry or vulgar language.
2. Harassment- Repeatedly sending nasty, mean, and insulting messages.
3. Denigration- "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
4. Impersonation- Pretending to be someone else and sending or posting material to get that person in trouble or damage his or her reputation.
5. Outing- Sharing someone's secrets or embarrassing information or images online.
6. Trickery- Tricking someone into revealing secrets or embarrassing information and then sharing it online.
7. Exclusion- Intentionally and cruelly excluding someone.
8. Cyberstalking- Repeated, intense harassment and/or denigration that includes threats or creates significant fear.

Source: “An Educator’s Guide to Cyberbullying and Cyberthreats,” by Nancy Willard DCS Position on Cyber-bullying and Digital Citizenship

1. Students shall receive education including, but not limited to appropriate online behavior in social networking sites, chat rooms, electronic communications, etc.; the dangers inherent with the online disclosure of personally identifiable information; and, consequences of unlawful activities, including cyber-bullying awareness and response, other unlawful or inappropriate online activities by students.
2. Cyber-bullying will not be tolerated and is strictly forbidden.
3. Engaging in cyber-bullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges.
4. In some cases, cyber-bullying can be a crime.
5. The user should remember that digital activities are monitored and retained.
6. Report cyber-bullying immediately to school personnel.

Approved: 2.23.2021

The Boy Scouts of America Equal Access Act

➤ **SEC.9525. EQUAL ACCESS TO PUBLIC SCHOOL FACILITIES**

(a) SHORT TITLE – The Boy Scouts of America Equal Access Act

(b) IN GENERAL

(1) **EQUAL ACCESS** – Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the Department shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

(2) **VOLUNTARY SPONSORSHIP** – Nothing in this section shall be construed to require any school agency, or school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society).

(c) TERMINATION OF ASSISTANCE AND OTHER ACTION

- (1) **DEPARTMENTAL ACTION** - The Secretary is authorized and directed to effectuate subsection (b) by issuing and securing compliance with rules or orders with respect to a public elementary school, public secondary school, local educational agency, or State educational agency that receives funds made available through the Department and that denies equal access, or a fair opportunity to meet, or discriminates, as described in subsection (b).
- (2) **PROCEDURE** – The Secretary shall issue and secure compliance with the rules or orders under paragraph (1), through the Office for Civil Rights and in a manner consistent with the procedure used by a Federal department or agency under section 602 of the Civil Rights Act of 1964. If the public school or agency does not comply with the rules or orders, then notwithstanding any other provision of law, no funds made available through the Department shall be provided to a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders.
- (3) **JUDICIAL REVIEW** – Any action taken by the Secretary under paragraph (1) shall be subject to the judicial review described in section 603 of the Civil Rights Act of 1964. Any person aggrieved by the action may obtain that judicial review in the manner, and to the extent, provided in section 603 of such Act.

(d) DEFINITION AND RULE

- (1) **DEFINITION** – In this section, the term youth group' means any group or organization intended to serve young people under the age of 21.

- (2) RULE – For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

CARDIAC POLICY

Cirrus Academy Charter Board of Directors, Administration, Teachers and Auxiliary Staff are aware of how devastating it can be when a student or an adult encounters a sudden cardiac arrest at school. With that in mind, the team has in place a **Cardiac Emergency Response Team. Leading this team is the School Nurse, a Health and Physical Education Teacher and the Assistant Principal.** This team is responsible for responding when cardiac or other medical emergencies occur. Cirrus utilizes the guidelines listed by the **American Heart Association** when outlining duties and responsibilities within the team which includes:

- Establishing a secure safety zone, recognizing SCA (Sudden Cardiac Arrest), and immediate care of the victim;
- Retrieving emergency equipment; (Currently Cirrus Academy Charter Elementary School does not have a **Defibrillator**, but is exploring ways to get money to purchase this item because this instrument has saved many lives.);
- Directing EMS to the scene;
 - Efficient communication network linking all parts of the school including playgrounds, and athletic fields is needed to prevent delays. The adult where the emergency took place will radio the Head of School who will notify the EMS and activate the school's cardiac emergency response team. If the Head of School is not available, the designee will activate the CERT (Cardiac Emergency Response Team). All forms of needed communication will be utilized (cell phones, walkie – talkies, alarms, and/or an Intercom or any public communication system).

INFECTIOUS DISEASES

In compliance with the Federal Laws and State Board of Education Rule, Cirrus Academy Charter School's Board of Directors, Administration, Teachers and Auxiliary Staff adhere to the following Policies and Procedures. The School Nurse provides an In-Service at the beginning of each school year to ensure that all team members understand the process and procedure as it relates to everyone in the school setting. Follow-up sessions are provided for faculty and staff that enter later in the school year. Attached is a copy of the in-service, sample letters to parents, along with a listing of protective equipment housed in the clinic such as (face masks, gloves, or clothing that acts as a barrier between infectious materials and the skin, mouth, nose, or eyes). These items are available when tasks contain the potential for exposure to infectious diseases.

These policies and procedures are coded in this communication according to the State Board of Education Rule.

State Board of Education Rule: 160-1-3-03

A state charter school must develop policies, regulations, and procedures related to the impact of infectious diseases on school management and operations. The state charter school must annually provide employees with information, education, or training related to infectious diseases, including transmission, risk, and standard precautions that are based on CDC guidelines or recommendations. Additionally, the state charter school must make personal protective

equipment (face masks, gloves, or clothing that acts as a barrier between infectious materials and the skin, mouth, nose, or eyes) available when tasks contain the potential for exposure to infectious diseases.

If a state charter school has a reasonable suspicion that a student has an infectious disease, the state charter school must notify the student's parent of the need to obtain a medical evaluation. The state charter school must also counsel employees believed to have an infectious disease to seek a medical evaluation. Operational decisions related to employees or students infected with communicable diseases must be made in conjunction with a school nurse, state or local public health officials, health care professionals, and the administrator supervising the state charter school.

DIABETES MANAGEMENT POLICY

In compliance with the Federal Laws, State Law, and State Board of Education Rule, Cirrus Academy Charter School Board of Directors, Administration, Teachers and Auxiliary Staff adhere to the following Policies and Procedures. To ensure proper implementation of diabetes medical management plans, the School Nurse provides an In-Service at the beginning of the school year to ensure that all team members understand the process and procedures as it relates to everyone in the school setting. Follow-up sessions are provided for faculty and staff that enter later in the school year. All students that are diabetics are provide services and accommodation under ADA and Section 504 plan as part of the monitoring process. Small meetings are held with the parents of the students along with their teachers as often a needed to ensure that their academic plan and medical management is appropriate. Attached is a copy of the procedure along with the guidelines that are utilized. The school nurse along with another staff member is trained to make sure that the needs of all students with diabetes are met. A trained member of the faculty serves as the manager of all 504 plans.

State Law: O-C-G-A- 20-2-779

State Board of Education Rule: 160=4-8-18

In addition to serving students with diabetes with appropriate services and accommodations under ADA and Section 504, state charter schools must also adhere to state laws requirements to ensure the proper implementation of all diabetes medical management plans. If a state charter school has a student enrolled who has diabetes, the state charter school must ensure that at least two school employees are trained in accordance with the Georgia Department of Education's *Guidelines for the Care Needed for Students with Diabetes*. The state charter school must also provide information regarding the recognition of diabetes related emergency situations to all persons responsible for the transportation of a student with diabetes.

A state charter school must implement a diabetes medical management plan provided by the parent of a student with diabetes who seeks diabetes care while at school. At least one employee of the state charter school trained in diabetes management must be on site and available during school hours to provide care to a student with a diabetes medical management plan being implemented by the school. The trained personnel must be capable of performing the functions outlined in the diabetes medical management plan. Including but not limited to:

- Responding to blood glucose levels that are outside of the student's target range;

- Administering glucose;
- Administering insulin, or assisting a student in administering insulin through the insulin delivery system the student uses;
- Providing oral diabetes medications;
- Checking and recording blood glucose levels and ketone levels, or assisting a student with such checking and recording; and
- Following instruction regarding meals, snacks, and physical activity.

If requested by a parent in writing and if authorized by the diabetes medical management plan, the state charter school must allow a student with diabetes to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia and otherwise attend to the monitoring and treatment of his or her diabetes in the classroom, in any area of the school grounds, and at any school related activity. Additionally, a student with diabetes must be permitted to possess on his or her person at all times all necessary supplies and equipment to perform monitoring and treatment functions.

COVID Employee Policy

Last Updated: 08/2021

As part of our commitment to school health safety, if an employee test positive for COVID-19, the employee must exhaust their Sick Leave before COVID Leave, which is paid leave, will be available. COVID Leave is only available for up to 80 hours and will only be utilized for those who have been vaccinated.

The employee may not return to work until such time they either test negative or have a medical document indicating they are safe to return to work. If the employee wishes to work from home, he or she must submit a PTO Form requesting to do so. The Superintendent or designee is the only person who is able to approve this request. Once approved, the employee will be directed to complete a Telecommute Agreement detailing the frequency and details of the request.

Reporting Exposure and/or Positive Test

If you have been exposed to or have tested positive for COVID-19 or any variation thereof, you are required to make a report to the Superintendent or his/her designee. The School Nurse and the Human Resources Department will be notified for contact tracing and attendance purposes.

Exposure

If you have been exposed to someone who has tested positive and you have tested negative, you will be required to quarantine for five (5) calendar days or until otherwise notified.

Required Testing – Non-Vaccinated Personnel

If you have not been vaccinated or have had the first shot and missed your appointment for your second shot, you will be required to be tested weekly. Your test must be administered on Sunday and results submitted to Human Resources the following Monday morning before reporting to your assigned area. If you have tested positive, please follow the instructions for **Reporting Exposure and/or Positive Test** above.

Board approved 08/24/2021

ESOL Policy

Cirrus Academy Charter School ESOL Policy

FY 2019-2020

Introduction

As cultural and linguistic diversity in the state of Georgia increases, school personnel have a critical need for information to effectively instruct English Learners (ELs). Cirrus Academy Charter School will provide assistance with program management and the effective instruction of ELs. Cirrus Academy provides specific information about ESOL/Title III and federal and state guidelines. The goal of Cirrus Academy is to present an organized and clearly written document that facilitates the communication between the ESOL/Title III Department and the schools. This handbook will be updated as needed.

English to Speakers of Other Languages (ESOL) is the state-funded language instruction educational program for eligible English learners (ELs) in grades K-8 at Cirrus Academy Charter School (Georgia School Law Code 1981, §20-2-156, enacted in 1985). ESOL language instruction is focused on developing EL students' academic English proficiency in each content area of the Georgia Standards of Excellence (GSE). The WIDA Consortium English Language Development (ELD) Standards aligned with the GSE guide the work of ESOL teachers. Differentiated instructional practices, both in ESOL and general education classes, ensure that the language development needs of Georgia's EL students are met. In ESOL language programs it is appropriate, when practicable, to use the student's home language as a means of facilitating instruction and providing limited English-proficient (LEP) parents with school-related information.

The goal of the ESOL language instruction educational program for EL students at Cirrus Academy charter School is to increase both English language proficiency (ELP) and academic language proficiency in content-area subject matter. Successful ESOL language programs focus on collaboration and shared accountability for the success of all EL students

The responsibility for the education of English Learners, both in language and academic content, is shared by regular classroom teachers, ESOL teachers, and other instructional staff. All staff serving ELs should plan jointly to determine appropriate modifications needed to make language and content as comprehensible as possible throughout the whole school day for ELs. As a result, all teachers function as language teachers when ELs are enrolled in their classes. Since 1886, English has been designated as the official language of the state of Georgia. It is our responsibility to successfully prepare our students to become college and career ready. This objective requires that our instructional approach be flexible to accommodate the needs of a very diverse student and parent population. Our goal is to have students succeed both socially and academically. We also wish for them to understand and function successfully in American culture. Thus, as we educate students for the 21st century, we celebrate the languages and cultures that our students bring with them, and we build upon their rich cultural and linguistic backgrounds. Cirrus Academy Charter School will use a state approved model to service EL students as they become identified. Students who qualify will be served through the itinerant model. Recognizing the universal importance of education, the federal government assumed a

larger role in financing public schools with the passage of the Elementary and Secondary Education Act (ESEA) in 1965. Through subsequent reauthorizations, ESEA has continued to assist the states financially.

Cirrus Academy is required by law as a Charter District contracts with the State Board of Education, a critical point to consider during deliberations is that participation in either of these initiatives does not absolve either school districts or the state from our responsibilities to students under federal laws and regulations. Federal laws govern most services and policies concerning English Learners (EL) Two prominent examples of such laws are Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA). Title VI requires that districts provide equal educational opportunities to national origin minority students, who may also be limited-English-proficient. The EEOA complements Title VI in that it specifically requires school districts to take action to overcome any language barriers that might impede EL students from equal access and participation in educational programs. The Office for Civil Rights aggressively investigates alleged violations of either Title VI or EEOA law.

Cirrus Academy Charter School will follow the following procedures of Title VI or EEOA:

- provide a language acquisition program to its EL students;
- provide resources to implement its language acquisition program effectively (e.g., an ESOL program lacks ESOL teachers or ESOL materials);
- take steps to identify students who are not proficient in English;
- communicate meaningfully with limited-English-speaking parents and guardians of EL students by not providing such parents and guardians with written or oral translations of important notices or documents;
- exit EL students from an ESOL program when the EL students have acquired English proficiency or exits EL students without written parental or guardian permission before the students acquire English proficiency;
- provide ESOL assistance to EL students because they receive special education services, or provide special education services to EL students who qualify for such services;
- will not excludes EL students from gifted and talented programs based on their limited English proficiency when such programs do not require English proficiency.

Cirrus Academy Charter school understands that federally mandated services and programs cannot be waived as part of a charter system contract with the State Board of Education. Title VI and the EEOA govern the majority of services to English Learners thus continued compliance is required by federal law

Policy adopted: 9.23.19

Professional Qualifications Policy

Cirrus Academy Charter School Professional Qualifications/ESSA In-Field

FY2019 – 2020

Highly Qualified is no longer required by or reported to United States Department of Education (USDE). Cirrus Academy Charter School follows ESSA qualifications:

- 1) ESSA says that State Education Agencies (SEAs) and Local Education Agencies (LEAs) must ensure teachers meet applicable state certification requirements [Sections 1111(g)(2)(J), 1112(c)(6)]. In Georgia, under OCGA § 20-2-2065, state certification can be waived for most teachers, meaning that each LEA that waives certification must establish professional qualifications (PQ) for their teachers.
- 2) ESSA says the SEA must report information on the qualifications of the teachers including out-of-field. How can my LEA ensure that teachers meet PQ and ESSA In-Field? Establish professional qualifications that take subject matter competency into consideration either by requiring certification or the GaDOE accepted equivalent.

Teachers of Special Education Students

- Special Education: Teachers required to hold special education certification must hold a clearance certificate and certification in adapted or general special education curriculum that aligns to the course(s) being taught and the IEPs of the students being served. They may NOT waive certification in adapted or general special education curriculum.
- Content: All special education teachers issuing grades are required to hold content area certification in the subject field and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) in accordance with the cognitive level specified in the student's Individualized Education Plan (IEP).
- Charter Waivers: In Georgia, only teachers in LEAs that waive certification may verify content through degree, coursework, or content test; this must be in compliance with the LEA certification waiver procedures outlined in the Comprehensive LEA Improvement Plan (CLIP).
- Emergency/ Provisional: In accordance with Individuals with Disabilities Education Act (IDEA), special education teachers in Georgia may not hold emergency or provisional special education credentials. This means that a special education teacher holding a GaPSC Non-Renewable Professional (N), Waiver (W), or Supplemental Induction (SI) certificate may not meet Georgia's Professional Qualification Requirements.

Professional Qualifications for Paraprofessionals ESSA Sec.1111(g)(2)(M);

GaPSC Certification Rule 505-2-.18 The State of Georgia ensures that it has professional standards for all paraprofessionals working in any school, including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act. In Georgia and at Cirrus Academy Charter School a paraprofessional employed by Cirrus, must hold a clearance certificate and must meet one of the following requirements:

- Degree: Hold an associate's degree or higher in any subject from a Georgia Professional Standards Commission (GaPSC)-accepted accredited institution; or
- Coursework: Have completed two (2) years of college coursework (sixty [60] semester hours) at a GaPSC accepted accredited institution; or
- Content Area Test: Have passed the GACE Paraprofessional Assessment. If eligibility is established through the assessment, the applicant must also hold a minimum of a high school diploma or GED equivalent.

Parent's Right to Know Notification

ESSA Sec. 1112(e)(1)(A)

- Cirrus Academy Charter School notification requirements apply to all programs within the LEA.
- Cirrus notify parents annually at the start of school (within 30 calendar days of the start of school).
- Cirrus use the language of the law.
- Cirrus maintain records of the notifications.
- Cirrus uses what Georgia considers best practices when notifying parents: (1) notifying parents in multiple formats in order to ensure accessibility and, (2) to the extent practicable, notifying in a language the parent may understand.

20 Day Notification of Professional Qualifications ESSA Sec. 1112(e)(1)(B)(ii)

Cirrus notification requirements apply to all teachers in programs within each LEA.

- Cirrus notify parents if a teacher has not met subject or grade level requirements for professional qualifications in compliance with state law for more than four consecutive weeks. In Georgia, this means either GaPSC certification requirements, or, if certification is waived under the Official Code of Georgia 20-2-80, 20-2-2065 or State Board Rules 160-5-1-.33, 160-4-9-.07, the minimum qualifications established by Cirrus Academy is a Clearance Certificate with either content or coursework
- At Cirrus and in Georgia, this notification must be made within 10 business days following the four consecutive weeks.
- For additional notification requirements and best practices, see the ESSA PQ & In-Field Implementation Guide or contact GaDOE Staff.

Cirrus Academy Charter School uses charter/strategic waiver plans to establish minimum professional qualification requirements. The minimum professional requirements are a Bachelor Degree with course work, academic degree, or content with 21 semester hours in the content area they are teaching or 35 quarter hours in the content area they are teaching. Some teachers may hold a degree but lack the GACE to suffice a GAPSC certificate. All teachers at Cirrus hold a GAPSC clearance except for Special Education Teachers who meet full GAPSC certification. Notifications are sent for any teachers who do not meet applicable State and/or LEA professional qualification.

Testing Security Policies, Procedures and Security

TEST SECURITY Security and Accountability

Test Security Policy/Plan and Consequences

The successful implementation of a system wide student assessment program requires a concerted effort by all personnel involved in the testing process.

In accordance with the Georgia Department of Education any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores is viewed by the Cirrus Academy Charter School Governing Board as inappropriate use of handling of tests and will be treated as such.

The Board's test security policy/plan follows the Georgia Board of Education guidelines as outlined in the Georgia Student Assessment Handbook for ensuring and maintaining student assessment integrity and providing accountability.

As a part of the security policy all personnel involved in each test administration are required to attend training which covers roles and responsibilities and appropriate handling of secure test materials. Personnel are also made aware that failure to comply with established testing policies and procedures may be reportable to the Georgia Professional Standards Commission.

Cirrus Academy Charter School policy states that should any system personnel become aware of a suspected testing irregularity which may have resulted from failure to follow policy and/or procedure within the testing window, must report it immediately to the school test coordinator and/or principal. It shall then become the responsibility of the School Test Coordinator to report the incident and provide documentation to the System Test Coordinator. The System Coordinator will provide documentation and notify the Georgia Department of Education. Personnel may also be reprimanded by the local Board of Education with guidance from the Professional Standards Commission.

The Professional Standards Commission shall determine the appropriate disciplinary action and consequences necessary as related to teaching certificate. The following may apply as deemed by the severity of the incident: Warning, Reprimand, Suspension, Denial, and Revocation.

Security Breaches

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the Georgia Department of Education (GaDOE) as inappropriate use or handling of tests and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or score validity. The guidelines apply, where applicable, to both paper and online test administrations and environments. Please note that this list is not exhaustive and includes acts that could be committed by staff and/or students. Any concern regarding test security must be reported to GaDOE immediately. Assessment Administration Division staff members are available to help system personnel develop and implement appropriate test security procedures.

It is a breach of test security if anyone performs any of the following:

- coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- makes answers available to examinees;
- reads or reviews test questions before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing, this is applicable to both paper and online test forms;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC);

- uses or handles secure test booklets, answer documents, online testing log-ins/passwords/test forms for any purpose other than examination;
- fails to follow administration directions for the test;
- fails to properly secure and safeguard pass codes/usernames necessary for online test administration;
- Erases, marks answers, or alters responses on an answer document or within an online test form.
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts;

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such must be reported to the GaDOE and may be referred to the Educators Ethics Division of the Professional Standards Commission as failure to adhere to established policies and procedures. Under no circumstances may any tests be reproduced or duplicated for individual or group use unless authorized by GaDOE. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright laws must be reported immediately to the GaDOE.

Testing Irregularities

It is the responsibility of all personnel in the local system to follow protocol as they become aware of testing irregularities. Security breaches and testing irregularities can have long-reaching impact on students, schools, and systems, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity.

Examples of testing irregularities include, but are not limited to missing test booklets; copying of (by machine or in handwriting) or verbal communication about test content; failure to create an appropriate test environment (e.g., relevant teaching aids visible by students during the test session); teachers assisting students with answers during the test session; actual or cloned test items presented to students before, during, or after the test session (except released test items or items in the OAS); testing session disruption for any reason; student cheating (i.e. sharing answers, using electronic devices to copy, send, share answers or test information, plagiarism).

Any signs of any testing irregularity must be dealt with immediately. The Examiner should contact the School Test Coordinator/System Test Coordinator if any disruptions in testing sessions, cheating, or security violations are suspected. The School Test Coordinator, in turn, notifies the System Test Coordinator. They System Test Coordinator is expected to contact the GaDOE Assessment Specialist as soon as possible and report the testing irregularity in the MyGaDOE portal.

If the School or System Test Coordinator becomes aware of testing irregularities within the testing window, the GaDOE Assessment Specialist should be contacted immediately to determine if the test session can/should continue. If the decision is made to discontinue the testing process, Assessment Division staff will assist system personnel with re-scheduling and/or re-testing, if appropriate.

If the irregularity is revealed following the scheduled testing window, Assessment Division staff should be contacted to determine if the scores on the affected tests are valid. All reports to the GaDOE should be made by the System Test Coordinator. If the irregularity has a major impact on testing or there is a possible need to invalidate student scores, then the district's assigned Assessment Specialist at the GaDOE should be called. Confirmed incidences of cheating will result in an invalidation of student scores.

All events that may/do constitute irregularities must be coded and documentation completed and submitted to the Assessment Division. The System Test Coordinator is not required to call for guidance on irregularities concerning common place interruptions (e.g., alarms, sickness, cell phones/texts ringing, power outage, etc.). Once the irregularity code is received from the GaDOE Assessment Specialist, it may be used on future common place irregularities without calling the GaDOE, but the irregularities must be reported in the MyGaDOE portal. Any and all incidents of secure content posted on public websites and/or social media sites must be reported immediately to the GaDOE Assessment Specialist and reported in the MyGaDOE portal.

It is possible to handle minor irregularities locally. However, more serious irregularities require a report to the Assessment Division at the GaDOE. Depending on the impact of the irregularity, the GaDOE will instruct the school system to code the anomaly as either a testing irregularity or a test invalidation. The Assessment Division should be contacted as soon as possible if there is a major interruption in testing that impacts a substantial number of students over an extended amount of time.

If there is a suspicion of cheating during testing, the students involved should be moved or redirected, but testing should not be suspended. If after a system investigation it is determined that a student did cheat, GaDOE will authorize invalidating scores. If it is suspected that an Examiner/Proctor is assisting or coaching students during testing, the Examiner/Proctor should be removed from testing, and investigation by the system and school administration should occur and the results of the investigation reported to the GaDOE. All reports to the GaDOE should be made by the System Test Coordinator to the Assessment Administration division and documentation posted to the MyGaDOE portal.

Any signs of any testing irregularity must be dealt with immediately. The Examiner/Proctor should contact the School Test Coordinator/System Test Coordinator if any disruptions in test administration, cheating, or security violations are suspected. The School Test Coordinator, in turn, notifies the System Test Coordinator.

Occasionally, persons from the general public will contact the Assessment Division with allegations of classroom/school/system testing irregularities. In these cases, the Assessment Administration Division staff will generally contact the System Test Coordinator, asking that person to investigate, determine if possible unethical conduct is involved, make the appropriate report to Georgia Professional Standards Commission with a copy to the Assessment Administration Division, and report the incident in the MyGaDOE portal.

The Assessment Administration Division of the GaDOE will review all reports of irregularities and may advise the local system as to whether a report of possible unethical conduct should be made to the GaPSC.

Irregularities in Security Procedures include, but are not limited to, the following:

- Examinee was given access to test questions or prompts prior to testing.
- Test Examiner or other personnel copied or reproduced and distributed secure test materials.
- Test Examiner or other personnel coached examinee(s) during testing.
- Test Examiner or other personnel altered or interfered with examinee's responses in some way.
- Test Examiner or other personnel made responses available to the examinee.
- Test Examiner or other personnel failed to follow regulations and/or procedures for test security.

- Test Examiner or other personnel used or handled the test materials for a purpose other than test administration (i.e. teacher takes a test home to review; teacher/administrator reads a test booklet after school, etc.)

Irregularities in Test Administration include, but are not limited to, the following:

- Test Examiner or other personnel failed to follow administration directions for the test.
- Examinee's test booklet, answer sheets, or portfolio entries (for GAA) became lost.
- Teaching aids are displayed in the testing environment (i.e. a bulletin board containing relevant instructional materials) during testing.
- Test Examiner fails to provide an examinee with a documented accommodation or provides examinee with an accommodation that is not documented and therefore is not appropriate.
- Student disruptions for any reason.
- Personnel or student verbal or written communication regarding specific test content.

Invalidations related to Student Behavior including, but are not limited to, the following:

- Student attempting to view or copy another student's responses to questions during testing.
- Student assisting peers with answers to questions during testing.
- Student using cell phones, electronic devices, and/or monitors to view, copy, share answers or post secure test information.
- Student involvement in incidents involving cheating and/or plagiarism of content and responses

Steps for Reporting a Testing Irregularity

Examiner, other personnel or School Test Coordinator:

- Communicate with the System Test Coordinator about a possible testing irregularity.
- System Test Coordinator will provide guidance to investigate the possible testing irregularity.
- Written narrative must be provided by all parties involved in the irregularity.
- Return all documentation to the System Test Coordinator.

System Test Coordinator:

- Collect Testing Irregularity Forms and documentation from the Examiner, other school personnel or School Test Coordinators.
- Compile documentation for each incident reported.
- Call the assessment specialist in the Assessment Administration Division to determine appropriate coding for student answer documents. (Additional information about using the Portal to report irregularities will be shared during each pre-administration webinar.)
- Include appropriate information and documentation in the MyGaDOE portal.

- The Assessment Administration Division will inform the local district if it is required to report the irregularity to the Professional Standards Commission.

Only the GaDOE may invalidate assessments. Additional clarification on the coding of irregularities for the specific testing programs and the use of the surveys on the MyGaDOE Portal will be provided during pre-administration trainings.

Professional Standards Commission
 Educator Ethics Division
 200 Piedmont Ave., Suite 1702
 Atlanta, GA 30334
 Atlanta, GA 30334

Georgia Department of Education
 Assessment Administration Division
 1554 Twin Towers East
 205 Jesse Hill Jr., Drive

The System Test Coordinator is not required to call for guidance on irregularities concerning common place interruptions (e.g., alarms, sickness, cell phones/texts ringing, power outage, etc.). All events that may/do constitute irregularities must be coded and documentation completed and submitted to the GADOE Assessment Administration Division. Once the irregularity code is received, it may be used on future common place irregularities without calling the GaDOE. Only the GaDOE may invalidate assessments. Additional clarification on the coding of irregularities for the specific testing programs and the use of the surveys on the MyGaDOE Portal will be provided at the pre-administration workshops.

Cell Phone Use on Georgia Standardized Assessments

Students or school personnel are not permitted to use or bring into the testing environment any electronic device that could allow students access to information (e.g., cell phone, PDA, electronic recording or playback device, etc.). **Announcements must be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the system's student code of conduct and/or test invalidation.** Devices such as those mentioned above that are brought into the testing environment must not remain in the student's possession during testing. The school personnel will provided with crates/baskets in which to collect and secure such devices so that they are not accessible during testing. In the event a student brings such a device into the testing environment but does not have the device out during testing, the examiner and/or proctor must collect the device if they become aware of its presence and should allow the student to continue testing.

In the event an examiner/proctor **confirms** during testing that a student is using a device to access, retain, or share information, the examiner/proctor must with minimal disruption:

- collect the device,
- **stop testing that student,**
- remove the student from the testing session, and
- notify the School Test Coordinator/System Test Coordinator immediately.

In the event such actions are **suspected, but not yet confirmed**, the examiner/proctor must with minimal disruption:

- collect the device,
- **allow the student to complete testing,**
- notify the School Test Coordinator/System Test Coordinator immediately, and
- as soon as it is appropriate attempt to confirm whether or not the device has been used in violation of the guidelines above.

Simple possession of a device (including the ringing of a phone during test administration) may be addressed in keeping with the system's code of conduct and does not require an irregularity report to the GaDOE.

If it is confirmed that the student did use, or intended to use, the device to access information and/or to photograph, post, retain, share, or transmit information/images from any portion of a secure test booklet and/or answer document the test for that student will be invalidated.

The School Test Coordinator must notify the System Test Coordinator. The System Test Coordinator must contact the Assessment Specialist at the Georgia Department of Education (GaDOE) and report the incident as an irregularity. An Irregularity Form, with statements, must also be submitted to the GaDOE as soon as possible on the MyGaDOE Portal. Students who receive, from another party, messages/posts/texts that contain secure test information may also have their test invalidated if the information received is used by them to gain an advantage. Students and other personnel are expected to report all instances where they receive electronic information from another person containing secure test content/materials published by the GaDOE.

Local systems should be aware, and may make students aware, that the GaDOE monitors various websites/social media sites in search of instances where individuals may have posted secure test information. GaDOE works with websites/social media sites to identify the source of any such posting that becomes known. Such actions may result in invalidation and disciplinary action in accordance with the system's code of conduct located in the Student Handbook. **Importantly, examiners and proctors must be vigilant regarding test materials, test security, and the risks associated with electronic devices in the testing environment. While this has always been important, it has become increasingly important given the existence of social media and various smartphone applications.**

Each electronic device incident will vary and will be handled on an individual basis. Once the information has been evaluated, the GaDOE will determine if the assessment should be invalidated. If necessary, the assessment specialist will provide instructions for coding the invalidation. It is important to make certain that the GaDOE is provided with as much information as possible in order for the Department to determine if the assessment should be invalidated.

The district will continue to apply and enforce the local discipline or other policies regarding the use of electronic devices. Only the GaDOE will determine if the assessment should be invalidated.

Examiners and proctors should refrain from having phone conversations, sending emails, sending texts, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials. This does not apply to a need that a staff member may have to use such a device in the event of an emergency/urgent situation.

If questions arise, or if any situation occurs that could cause any part of the test administration to be compromised, System Test Coordinators should contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

CALCULATOR ALLOWANCES AND RESTRICTIONS

Georgia Milestones Assessment System

The system, schools, and students must adhere to the guidelines provided below. It is incumbent upon System and School Test Coordinators, and Test Examiners, to ensure that all calculator policies are implemented and followed. Given that technology changes rapidly, these guidelines may change at any time. A list of state approved calculators will not be issued. Calculators may not be shared by students.

Allowable Calculators for Georgia Milestones:

- Grades 3 – 5 EOG: No calculators allowed
- Grade 6 EOG: Basic four-function calculator with square root and percentage functions
- Grade 7 – 8 EOG: Scientific calculator

The following devices/features are NOT allowed:

- For basic and scientific calculators, devices that store text and/or that have QWERTY keyboards or typewriter-like keyboards.
- Calculators that have programs stored in the memory other than those that are factory installed.
- No cell phones, personal laptops, minicomputers, pocket organizers, iPods, and personal tablets.
- Calculators with beaming capabilities
- Calculators with wireless communication technologies and/or Internet access.
- Calculators with built in Computer Algebra System (CAS)
- Calculators that make noise, have paper tape, or that have voice

In grades 6 – 8, calculators are allowed for all students on certain sections of the mathematics test. All students may use a calculator on these sections. For the non-calculator section of the mathematics tests at these grades, it is not permissible to assign a calculator as an accommodation. No student may use a calculator on the designated non-calculator section in grades 6 – 8.

Additionally, the School Test Coordinator/System Test Coordinator and Test Examiner must ensure that all calculators being used for the assessment have no programs stored in memory other than those that are factory installed. Any non-factory programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, please contact the calculator manufacturer.

All questions regarding calculator usage should be directed to the System Test Coordinator who can then contact the GaDOE Assessment Administration Division if necessary.

Specific Directions – Graphing Calculators:

Beginning with the launch of Georgia Milestones in Winter 2014, graphing calculators are allowed for student use on the Coordinate Algebra and Analytic Geometry EOCs only. Given that many models of graphing calculators possess the ability to store text it is **required** that System Test Coordinator, School Test Coordinators, and Test Examiners confirm prior to testing and immediately after testing (before dismissing students), that all graphing calculators are cleared of any stored text. Should it be confirmed that a student either brought information into the test setting, or left the test setting with secure test information, the student's test will be invalidated. Further, a failure to confirm that text is cleared prior to, and after, testing may raise security concerns with all test administrations within a school, and possibly across the entirety of the local system. Please note that Georgia Milestones will provide an online graphing calculator, where appropriate, for student use. Any concerns a system may have regarding the requirement to ensure that each device is cleared of text and other non-factory installed programs can be eliminated by testing students online. Please note that the above provisions and requirements also apply to any other type of calculator, either basic or scientific, where applicable.

Legacy Program Calculator Restrictions

It is incumbent upon System Test Coordinator, School Test Coordinator, and Test Examiner to ensure all calculator policies are implemented and followed. Calculators may not be shared by students.

The following devices/features are NOT allowed:

- **Graphing calculators**
- **Calculators that store text and/or have QWERTY keyboards or typewriter-like keyboards**
- **Calculators that have programs stored in the memory other than those that are factory installed**
- **No cell phones, personal laptops, minicomputers, pocket organizers, iPods, and personal tablets**
- **Calculators with beaming capabilities**
- **Calculators with wireless communication technologies and/or Internet access**
- **Calculators with built in Computer Algebra Systems (CAS)**
- **Calculators that make noise, have paper tape, or that have voice**

The School Test Coordinator/System Test Coordinator and Test Examiner must ensure that all calculators being used for the assessment have no programs stored in memory other than those that are factory installed. Any non-factory programs or applications must be removed or disabled prior to testing. Memory must be cleared to factory default both before and after testing. For specific assistance in effectively preparing calculators for use during testing, contact the calculator manufacturer. Given that technology changes rapidly, these guidelines may change at any time. A list of state approved calculators will not be issued.

All questions regarding calculator usage should be directed to the System Test Coordinator who can then contact the GaDOE Assessment Administration Division if necessary.

Professional Ethics

Standardized testing has become a basic component of accountability for students, teachers, administrators, schools and school systems in Georgia and other states. Communities rely on their schools' standardized test scores to determine the success of their schools and to compare them to other communities. Test scores also have a major impact on the economic future of communities. New industries use test scores as a major factor in selecting locations for new facilities. As a result of national and state accountability ratings, standardized testing has become important to all states. When tests are properly administered, scored, and interpreted with a high degree of professionalism, all of the aforementioned stakeholders can be guided to make reliable and appropriate decisions.

A good testing program provides the following benefits:

- Students, based on their individual test scores, will know which skills and knowledge they have mastered and how they compare to other students.
- Parents can evaluate whether their children are obtaining the skills and knowledge they need to be successful during and after their school experiences.

- Teachers can determine if students have mastered the skills and knowledge needed to advance to the next level and if not which skills and knowledge are in need of improvement.
- Community members can compare local student performance with performances of students in other locations. The community has a measuring stick to determine if schools are making improvements from year to year.

Georgia relies on state-mandated assessments as a key component of the state accountability program as well as using the test results to fulfill national requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically. In the pursuit of fair and ethical testing for all stakeholders of Georgia, the following areas shall be addressed before, during, and after testing:

- Test Security – Test materials shall be secured before, during, and after testing and scoring to ensure fair assessment of all students. For Cirrus, this will be a locked file cabinet in a storage area in the vacant media center. There are only three keys available in the possession of superintendent, principal, and building manager. The testing materials will be stored in this location before testing. Online test tickets may be maintained securely until scores are received for students. Cirrus Academy will securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding the students' test administrations. Cirrus Academy will retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years. Test Examiners will be required to check out the materials prior to testing by documenting their name and time of checkout. During testing the examiners will be required to keep the materials in their possession. Once testing is completed the proctor will remain with the students while the examiner returns the materials to the vacant media center for check in and documentation.
- Test Preparation – The test should reflect the state-mandated content standards being taught, and should be developmentally appropriate for the age and level of the test-taker. School personnel must attend a mandatory teacher orientation/workshop in which testing policies and procedures will be introduced and discussed. Participants must sign an acknowledgement indicating they received and understand the testing information. A follow up to this training will be participation in a “practice” testing session before the actual state testing. A debriefing will be conducted to discuss any concerns/issues. Students should be familiar with test-preparation skills. Students will be required to complete the online testing tutorial Welcome to Experience Online Testing Georgia, <http://www.gaexperienceonline.com/>.
- Test Administration – Policies and procedures should be developed to implement fair and ethical testing procedures and practices. All eligible students should be assessed. Tests are used for their intended purposes.
- Test Data – Test scoring should be reliable and valid. Test data interpretation shall be appropriately given to stakeholders. Adequate data analyses will be used to prepare instructional modifications for individual students.

GEORGIA STUDENT ASSESSMENT PROGRAM RESPONSIBILITIES

Head of School - The Head of School has ultimate responsibility and accountability for all testing activities within the local school system:

- Develops local policies and procedures based on Georgia Department of Education guidelines and test publisher's directions to maintain test security.

- Supervises and monitors Principals to ensure that they fulfill their specific roles and responsibilities for the administration of tests.
- Ensures that all personnel involved with testing receive training on appropriate test administration, policies, and procedures including accommodations for each assessment given.
- Informs the local Board of Education, GaDOE, and Professional Standards Committee of any breach of security by employees of the system.

Principal - The Principal has ultimate responsibility and accountability for all testing activities within the local school.

- Ensures test security within the school building.
- Ensures distribution of test materials occurs immediately prior to test administration.
- Supervises all testing activities.
- Ensures that all school personnel have been appropriately trained on test administration, procedures, and policies, including accommodations for each assessment given.
- Ensures that accommodations have been given to only those students who appropriately need accommodations and have documentation of such need.
- Implements system's testing policies and procedures and establishes needed local school policies and procedures to ensure all students are tested fairly and appropriately.
- Reports immediately any breach of security to the Head of School.
- Completes the Principal's Certification Form following each test administration.

The Professional Standards Commission adopted an updated **CODE OF ETHICS FOR EDUCATORS** effective 2009. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as the guide to ethical conduct.

While the entire Code of Ethics for Educators is critical, the following standard addresses testing specifically:

Standard 11: Testing - An educator shall administer state-mandated assessments fairly and ethically.

Unethical conduct includes but is not limited to:

1. **committing any act that breaches Test Security; and**
2. **compromising the integrity of the assessment.**

The following portion of the Code of Ethics for Educators addresses reporting requirements and disciplinary actions that may apply to the assessment and accountability process for the testing program:

Reporting: Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.). The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

Disciplinary Action: The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. *unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11;*
2. *disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators;*
3. *order from a court or a request from DHR that the certificate should be suspended or denied for non-payment of child support;*
4. *notification from the GHEAC that the educator is in default and not in satisfactory repayment status on a student loan;*
5. *suspension or revocation of any professional license or certificate;*
6. *violation of any other laws and rules applicable to the profession; and*
7. *any other good and sufficient cause that renders an educator unfit for employment as an educator.*

An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.

The Code of Ethics for Educators effective 2009 can be found at this link:

<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

TEST DISTRIBUTION AND STORAGE

All test tickets, test booklets, answer documents, Examiner's Manuals, School Test Coordinator's Manuals, and System Test Coordinator's Manuals are considered secure and must be stored in a locked/secure central location. Materials for online and paper/pencil administrations are distributed to each school system two to three weeks prior to the test dates depending upon the assessment. **For Cirrus, this will be a locked file cabinet in a storage area in the vacant media center. There are only three keys available in the procession of superintendent, principal, and building manager.** Testing materials will be stored in this location before testing. Online test tickets may be maintained securely until scores are received for students. Cirrus Academy will securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding the students' test administrations. Test Examiners will be required to check out the materials prior to testing by documenting their name and time of checkout. During testing the examiners will be required to keep the materials in their procession. Once testing is completed the proctor will remain with the students while the examiner returns the materials to the vacant media center for check in and documentation.

Procedures for disposing of and securing materials are specific to each program. Consult the System Test Coordinator's Manual for each test for specific instructions regarding these procedures. Online test tickets may be maintained

securely until scores are received for students. Districts should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding the students' test administrations. Districts/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

Acknowledgment of Receipt of Documentation

I have received a copy of the Test Security-Security and Accountability document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Print Name: _____

Signature: _____

Date: _____

TEST SECURITY INFORMATION FOR SCHOOL TEST COORDINATORS/SCHOOL PERSONNEL/EXAMINERS

This section on security includes information that applies to both test coordinators and teachers. This information is intended to help school personnel understand the procedures that test coordinators use to inform them of their responsibilities.

The need to be very careful regarding test security is critical. Test coordinators should be certain that they are aware of their responsibilities and have made everyone who assists them with test administration aware of his/her responsibilities. Staff members who are not involved in testing should also be aware of the school's responsibility for test security. Paraprofessionals, custodial staff, and others in the school who may be in classes during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

Situations may arise which call for unplanned reactions. New questions may arise about what can and what cannot be done in relationship to testing issues. Therefore, test coordinators may have to make decisions on what actions should result. Attempting to analyze each situation by asking the following questions may help to decide the proper action to take:

- Could this possibly give one student an improper or unfair advantage over others?
- Could this possibly give one teacher's class an improper or unfair advantage over others?
- Could this possibly give a student or teacher advance knowledge of the test?
- Could this possibly be considered as teaching a child a small amount of information that is known to be on the test, or is very likely to be on the test, rather than teaching skills and the entire curriculum for the subject area to be tested?
- Could this possibly be considered unethical or a violation of board rule, professional teaching practices, the provisions in the GaDOE Student Assessment Handbook, or the instructions in the Examiner's Manual?

If the answer to any of the above was yes, then the action would be improper and should not be taken. This does not mean that teachers should not prepare students for standardized tests. They could have a daily review of skills or concepts that are to be tested. They should also be taught appropriate test-taking skills. Teachers should contact the School Test Coordinator/System Test Coordinator for any questions about testing issues. If an answer is not readily available; one will be obtained from the GaDOE by the System Test Coordinator.

Following is a list for consideration prior to testing. The list should not be considered all-inclusive. Where applicable, the list applies to both paper/pencil and online testing environments.

Must Do:

- Contact the School Test Coordinator/System Test Coordinator if any question arises about tests or test security. The school principal must also be made aware of any issues involving testing or test security.
- Keep all testing materials stored in a secure place accessible only by the principal and the test coordinator. The GaDOE recommends that tests be stored in a locked cabinet in a locked room. For Cirrus, this will be a locked file cabinet in a storage area in the vacant media center. There are only three keys available in the possession of superintendent, principal, and building manager. Restricted access should be confirmed prior to receipt of test materials.
- Be certain that everyone involved in the testing process has been properly trained and informed of responsibilities in the area of test security. Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained examiners must not be allowed to test.
- Perform all necessary readiness checks in advance of online testing.
- Adhere to calculator and cell phone policies and guidelines.
- Be certain that all materials issued to persons administering tests are counted carefully when given out and when returned. Keep a daily log of checkout times and return times. If a problem occurs, notify the School Test Coordinator/System Test Coordinator immediately.

- Distribute testing materials as close to the actual testing time as possible.
- Be certain that all persons receiving materials sign a checkout sheet when they receive the materials. This sheet should show date and time.
- Make certain that all materials are returned immediately after the testing session. Examiners are responsible for turning them in and coordinators are responsible for verifying that they do.
- Be certain all persons returning materials sign a check-in sheet. This sheet should show date and time.
- Be certain that materials are issued only to persons who have been carefully advised of their responsibilities for test security. Only staff members who have been trained on the proper management of secure test materials should handle such materials.
- Follow instructions in the test manual exactly. This is very important because manuals change each year. Not doing so can invalidate test scores.
- Adhere to the expectations set forth in the Student Assessment Handbook, and by the local system, relative to student possession of electronic devices in the test setting.
- Teachers must collect and turn in to the School Test Coordinator any scratch paper used during a standardized test and the School Test Coordinator should destroy it. Scratch paper must not be used for a test if the test directions do not allow it.
- Teachers should notify the School Test Coordinator of any problems that occur during testing. School Test Coordinators should immediately notify the principal in writing of any problems and then notify the System Test Coordinator. If necessary, the System Test Coordinator will notify the GaDOE.
- Make certain that everyone involved in testing in any manner is aware of the items in this list and the list below and also ensure that everyone involved in testing is aware of professional practices and the consequences of violations.

Must Not Do:

- Allow anyone to see test forms for any state-mandated test before they are administered—not even for a brief look regardless of the reason.
- Copy tests or test materials in any way—no photocopies, no handwritten copies, no notes may be made about test content, including GAA portfolio entries.
- Allow anyone else to copy tests, testing materials, or make notes about test content.
- Keep tests or testing materials at the end of the testing session or the assessment window.
- Give students the answer, or any clues to the answer, to any test item.
- Make notes about test content during test administration.
- Use any information about actual test items, regardless of how it is obtained, to help students prepare for the test. Such information may not be shared with anyone for any purpose. This does not include appropriate sample test items, practice materials, or GADOE publications such as Test Content Descriptions and Student Study Guides.
- During instruction, teach a particular problem or bit of information because it is known to be on the test. (This does not mean that skills and concepts, which are listed in the objectives or on test profiles, should not be emphasized—they should be.)
- Add anything to, or delete anything from, the directions in the test manual. This violates standardized test conditions and may invalidate scores. Directions may be clarified.
- Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test content descriptions/objectives, test profiles, test results, or test preparation.
- Select and distribute test materials, test forms, writing prompts, etc. in a manner designed to provide a student/group of students with an advantage over others.
- Alter or interfere with a student's responses.
- Remove secure test materials from their secure storage location for reasons other than the preparation of materials for testing, actual test administration, and the completion of tasks prescribed by test administration manuals or the *Student Assessment Handbook*.

I received a copy of this two-page document (Test Security Information for School Test Coordinators/Teachers/Examiners) and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

ROLES AND RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages. NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

School Test Coordinator

1. Receives test materials from System Test Coordinator and verifies numbers received.
2. Determines the number of test booklets to be assigned to each testing site and accounts for material distribution and return.
3. Prepares all testing sites.
4. Assists Principal in assigning Examiner(s).
5. Assigns Proctors appropriately in accordance with state guidelines.
6. Accounts for the security of all test materials during the time the materials are in the building.
7. Under supervision, ensures the accuracy of student FTE and GTID numbers on each answer document.
8. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
9. Ensures all materials are stored in a secure, locked location with restricted access. Confirms access is restricted by accounting for keys.
10. Conducts orientation and training sessions for Examiners and Proctors.
11. Adheres to system testing schedule.
12. Distributes test materials to and collects from each Examiner on the testing days.
13. Ensures Examiners sign out (date and time) materials each testing day shortly before testing begins each day.
14. Ensures Examiners return (sign, date, and time) materials immediately after testing each day.
15. Ensures that a minimum of one certified administrator is present and witnesses the transcription of student responses when/where necessary (e.g. such as when a student has the accommodation of marking answers in the test booklet). Documentation of this process must be retained.
16. Provides each Examiner with a list of student FTE and GTID numbers.
17. Gives Examiners extra No. 2 pencils, pens for writing tests, and resource materials, if appropriate.
18. Accounts for all students in terms of testing requirements.
19. Notifies Principal and System Test Coordinator of any emergency situation and helps to decide what action needs to be taken.
20. Conducts, coordinates, and supervises inspection of all completed answer documents before delivering them to the System Test Coordinator for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
21. Counts materials returned from Examiners each day and accounts for all materials distributed each day of testing.
22. Packages and returns materials to System Test Coordinator according to directions and time line.

23. Notifies Principal and System Test Coordinator of any testing irregularities and provides explanation of circumstances.
24. Maintains dated student sign-in/sign-out sheets for each administration.
25. Ensures that students have only one opportunity to test during each window.
26. Ensures that for any students not currently enrolled in their local school, the following protocol is applied:
 - a. contacts students' schools for verification of test eligibility and
 - b. requires photo ID and maintains photocopy record.
 - c. The decision to test out-of-system students is a local one. The burden of identification, establishment of eligibility, and record-keeping ensuring score reports are returned to the appropriate school must be borne by the administering school/system.

I received a copy of this one-page document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

ROLES AND RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

Principal

1. Has ultimate responsibility for testing activities in the local school.
2. Ensures proper environment for test administration.
3. Ensures that all testing sites are appropriately prepared: adequate student workspace, proper lighting, good ventilation, sufficient number of desks in good repair, instructional materials (e.g., posters, word walls, etc.) removed or covered, etc.
4. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified.
5. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students).
6. Designates a School Test Coordinator to coordinate the testing program. The School Test Coordinator must hold a PSC-issued certificate.
7. Assigns personnel to serve as Examiners and Proctors.
8. Arranges appropriate schedules for teachers who will be Proctors and Examiners and for those who will be teaching other students not involved in testing.
9. Informs students and parents/guardians about the purpose of testing, dates and times for testing, and expected dates for return of test results (see Test Preparation section).
10. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.
11. Advises School Test Coordinator, Examiners, and Proctors if emergency situations arise.
12. Monitors the administration of tests.
13. Supervises all testing activities to ensure strict test security.
14. Maintains test materials in a secure location, with restricted access.

15. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
16. Notifies System Test Coordinator of testing irregularities and provides explanation of circumstances.
17. Ensures that the school calendar is planned so that all tests are administered according to the system's testing calendar.
18. Monitors test preparation activities to ensure that secure testing materials are not misused.
19. Verifies all special education teachers have been trained to administer the GAA.
20. Verifies all ESOL teachers have been trained to administer the ACCESS.
21. Verifies all kindergarten teachers have been trained to administer the GKIDS.
22. Validates the content and procedures of students' portfolios by signing the GAA validation form.
23. Reviews and returns the Principal's Certification Form to the System Test Coordinator after each administration.

I received a copy of this one-page document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

ROLES AND RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

Examiner*

1. Participates in training.
2. Reviews and follows all procedures in handling all administration materials.
3. Counts materials prior to testing and after testing to verify accuracy.
4. Ensures the security of test booklets while they are in the testing site before, during, and after testing.
5. Provides No. 2 pencils, erasers, pens for writing tests, and resource materials (if appropriate).
6. Follows procedures for testing as given in *Examiner's Manual*, including reading all directions to students.
7. Maintains control of testing situation and keeps students on task. **Examiners should actively circulate and monitor students throughout the testing session(s).**
8. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to School Testing Coordinators immediately.
9. Confirms that all assigned students have entered and bubbled in the test form number correctly if one is required.
10. Allows no student to leave the test room unless there is an emergency.
11. Counts and verifies all testing materials each day prior to dismissing students.
12. With direct administrator supervision, at the conclusion of testing, inspects answer documents for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.

13. Returns all test materials to School Test Coordinators immediately after testing each day, including special format tests, such as Braille or large print.
14. Documents the daily receipt (date, time, and number received) of test materials and the daily return of test materials.
15. Ensures that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards should be free of any writing except for test procedure information. Electronic devices are not allowed in the testing site.

* **Certified** educators (teachers, counselors, administrators, paraprofessionals) must administer all assessments. Educators without Georgia certification from the Professional Standards Commission may not administer state assessments.

* The term **Examiner** refers to the person administering the assessment

I received a copy of this one-page document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

ROLES AND RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

Proctor

1. Participates in training.
2. Assumes responsibility for assigned students.
3. Monitors a specific area if a large testing site is used.
4. With Examiner supervision, assists in preparing test materials for distribution to students in a classroom on days of testing.
5. Ensures that desks are clear of everything except test materials.
6. With examiner supervision, assists in distributing and collecting classroom test materials.
7. With examiner supervision, answers questions regarding test procedures but does not explain items or answer any questions regarding the content of the test.
8. Remains in testing site during entire testing time.
9. With Examiner supervision, observes students during test to monitor that they are: (a) marking answers completely and correctly; (b) choosing only one answer per item; (c) marking answers which have the same number as the corresponding item number in the booklet; (d) using only specified test materials; (e) not using calculators unless permitted on specific subtests; and (f) using appropriate materials such as correct test forms and answer documents. Reports student actions to examiner immediately.
10. Reports any unusual circumstances to Examiner immediately (e.g., suspicion of cheating).
11. Circulates among students during testing to discourage misconduct and to be available to answer student questions.
12. Avoids standing by a student's desk too long or touching a student, as this may be distracting.
13. Monitors students with disabilities, 504 students, or ELL students who may require closer observation than other students or who need special assistance.

14. With examiner supervision, assists in accounting for all classroom test materials (Test materials should be returned to the School Test Coordinator by the Examiner).
15. Assists the Examiner in maintaining strict test security.

I received a copy of this one-page document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Signature: _____ Date: _____

Print Name: _____

Disciplinary Hearing Process

A disciplinary hearing will be held within 10 school days of any serious violation or numerous violations of the Code of Conduct in which the Superintendent believes that a suspension of more than ten days or an expulsion is appropriate. These violations typically fall in the Level IV or V categories in the Code of Conduct but can also include repetitive Levels I, II, and III.

Hearing Officer

Disciplinary Hearing Officers are independent decision makers appointed by CACS's Governing Board to hear disciplinary matters. Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short-term suspension, long-term suspension, or expulsion of any student found to have violated the Code of Conduct. If a Disciplinary Hearing is called, the student will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said ten (10)-day period.

Disciplinary Hearing Procedures for Regular Education Students

Disciplinary Hearing Officers are independent decision makers appointed by CACS to hear disciplinary matters.

Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short - term suspension, long-term suspension, or expulsion of any student found to have violated the Code of Conduct.

The Disciplinary Hearing Officer must meet the training requirements included in OCGA 20 -2-759 and SBOE Rule 160-4-8 -.15. SBOE Rule 160-4-8-.15 provides that individuals selected by the local education agency (LEA) to be a disciplinary officer or member of a disciplinary hearing panel must either be: (1) in good standing with the State Bar of Georgia; (2) have experience as a teacher counselor, or administrator in a public school system; or (3) is actively serving as a hearing officer under an existing contact/ agreement with a Georgia school system and has completed an approved Georgia Department of Education (GaDOE) tribunal training course.

Cirrus Academy Charter School Assessment Calendar FY 25

Date	Assessment
August 5 – September 17, 2024	GKIDS Readiness
September 18, 2024 – May 12, 2025	GKIDS
August 12, 2024	Fall MAP Reading
August 13, 2024	Fall MAP Math
August 14, 2024	Fall MAP Language/Fluency
August 15, 2024	Fall MAP Science
August 16, 2024	Fall STAR Reading/Early Literacy Screening/STAR Math
August 19, 2024	Fall DRC Beacon Reading
August 20, 2024	Fall DRC Beacon Math
December 12, 2024	Winter MAP Reading
December 13, 2024	Winter MAP Math
December 16, 2024	Winter MAP Language/fluency
December 17, 2024	Winter MAP Science
December 18, 2024	Winter STAR Reading/MAP
December 19, 2024	Winter DRC Beacon Reading
December 20, 2024	Winter DRC Beacon Math
March 20, 2025	Spring MAP Reading
March 21, 2024	Spring MAP Math
March 24, 2024	Spring MAP Language
March 25, 2024	Spring MAP Science
March 26, 2024	STAR Reading/Math/Early Literacy
March 27, 2024	Spring DRC Beacon Reading
March 28, 2024	Spring DRC Beacon Math
April 21-29, 2024	Georgia Milestone Spring Administration 3-8
June 26-27, 2025	Georgia Milestones Retest

If a disciplinary hearing is called, the student will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said ten-day (10) period. Prior to the hearing, students and parents will receive a notice to include the following:

1. The rules which the student has allegedly violated.
2. A description of the student's act.

3. The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
4. The maximum punishment that the student could receive.
5. The time and place for the hearing.
6. That the student is entitled to require witnesses to be present at the hearing and the student will have the right to present evidence, examine any and all witnesses presented and have an attorney, at the student's expense, to represent the student.

The school administrators should be notified prior to the hearing if a subpoena is to be issued by the Executive Director. Parents/guardians should contact the school if they would like the notice and other documents related to the hearing in a language other than English. Language interpreter services are also available upon request for a student disciplinary hearing. At the hearing, students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent's expense, to represent the student. The decision of the Disciplinary Hearing Officer may be appealed by submitting a written notice of appeal to the Executive Director within twenty (20) calendar days from the date the decision is made.

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing. The school has the burden of proving that the student engaged in acts that violated the Student Code of Conduct. Students who deny that they have violated the Code of Conduct should be prepared to present evidence and or witnesses to prove that the student did not violate the Code of Conduct. The Disciplinary Hearing Officer will determine whether the student did or did not violate the Student Code of Conduct as set forth by the school. The Disciplinary Hearing Officer shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board of Education. The record and documentary evidence shall be kept on file by the Executive Director or designee for a period of twenty (20) days after the date of the decision of the Disciplinary Hearing Officer. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Hearing Officer, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final at which time the record and documentary evidence may be destroyed.

Notice

Prior to the hearing, students and parents will receive a notice to include the following:

1. The rules which the student has allegedly violated.
2. A description of the student's acts.
3. The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
4. The maximum punishment that the student could receive and a recommendation for discipline.
5. The time and place for the hearing.

6. That the student is entitled to require witnesses to be present at the hearing and the student will have the right to present evidence, examine any and all witnesses presented and have an attorney at the student's expense, to represent the student. School administrators should be notified three (3) days prior to the hearing if a subpoena is to be issued by the Superintendent.
7. A statement that all parties are afforded an opportunity to present and respond to evidence and to evidence and to examine and cross examine witnesses.
8. A copy of the hearing process.

The notice of hearing shall be delivered to the student's parent/guardian either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation, to the last known address of the parent/guardian. If notice is delivered in person, a written confirmation of delivery should be obtained by the person delivering the notice. Service shall be deemed to be perfected when the notice is deposited in the United States mail with sufficient postage addressed to the last known address of the student/parent/guardian.

Continuance

If good and sufficient cause exists, the Superintendent may reschedule a hearing. Upon rescheduling, written notice of the rescheduled date and time of the hearing will be sent to the student's parent/guardian/representative either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation. The student's parent/guardian/representative may request a continuance of the hearing from the Superintendent. Continuances should be requested no later than 24 hours in advance of the scheduled hearing date and time. Extenuating circumstances should be presented for approval. If a continuance is requested or caused by the student's parent/guardian or representative, the student will continue to serve his/her recommended school level discipline during the time of the continuance and until the hearing is conducted and the Hearing Officer has rendered a decision.

Waiver of Hearing

The formal hearing may be omitted if the school, the student, and a parent/guardian agree that the student is guilty of the charges; that the disciplinary action proposed by the school is appropriate; and that the parent/guardian will waive the student's right to a hearing. Such agreement must be reduced to writing in a formal Hearing Waiver Agreement that clearly states that the student admits guilt to the charges, that all parties agree to the consequences, and that the parent/guardian and student clearly waive the right to a hearing. A signed Hearing Waiver Agreement will be presented to the Hearing Officer to determine if the Hearing Officer is willing to accept the agreement as its decision. If the Hearing Officer adopts the agreement as its decision, the decision becomes final and cannot be appealed by the school or the student's

parent/guardian. If the agreement is not adopted as the decision of the hearing, the Hearing Waiver Agreement will become null and void, all parental rights will be restored, and a new hearing date and time will be established.

Procedural Objections

Objection to the sufficiency of the notice and/or other procedural objections shall be waived unless written notice thereof is filed with the school no less than 24 hours prior to the time the hearing is scheduled to begin. The hearing may be postponed until such defects have been removed or remedied.

Hearing Process

The Hearing Officer will meet at the appointed time and place to review the case. At this time, the Superintendent or designee will present the facts of the case against the student as well as the reason for the recommendation. The Superintendent/designee, the school's attorney, the student's parent/guardian or representative, and the Hearing Officer are entitled to question witnesses about any matters which are relevant to the charges against the student or the appropriate discipline. The Hearing Officer has the authority to limit unproductively long or irrelevant questioning. The student's parent/guardian, or other appointed representative present for the hearing, will be able to ask questions and present arguments against the recommendation. The burden of proof is a preponderance of the evidence (more likely than not) and shall be on the school. The proceedings will be tape recorded for review by the school's governing board in the event that the hearing's decision is appealed.

Legal Representation at the Disciplinary Hearing

If the student is represented by an attorney, the school's attorney will be present. The student's parent/guardian must notify the Superintendent no less than 48 hours prior to the tribunal if the student may be represented by an attorney. Failure to give such notice can result in the tribunal being continued so the school's attorney may be present.

Appeals

Any party may appeal the Disciplinary Hearing decision to the school's Governing Board by filing a written notice of appeal within twenty (20) calendar days of the date of decision. The appeal should be addressed to the attention of the school's Governing Board Chair and delivered to the Superintendent. Appeals must be in written and hand delivered or mailed to the Superintendent within the 20-calendar day appeal timeline. Appeals by the Superintendent must be approved by the Board Chair. Upon the appeal of a decision of the Hearing Officer, the Governing Board will render its decision within 10 school days from the date it receives notice of the appeal, unless all parties agree to a different date. The Board's decision shall be

in writing and a copy shall be provided to the student/parent/guardian and the Superintendent. The Governing Board may take any action it deems appropriate, and any decision of the Board is final. The Board may not impose a punishment that is harsher than that imposed by the Hearing Officer without an explanation of the harsher punishment. Imposing a harsher penalty without stating any reasons is a denial of due process.

Family Educational Rights and Privacy Act (FERPA)

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

Family Education Rights and Privacy Act (FERPA)

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

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

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

Protection of Pupil Rights Amendment (PPRA) – Notice to Parents

July 1, 2024

Protection of Pupil Rights Amendment (PPRA) – Notice to Parents

Dear Parent(s)/Guardian(s),

This letter serves as official notice of Cirrus Academy's policy regarding Protection of Pupil Rights Amendment (PPRA) which affords parents certain rights regarding the school's conduct of surveys, collections and use of information for marketing purposes, and certain physical exams.

These include the right to:

- a. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student nor parents; or
 8. Income, other than as required by law to determine program eligibility.

- b. Receive notice and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- c. Inspect, upon request and before administration or use:
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as a part of the educational curriculum.

Parents of eligible students should submit to the school principal a written request that identifies which items set forth above that they wish to inspect. The principal will make arrangements for access and notify the parents or the eligible student of the time and place where the materials may be inspected. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Cirrus Academy has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collections, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

Cirrus Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Cirrus Academy will also directly notify, such as through U.S. Mail or e-mail, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

Cirrus Academy will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

- a. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- b. Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- c. Any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, D.C. 20202-5901

Cirrus Academy thanks you for doing your part to make the 2024-2025 school year a healthy, safe, and positive learning experience for all students as we continue to move FULL STEAM AHEAD!

Interim Head of Schools
Barry Williams

Governing Board Infectious Disease Policy

Cirrus Academy Charter School Governing Board Infectious Disease Policy

Adopted On: 11-06-15 **Last Reviewed On:** 8-23-19 **Last Updated On:** Pending 9.24.19 Meeting

The Board of CACS adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Purpose of Policy

SECTION 1.1. The Governing Board intends to ensure that no individual has potentially harmful exposure to infection or diseases.

SECTION 2. Definitions.

SECTION 2.1. **Communicable disease:** a disease that can be directly or indirectly transmitted from one person to another.

SECTION 2.2. **HIV infection:** an infection in which the human immuno-deficiency virus is present. SECTION 3. Protections

SECTION 3.1. No student shall be denied access to nor shall an otherwise qualified individual be denied employment in the educational programs of the Governing Board solely because he or she is infected with a communicable disease.

SECTION 3.2. A student or employee who is infected with a communicable disease will remain in his or her educational or employment setting unless he or she presents a significant risk of contagion as determined by the Governing Board after consultation with the student's or employee's physician, public health official knowledgeable about the disease and/or the Board's physician if in the judgment of the Principal it is necessary to consult a private physician.

SECTION 4. Prevention of Transmission

SECTION 4.1. Each year, the Principal shall provide educational opportunities and review of this policy for all employees to become informed concerning transmissions of communicable disease and HIV infection.

SECTION 4.1.1. Education and policy review shall include procedures to reduce the risk of transmitting HIV infection as well as other communicable diseases, including precautions to be taken in handling bodily fluids and blood whenever necessary. Handling blood and body fluids shall be in a manner consistent with the Center for Disease Control's Universal Precautions for Handling Blood and Body Fluids.

SECTION 5. Identification of Potential Risks

SECTION 5.1. Whether or not an infected individual presents a significant risk of contagion shall be determined based upon reasonable medical judgment given the state of medical knowledge about:

- The nature of the risk; i.e., how long the disease is transmitted;
- The duration of the risk; i.e., how long the carrier is infectious;
- The severity of the risk; i.e., the degree of potential harm to third parties; and
- The probability that the disease will be transmitted and will cause varying degrees of harm.

SECTION 5.1. Once the student's or employee's medical condition has been determined, the (Principal or other title) shall consult with the student's or employee's physician, a public health official knowledgeable about the disease and/or a physician employed by the Governing Board at the option of the Board in order to determine whether reasonable accommodations will allow the student to perform in the classroom or other educational setting or the employee to meet the essential functions of his or her job.

SECTION 5.2. If an accommodation that does not impose undue financial hardship or administrative burdens can be made, then neither student nor employee shall be denied the right to participate in Governing Board programs or to be employed by the Board.

SECTION 5.3. In order that the Board may have time to obtain a reasonable medical judgment concerning the student or employee who is infected by a contagious disease, the Principal is authorized to remove the infected student or employee from Board programs or employment for a period not to exceed ten days during which time the Board shall make a decision as to whether the student or employee can be accommodated and does not pose a significant risk to others.

SECTION 5.4. The student or employee shall be excluded only if the Board determines after consultation as provided above that the communicable disease is of such nature or at a stage that the individual should not be in an educational setting.

SECTION 6. Privacy Rights

SECTION 6.1. Neither the Board nor its employees shall disclose medical information about a student or employee with HIV infection or other communicable disease without the consent of the employee or the student or his or her parent or guardian, whichever is applicable, or only as required by law or court order.

Parent Complaint Policy and Procedure

Please refer to the Cirrus Academy Charter School Board Policy Staff Complaints and Grievances for specific procedural steps. Complaint Procedure forms may be obtained from a supervisor or by calling the Human Resources Department.

Scope of Complaint: Exclusions

This complaint and grievance procedure applies to any claim by professional employees certificated by the Professional Standards Commission (PSC). These employees must have been affected in their employment relationship by an alleged violation, misinterpretation, or misapplication of various compliances required of the school district.

This procedure does not apply to:

- Performance ratings contained in personnel evaluation and professional development plans;
- Job performance;
- Termination, non-renewal, demotion, suspension, or reprimand of any employee;
- The revocation, suspension, or denial of certificates of any employee

A certified employee, who chooses to pursue any appeal under §Code 20-2-1160, shall be barred from pursuing the same complaint under this policy.

Procedure

Initiating a Complaint and Requesting a Hearing

In order to resolve matters in a fair, equitable, and expeditious manner, the Board has developed a procedure outlined in Policy GAE. This policy is designed to identify all parties involved, provide timelines, and assist in organizing complaint information.

Policy for Reporting Sexual Abuse or Sexual Abuse or Sexual Misconduct by Staff Members

O.C.G.A. § 20-2-751.7.(a) provides that: "The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies."

The following is the reporting process:

A. Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.

C. Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately to the school social worker, but in no case later than 24 hours from the time there is reasonable cause to

believe a child has been abused. The school social worker's Child Protection Report may be submitted via telephone, fax, or in written form (preferred method for the school district is written report) to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel is required to take a written statement from the student prior to any other person. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the designated Regional Superintendent, Chief Officer of Public Safety, and Coordinator of School Social Work. The Superintendent and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.

STAFF ON STAFF ABUSE POLICY

It is the policy of Cirrus Academy Charter School's Board of Directors and Head of School to prohibit any act of harassment of employees based on Staff to Staff abuse be it (mental or physical), namely national origin, sex, religion, age, disability, sexual orientation, race, gender identity or genetic orientation, at all times on the school campus or any school sponsored activity. If any of the above acts are reported and found to be valid, such act will result in prompt and appropriate discipline, including possible termination of employment.

An in-service is held at the beginning of each school year by the Head of School to ensure that all staff understands this policy. Once the in-service is complete, all faculty and staff sign the document indicating that they understand all aspects of this policy. Faculty and staff that are employed later in the school year are provided the same in-service and also sign off on the said document.

STUDENT – TEACHER SEXUAL HARASSMENT POLICY

In compliance with the Federal Laws, and the State Charter Commission of Georgia, Cirrus Academy Charter School's Board of Directors, Administration, Teachers and Auxiliary Staff adhere to the policies that are in place namely, Title IX of the Educational Amendments Acts of 1972. This act is clear cut in that it states that *Sexual Harassment* and *Sexual Assault* are unlawful forms of gender discrimination at school throughout the United States of America. Cirrus Academy's Head of School takes this issue very serious and reviews it annually with the faculty, staff and student body. In-services is held for the faculty and staff with signed documents for verification and printed in the *Faculty Handbook*; and this information is explored in the *Student Handbook* by their homeroom teacher to ensure that they understand the seriousness of this act.

The protocol for Student – Teacher sexual harassment is for the alleged victim to report immediately to the Head of School or designee. The first step will be a thorough investigation. After a thorough investigation, if the act is found to be valid, said act will result in prompt and appropriate discipline as outlined in the handbooks.

TITLE IX of the Educational Amendments Act of 1972

Statue: [20.U.S.> 1681. seq](#)

Regulations: [34.C.F.R. Part 106](#)

Sexual Harassment

Title IX prohibits sexual harassment in schools as the conduct has the effect on denying or limiting a student's ability to participate in or benefit from the school's educational program. Sexual harassment may occur when a teacher or other school employee conditions educational benefits on unwelcome sexual conduct or the school creates or fails to remedy a hostile environment that has the effect of denying a student an educational benefit. Sexual harassment may be perpetrated by school officials, volunteers, students, or other visitors to the school. If a state charter school knows or reasonably should know about sexual harassment that creates a hostile environment, the state charter school must take immediate action to eliminate the harassment, prevent the recurrence, and address the effects.

Creating a safe environment free from sexual harassment is critical to school success. The United States Department of Education's Office for Civil Rights monitors and enforces Title IX in elementary and secondary schools. The Office of Civil Rights has comprehensive guidelines and resources to assist schools in addressing and preventing sexual harassment.

Student Records

It is the policy of Cirrus Academy and Charter School ("CACS") that the School shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Student Data Privacy, Accessibility, and Transparency Act of Georgia (the Act). For the purposes of this policy, a "parent" is defined as a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. An "eligible student" is defined as a student who has reached 18 years of age or is attending an institution of postsecondary education. CACS shall implement procedures whereby the principal is directed to provide an annual notification to parents of students currently in attendance and eligible students currently in attendance, including parents or eligible students who are disabled or who have a primary or home language other than English, of their rights under the FERPA and the Act, either through a student handbook distributed to each student in the school or by any means that are reasonably likely to inform them of their rights. The annual notification as required by FERPA will inform parents and eligible students of, and the applicable procedures related to, the following: The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day the CIRRUS Academy receives a request for access. Parents/guardians or eligible students should submit to the Federal Programs Director, Dinne Freeman, a written request that identifies the records they wish to inspect. The school official will arrange 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 CIRRUS Academy to amend a record should write the Federal Program Director, Ms. Dianne Freeman, 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, or therapist; a parent/guardian or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent/guardian, student, or other volunteer assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the school discloses education records without consent to officials of another 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.

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Confidentiality of student records shall be preserved while access is provided to parents, eligible students, and school officials with legitimate educational interests, as described in the annual FERPA notification given to parents and eligible students.

With the exception of directory information as defined below, personally identifiable information will not be released by the school district from an education record without prior written consent of the parent or eligible student, except to the extent authorized by the FERPA and its implementing regulations at 34 C.F.R. § 99.31 and the Act.

CACS designates the following information as "directory information." Unless a parent or eligible student makes a timely request to the principal CACS that such information not be designated as directory information for the individual student, such information will not be considered confidential and may be disclosed upon request.

Directory Information

Directory Information is that which may be considered of general interest to students, parents or the public. For the purpose of this policy, the following information is defined as directory information:

1. The student's name, address, electronic mail address, and date and place of birth;
2. Location and dates of attendance within the school district;
3. Participation in officially recognized activities and sports;
4. The weight and height of members of athletic teams;
5. Photograph;
6. Grade level;
7. Name of the most recent educational agency or school attended by the student; and,
8. Honors, awards, and other recognition connected with student performance at school.

Unless the parent/legal guardian or the eligible student submits a written objection to the disclosure of Directory Information within thirty (30) days of the date of enrollment or start of the school year, Directory Information may be disclosed to the public upon request. Written notification of this objection must be submitted to the Principal of CACS to avoid publication and/or disclosure of Directory Information.

Federal law mandates the disclosure of names, addresses, and telephone numbers of high school students upon request by military recruiters and institutions of higher learning. CACS will make disclosures of student directory information to military recruiters and institutions of higher education upon request, unless a parent or eligible student submits a written objection to the Principal of CACS which states their desire to prohibit the release the student's directory information. Written objections to the disclosure of Directory Information to military recruiters and institutions of higher learning must be submitted with within thirty (30) days of the date of enrollment or start of the school year.

Academic Information

For the purpose of this policy, Academic Information includes such items as individual student attendance, disciplinary records, transcripts, and test results. Such information is confidential, and access is restricted. Entries of Academic Information be based on objective factual data or observation of performance.

Academic Information is available to students' parents/legal guardians. The rights afforded to parents/guardians can transfer to the student when the student reaches eighteen years of age. Professional personnel, in the normal function of the school, may access student records. In addition, access to student records may be afforded:

1. In compliance with a judicial order or any lawfully issued subpoena. In this event, advanced notice of compliance will be given to parents/legal guardians.
2. In the event of an emergency, if knowledge of information contained within the record is necessary to protect the health and/or safety of students or other persons.
3. If students move to another attendance area or enrollment is sought outside of CACS.

Records of individual students shall be kept in a safe place of file. The student's academic record shall be maintained for a period established by the Georgia Records Retention Act.

Release of Records

Each school shall maintain a record, kept with the education records of each student which indicates all parties which have requested or obtained access to a student's records. Where the consent of a parent or eligible student is required for the release of records, it shall be in writing, be signed and dated by the person giving consent and shall give:

1. A specification of the records to be released;
2. The purpose for such release; and,
3. Identify the parties to whom such records will be released.

FERPA Hearing

The State Board requires that state operated schools provide parents or eligible students an

opportunity for a hearing for the purpose of challenging the content of students' records in order to ensure the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students. Parents or eligible students shall be provided an opportunity for the inappropriate data, and they shall be authorized to insert into the records a written explanation by the parents or eligible students respecting the contents of the records. Information such as that defined in this policy as "Academic Records" and "Directory Information" shall generally be considered as not challengeable, except to the extent that the information is recorded accurately.

CACS may attempt to settle a dispute with the parent of a student or an eligible student through informal meetings and discussions with the parent or eligible student. If the FERPA based complaint cannot be settled at the school level and there is a request for a hearing, the Principal shall provide the complaining parent or eligible student with access to a FERPA Complaint Form. Formal hearings may only be necessary when informal means are not satisfactory to the parent or the school. Procedures for formal hearings shall include the following:

The school principal shall be responsible for receiving all written complaints regarding FERPA and the Act. The school principal will provide a written response to the complaining parent or eligible student acknowledging receipt of the complaint and informing the parent or eligible student of the scheduled hearing date.

The school principal will conduct a hearing with the parent or eligible student and school official within fifteen (15) business days of receiving the complaint. The school principal shall provide an opportunity for the parents or eligible students to present relevant evidence. A decision on the Complaint shall be rendered no later than ten (10) business days following the hearing. A copy of this decision shall be sent to the parent or eligible student and Executive Director.

There is no Board level appeal, and the decision of the school principal regarding FERPA complaints is final. Parents and eligible students may seek further review of the CACS's decision by the U.S. Department of Education as outlined in the annual FERPA notification.

Section 504 Policy

Congress prohibited discrimination against persons with disabilities in the Rehabilitation Act of 1973, in a segment most often referred to simply as 'Section 504.' This was a broadly worded prohibition that covers both children and adults. It applies to programs that receive any federal financial assistance.

Section 504 prohibits discrimination against individuals, whose physical or mental impairment substantially limits one or more major life activities, including: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning.

- Under Section 504, schools must afford scholars with disabilities equal opportunity.
- Many scholars, who fall within the Section 504 category, are medically involved, and the disability is temporary in nature.
- Section 504 accommodations are delivered and monitored through the Student Support Team

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/RehabilitationActOf1973.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/GaDOESection504Guidance.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/Section%20504%20Procedural%20Safeguards.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/Section504FAQ.pdf>

Notice of Rights of Students and Parents under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section

504," is a nondiscrimination statute enacted by the United States Congress.

The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact Cirrus Academy's Charter School District's Section 504 Coordinator at the following address:

Diane Freeman

Department of Special Education

1870 Pio Nono Avenue

Macon, Georgia 31204

Ph: 478.250.1376 | Fax:478.259.1220 Email: Diane.Freeman@cirrusacademy.org

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/ or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney.

34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time; file a complaint with the United States Department of Education's Office for Civil Rights.

STUDENT SUPPORT TEAM (SST/RTI)

The Student Support Team process is a state-mandated and school-based intervention process. As outlined in Georgia's Student Achievement Pyramid of Interventions, Student Support Team Compliance serves as the basis for facilitation of Tier 3-Response to Intervention services. The purpose of the Student Support Team is to provide support to both students and teachers with the outcome being to improved student performance. (GaDoe: SST Resource Manual, 2008) The Response to Intervention Team is committed to providing training, resources, and guidance to school-based teams to help ensure the delivery of high quality instruction, research-based interventions, progress monitoring, and prompt identification of at-risk students.

Student Support Teams are comprised of interdisciplinary teachers, resource personnel, parents, and when necessary, the student. The team uses a systematic, problem-solving approach to address learning and/or behavior difficulties experienced by students. This includes students who are experiencing a lack of

academic progress, are medically challenged, display behavior or emotional challenges, are Section 504 eligible or need of homebound instruction.

Contact:

Diane Freeman

Director of Student Support Services

Diane.Freeman@cirrusacademy.org

Phone: 478-250-1376

Fax: 478-259-1220

Important Links for MTSS/RTI/Student Support Fact Sheets:

<https://www.gadoe.org/wholechild/Documents/MTSS/MTSS%20National%20Definition%20Fact%20Sheet.pdf>

Staff Complaints, Grievances, and Appeals Policy

RATIONALE/OBJECTIVE:

The Cirrus Academy School District (District) believes that clearly stated procedures for employees will make it easier to resolve concerns, complaints, and grievances (Complaints) that may arise between employees and/or supervisors.

RULE:

A. PURPOSE/INFORMAL RESOLUTION PREFERRED:

The goal of this Rule is to resolve problems and disputes in employment relationships at the lowest possible organizational level with a minimum of conflict and formal proceedings so that good morale may be maintained, effective job performance may be enhanced, and the community may be better served. The CACS School District encourages all employees to resolve their Complaints informally in a spirit of collegiality where possible. This Rule is available where such efforts do not succeed, or, where for other reasons, the employee desires to pursue this procedure.

B. DEFINITIONS:

1. Administrator:

The individual at each level designated by the CACS School District to preside over and make decisions with respect to employee Complaints.

2. Complainant:

The employee who files a Complaint pursuant to this Rule.

3. Complaint:

Any claim by a District employee which is filed pursuant to and within the scope of this Rule.

4. Level I Hearing Administrator:

The Principal of the school or supervisor of the department/division in which the Complainant is assigned.

5. Level II Hearing Administrator:

The Superintendent or designee.

6. Level III Hearing Officer:

The District may appoint an attorney to serve as the law officer who shall rule on issues of law and other objections, but such attorney shall not participate in the presentation of the case for either party.

C. SCOPE OF COMPLAINT/EXCLUSIONS:

1. Scope:

Unless excluded by Section C of this Rule, this Complaint procedure is applicable to any claim by an employee who is affected in his/her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, Rules, regulations, or written agreements of the District with which the District is required to comply.

2. Exclusions:

This Rule shall not apply to:

a. Performance ratings contained in personnel evaluations conducted pursuant to

O.C.G.A. § 20-2-210, remediation plans, and job performance; performance ratings and annual evaluations for all employees not covered by O.C.G.A. § 20-2-210 (Administrative Rule [Employee Evaluation]);

b. Job performance;

c. Termination, non-renewal, demotion, suspension, or reprimand of any employee as set forth in O. C.G.A § 20-2-940;

d. Revocation, suspension, or denial of certificates of any certified employee, as set forth in O.C.G.A. § 20-2-984.5.

3. An employee who chooses to appeal under O.C.G.A. § 20-2-1160 (School Law Tribunals; Appeals) shall be barred from pursuing the same Complaint under this Rule.

D. PROCEDURES:

1. A Complaint by the employee at the initial and each subsequent level of review shall be in writing (See Section E below) and shall clearly state the intent of the employee to access the Complaint Rule.

2. **Time Schedules:**

- a. The Complainant shall be entitled to file a Complaint within ten (10) calendar days from the most recent incident upon which the Complaint is based;
- b. The Complainant shall have ten (10) calendar days to file an appeal at any level;
- c. The total time frame shall not exceed sixty (60) calendar days from the initiation of the Complaint until notification to the Complainant of the decision rendered by the CEG Governing Board (Board).

3. **Hearing:**

a. Evidence:

- (1) The Complainant shall be entitled to an opportunity to be heard, to present relevant evidence, and to examine witnesses at each level; but
- (2) The Complainant may not present additional evidence at Level II or Level III of the Complaint process unless the additional evidence is submitted in writing to the Superintendent at least five (5) calendar days prior to the hearing;
- (3) When hearing a Level III appeal from Level II, the Board shall hear the Complaint as a totally new hearing where all evidence is presented as if for the first time (de novo).

a. Time Limits:

- b. The Hearing Administrators and the Board shall have the authority to maintain order at any hearings provided under this Rule;
- c. Time limits may be imposed at the outset of the hearing or at any time during the hearing regarding the presentation of evidence or examination of witnesses.

4. **Representation:**

a. Level I:

The presence of any individual other than the Complainant and the Level I Administrator is specifically prohibited, except witnesses who present testimony or documents.

b. Levels II and III:

The Complainant and the administrator against whom the Complaint is filed or whose decision is appealed shall be entitled to the presence of an individual, including an attorney, to assist in the presentation of the Complaint and the response thereof at Level II and Level III of this procedure. If the Complainant is represented by an attorney, the Board attorney shall be present and present the District's case if requested by the administrator.

5. **Records:**

- a. An accurate record of the proceedings shall be kept at each level;
- b. The proceeding shall be recorded by mechanical/electronic means;

- c. All evidence shall be preserved and made available at all times to the parties involved;
- d. All costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties, except:
 - (1) The cost of preparing and preserving the records of proceedings shall be borne by the District; however,
 - (2) The cost of transcribing the proceedings before the Board shall be borne by the party requesting the same, and all costs of the record on any further appeal shall be paid by the party required to do so by the laws relating thereto.

6. Decisions:

- a. The decision reached at each Complaint level shall be sent to the Complainant by both first class and certified mail, overnight delivery or hand delivered by a person designated by the Superintendent within ten (10) calendar days of the decision.
- b. If the decision is sent by first class and certified mail or overnight delivery, it shall be sent to the address stated in the Complaint or, if not contained in the Complaint, to the last known address of the Complainant on file with the District.
- c. Notification to the Complainant of the decision shall be deemed to have been made:
 - (1) On the date of hand delivery; or
 - (2) On the date of deposit in the United States Mail by first class and certified mail, return receipt requested; or
 - (3) On the date deposited for overnight delivery.

7. Automatic Referral to Next Level:

Any Complaint not processed by the administrator or the Board within the time frames required by this Rule shall be forwarded to the next level of the Complaint procedure.

E. FORM OF COMPLAINT:

The Complaint must be in writing and shall include the following:

- 1. The mailing address of the Complainant to which notices and all other documents may be delivered;
- 2. A statement of the intent of the Complainant to utilize this Complaint procedure;
- 3. A reference to the statute, policy, Rule, regulation, or written agreement that is alleged to have been violated, misapplied, or misinterpreted;
- 4. A brief statement of the facts on which the Complaint is based that explains how such statute, policy, Rule, regulation or written agreement was violated, misapplied, or misinterpreted, and how it substantially affects the employment relationship of the Complainant; and
- 5. A statement of the relief desired.

F. LEVEL I HEARING:

1. The Complaint shall be filed with the Level I Administrator within ten (10) calendar days from the occurrence of the most recent alleged incident or other matter on which the Complaint is filed and shall clearly state the intent of the employee to access the Complaint;
2. The Level I Administrator shall indicate the date of filing on the Complaint;
3. If the Complaint is filed within the required time limit, the Level I Administrator shall give written notice to the Complainant of the time and place of the hearing, either by mail, electronically or hand delivery:
 - a. When notice is given by mail, it shall be sent by first class mail to the address set forth in the Complaint;
 - b. If no address was included in the Complaint, then notice shall be sent to the last known address of the Complainant on file with the District.
4. The Level I Administrator shall conduct a hearing on the Complaint and render a decision thereon within ten (10) calendar days of the filing of the Complaint;
5. The decision shall be dated and shall:
 - a. Set forth findings of fact;
 - b. The decision made; and
 - c. Reasons for that decision.
6. A copy of the decision shall be sent to the Complainant as provided in Section D above.

G. LEVEL II HEARING - APPEAL FROM LEVEL I:

A Complainant who wishes to contest the decision of the Level I Administrator may appeal that decision to the Level II Administrator as follows:

1. The appeal must be filed in the Superintendent's office in writing within ten (10) calendar days after the date the Level I Administrator's decision is mailed or hand delivered;
2. The appeal shall clearly set forth the questions and issues involved and the reasons why the Complainant wishes to contest the Level I Administrator's decision; The Superintendent's office shall indicate the date of the filing on the appeal;
3. If the appeal is filed within the time limit, a Level II hearing shall be scheduled before an appropriate Level II Administrator who shall give written notice to the Complainant of the time and place of the hearing by mail, electronically or hand delivery;
4. The Level II Administrator shall, within ten (10) calendar days of the filing of the appeal:
 - a. Obtain the record of the proceedings and evidence introduced at the Level I hearing, as well as a copy of the Complaint;
 - b. Conduct a hearing; and

- c. Render a written decision;
- 5. If the Level II Administrator is a designated representative of the Superintendent, the Administrator shall promptly submit his/her recommendations and findings to the Superintendent for final decision, which shall be rendered within ten (10) calendar days of the filing of the appeal;
- 6. The decision shall be dated and shall:
 - a. Set forth findings of fact;
 - b. The decision made; and
 - c. Reasons for that decision;
- 7. A copy of the decision shall be sent to the Complainant as provided in Section D above.

H. LEVEL III HEARING - APPEAL FROM LEVEL II:

A Complainant who wishes to contest the decision of the Level II Administrator may appeal that decision to the Board as follows:

- 1. The appeal must be filed in the Superintendent's office in writing within ten (10) calendar days after the date the Level II Administrator's decision is mailed or hand delivered;
- 2. The appeal shall clearly set forth the questions and issues involved and the reasons why the Complainant wishes to contest the Level II Administrator's decision;
- 3. The Superintendent's office shall indicate the date of filing on the appeal;
- 4. If the appeal is filed within the time limit, the Superintendent or designee shall give written notice to the Complainant of the time and place of the hearing by mail, electronically or hand delivery;
- 5. The Complainant and the Administrators against whom the Complaint is filed or whose decision is being appealed shall be entitled to appear before the Board and be heard;
- 6. Three members of the Board may conduct the hearing and submit findings and recommendations to the full Board for final decision;
- 7. The Level III hearing shall be conducted as a de novo proceeding by the Board or its designated committee and a decision rendered by the Board so that the decision is mailed or hand delivered to the Complainant within sixty (60) calendar days after the filing of the initial Level I complaint, but no later than fifteen (15) days after the conclusion of the Level III hearing;
- 8. The Board's written decision shall be dated and shall:
 - (1) Set forth findings of fact;
 - (2) The decision made; and
 - (3) Reasons for the decision;

9. A copy of the decision shall be delivered to the Complainant in accordance with Section D above within sixty (60) calendar days after the filing of the initial Level I Complaint.

I. APPEALS TO STATE CHARTER SCHOOL COMMISSION:

A Complainant dissatisfied with the decision of the CEG Governing Board may appeal that decision to the State Charter School Commission. Such appeals shall be governed by the applicable State Board Rule and O.C.G.A. § 20-2-1160.

J. REPRISALS:

A Complainant shall not be the subject of any reprisal as a result of filing a Complaint under this Rule. Should any such reprisal occur, the Complainant may refer the matter to the Professional Practices Commission (Administrative Rule Admin Rule DIE-R [Fraud Prevention]).

K. COLLECTIVE BARGAINING DISCLAIMER:

Nothing in this Rule shall be interpreted as authorizing or permitting collective bargaining by or on behalf of any employee or group of employees.

Nursing Service Department/Form

The Cirrus Academy Charter School's Nursing Service Department believes that scholars can thrive and perform at their potential when they are healthy and present. The Nursing Service provides coordinated school-based nursing services and district health initiatives to ensure delivery of quality individualized support for scholars. A comprehensive nursing service approach provides support to enhance educational achievement by improving and protecting the health status of scholars through disease prevention, early detection, and removal or mitigation of health-related barriers to learning.

Student health and wellbeing is enhanced through intentional collaboration and partnership to foster optimal health outcomes. Standard Operating Procedures (SOPs), best practices, are aligned with School Health Law that provides for the Whole Child, Whole School, and Whole Community.

Cirrus Academy Charter School's Nursing Service Department's Infrastructure is comprised of a District/School Registered Nurse.

The Cirrus Academy Charter School's Nursing Service is responsible for the development of individualized health management plans for scholars with healthcare conditions and provides health-related support for scholars with documented health conditions. Below are some of these services:

Scholars and Partnerships

- Provide and coordinate, dental, scoliosis, and other required screenings for scholars, including referrals as needed.
- Ensure immunizations for scholars are current for school attendance.
- Provide first-aid, emergency care, and prescribed medical intervention as indicated by physician orders while at school.
- Promote awareness activities through education and targeted

health initiatives Parents/Guardians and Community

- Provide information for preventing common illnesses through health education, guidance to parents, and community resources.
- Serve as a resource and advocate to parents by identifying and seeking to eliminate health /safety hazards within the school.
- Assist parents with administration of prescribed medical treatment based on medical need with current physician order.

Student Health Services and Academic Success

Research studies have demonstrated a positive relationship with Comprehensive School Nursing Services on scholars' academic success.

School Nurses:

- Address medical needs for scholars in a school setting.
- Increase scholars' academic achievement grades, by managing health conditions.
- Decrease absences by managing health conditions.
- Identify and address health-related barriers to learning.
- Implement guidelines for school health and nursing services.

CIRRUS ACADEMY CHARTER SCHOOL

NURSE CONSENT FOR CLINIC SERVICES 2024-2025

Student Name: _____ Grade: _____
Homeroom Teacher: _____ Birthday: _____ / _____ / _____ Age: _____
Gender: _____ Male _____ Female

Emergency Contact Information:

Parent/Guardian: _____ Phone #: _____

Parent/Guardian email address: _____

Contact Person	Relationship	Cell Phone #	Work Phone #	Home Phone#	Email Address

A Management Plan or Authorization for Medicine Administration signed by your Doctor may be required.

Allergies (Specify type food, medicine, bees/ants) _____

My child's allergy is life-threatening and he/she carries an Epi-pen: _____ Yes _____ No

Asthma: _Yes _No Medication: _____

ADHD/other: _____ Yes _____ No Medication: _____

Diabetes: _____ Yes _____ No Medication: _____

Sickle Cell: _____ Yes _____ No Medication: _____

Seizures: _____ Yes _____ No Medication: _____ My child has been prescribed Diastat: _Yes _____ No

Any other health concerns: _____

Student's Doctor's Name: _____ Phone Number: _____

DOES YOUR CHILD NEED TO CARRY ANYTHING SUCH AS DIASTAT, EPI-PEN, INHALER OR

DIABETIC SUPPLIES WHILE AT SCHOOL? _____YES _____NO

IF YES PLEASE CONTACT THE CIRRUS ACADEMY CHARTER SCHOOL NURSE (WILLIAM THOMASON, R.N.) ASAP TO SET THIS UP AT 478-250-1376.

My child takes the following medication(s) at home

daily: _____

My child takes the following medication(s) at home

occasionally/as needed: _____

Listed below are medications stocked in the Nurse’s clinic. We do not have cold or allergy medicines. No medications will be administered without Parental written consent. The consent is for Nurse Use or Nurse Designee only.

Please check all the medications your child may receive while

at school. Tylenol (Acetaminophen)___

Advil_____

Antacids (Maalox/Tums) _____

Benadryl_____

The products listed below are used only if the parent or guardian states in writing not to use them:

Products	YES	NO	Comments
Eye drops			
Antibiotic			
Ointment			
Anti-fungal cream			
Peroxide			
Vaseline			

Cough drops			
Throat Lozenges/spray			

I understand that I can revoke this permission form by written notice to the school Nurse.

Parent/Legal Guardian

Signature: _____ Date:

Cardiac Arrest Awareness Form

What is Sudden Cardiac Arrest (SCA)?

SCA is a life-threatening emergency that occurs when the heart suddenly and unexpectedly stops beating. This causes blood and oxygen to stop flowing to the rest of the body. The individual will not have a pulse. It can happen without warning and can lead to death within minutes if the person does not receive immediate help. Only **1 in 10** survives SCA. If Cardiopulmonary Resuscitation (CPR) is given and an Automatic External Defibrillator (AED) is administered early, **5 in 10** could survive.

SCA is NOT a heart attack, which is caused by reduced or blocked blood flow to the heart. However, a heart attack can increase the risk for SCA.

Watch for Warning Signs

SCA usually happens without warning. SCA can happen in young people who don't know they have a heart problem, and it may be the first sign of a heart problem. When there are warning signs, the person may experience:

Fainting – Dizziness – Extreme Fatigue – Chest Pain – Abnormal Racing Heart – Seizures – Difficulty Breathing

If any of these warning signs are present, it's important to talk with a health care provider. There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops due to SCA, blood stops flowing to the brain and other body organs. Death or permanent brain damage can occur in minutes.

Electrocardiogram (EKG) Testing

EKG is a noninvasive, quick, and painless test that looks at the heart's electrical activity. Small electrodes attached to the skin of the arms, legs, and chest capture the heartbeat

While rare, SCA is the #1 medical cause of death in young athletes.

as it moves through the heart. An EKG can detect some heart problems that may lead to an increased risk of SCA. Routine EKG testing is not currently recommended by national medical organizations, such as the American Academy of Pediatrics and the American College of Cardiology, unless the pre-participation physical exam reveals an indication for this test. The student or parent may request, from the student's health care provider, an EKG be administered in addition to the student's pre-participation physical exam, at a cost to be incurred by the student or the student's parent.

Limitations of EKG Testing

- An EKG may be expensive and cannot detect all conditions that predispose an individual to SCA.
- False positives (abnormalities identified during EKG testing that turn out to have no medical significance) may lead to unnecessary stress, additional testing, and unnecessary restriction from athletic participation.
- Accurate EKG interpretation requires adequate training.

Signature of Student-Athlete

Print Student-Athlete's Name

Date

Signature of Parent/Guardian

Print Parent/Guardian's Name

Date

I have reviewed and understand the symptoms and warning signs of SCA.

1: Learn the Early Warning Signs

If you or your child has had one or more of these signs, see your primary care physician:

- Fainting suddenly and without warning, especially during exercise or in response to loud sounds like doorbells, alarm clocks or ringing phones
- Unusual chest pain or shortness of breath during exercise
- Family members who had sudden, unexplained and unexpected death before age 50
- Family members who have been diagnosed with a condition that can cause sudden cardiac death, such as hypertrophic cardiomyopathy (HCM) or Long QT syndrome
- A seizure suddenly and without warning, especially during exercise or in response to loud sounds like doorbells, alarm clocks or ringing phones

2: Learn to Recognize Sudden Cardiac Arrest

If you see someone collapse, assume he has experienced sudden cardiac arrest and respond quickly. This victim will be unresponsive, gasping or not breathing normally, and may have some jerking (Seizure like activity). Send for help and start CPR. You cannot hurt him.

3: Learn Hands-Only CPR

Effective CPR saves lives by circulating blood to the brain and other vital organs until rescue teams arrive. It is one of the most important life skills you can learn – and it's easier than ever.

- Call 911 (or ask bystanders to call 911 and get an AED)
- Push hard and fast in the center of the chest. Kneel at the victim's side, place your hands on the lower half of the breastbone, one on top of the other, elbows straight and locked. Push down 2 inches, then up 2 inches, at a rate of 100 times/minute, to the beat of the song "Stayin' Alive."
- If an Automated External Defibrillator (AED) is available, open it and follow the voice prompts. It will lead you step- by- step through the process and will never shock a victim that does not need a shock.

By signing this sudden cardiac arrest form, I give

Cirrus Academy Charter School permission to transfer this sudden cardiac arrest form to the other sports that my child may play. I am aware of the dangers of sudden cardiac arrest, and this signed sudden cardiac arrest form will represent myself and my child during the 2024-2025 school year. This form will be stored with the athletic physical form and other accompanying forms required by the Cirrus Academy Charter School System.

I HAVE READ THIS FORM AND I UNDERSTAND THE FACTS PRESENTED IN IT.

Student Name (Printed)

Student Name (Signed)

Date

Parent Name (Printed)

Parent Name (Signed)

Date

Non Discrimination Statement

The statement is as follows:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
intake@usda.gov

This institution is an equal opportunity provider.

05/05/2022

Academic School Calendar

CIRRUS ACADEMY CHARTER SCHOOL | 2024-2025 CALENDAR

<p>4 Independence Day (District Closed) 29-31 Pre-Planning</p>	<table border="1"> <thead> <tr><th colspan="7">JULY '24</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	JULY '24							S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<table border="1"> <thead> <tr><th colspan="7">JANUARY '25</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>18</td></tr> </tbody> </table>	JANUARY '25							S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	18	<p>01-03 Holiday Break 06 Professional Learning Day 07 1st Day of Second Semester 20 M.L. King Day</p>														
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<p>20 Last Day of Semester 23-31 Holiday Break</p>	<table border="1"> <thead> <tr><th colspan="7">DECEMBER '24</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td>15</td></tr> </tbody> </table>	DECEMBER '24							S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				15	<table border="1"> <thead> <tr><th colspan="7">JUNE '25</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	JUNE '25							S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p>19 Juneteenth (District Closed)</p> <ul style="list-style-type: none"> First and Last Day of the Semester Holiday- No School Pre-Post-Planning and Professional Learning Asynchronous Learning Day for Students Professional Learning Day for Staff Testing Days 														
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First Semester: 89 Days | Second Semester 91 days
Approved: 4/16/2024 CEG Board